

# Digest of Education Statistics 2019

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# Digest of Education Statistics 2019

55th Edition

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## **FOREWORD**

The 2019 edition of the *Digest of Education Statistics* is the 55th in a series of publications initiated in 1962. The Digest has been issued annually except for combined editions for the years 1977-78, 1983-84, and 1985-86. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the Digest, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to data on educational attainment, finances, federal funds for education, libraries, and international comparisons. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Although the Digest contains important information on federal education funding, more detailed information on federal activities is available from federal education program offices.

The *Digest* contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education, Federal Funds for Education and Related Activities, Outcomes of Education, International Comparisons of Education, and Libraries and Use of Technology. Each chapter is divided into a number of topical subsections. Preceding the seven chapters is an Introduction that provides a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. The *Digest* concludes with two appendixes. The first appendix, Guide to Sources, provides a brief synopsis of the surveys used to generate the *Digest* tables; the second, Definitions, is included to help readers understand terms used in the *Digest*.

The *Digest* can be accessed from <a href="https://nces.ed.gov/programs/digest">https://nces.ed.gov/programs/digest</a>. Tables from each *Digest* edition since 1995 can be viewed by selecting the edition year from a drop-down menu. All tables that appear in the print version of the *Digest* are also included in the online version. In

addition, the online version of recent editions includes a number of supplemental "web-only" tables. (Web-only tables are identified as such in the print version's comprehensive List of Reference Tables.) In the online version, *Digest* tables are available both in HTML format and as downloadable Excel files. The most current versions of *Digest* tables are posted to the NCES website on a rolling basis before the entire edition of the report has been completed. The "Most Current Digest Tables" page provides access to the most recent versions of all tables, including any tables already completed for an edition currently in progress.

In addition to providing updated versions of many statistics that have appeared in previous years, this edition incorporates new material on the following topics:

- Enrollment in public elementary and secondary schools, by level, grade, and race/ethnicity (table 203.65)
- Percentage distribution of teachers in public elementary and secondary schools, by school locale and selected teacher characteristics (web-only table 209.26)
- Unadjusted and geographically adjusted average base salary for full-time teachers in public elementary and secondary schools, by highest degree earned and school locale (web-only table 211.45)
- Percentage of fall 2010 first-time kindergartners whose school administrator in fifth grade reported that selected problems occurred at the school at least once a month or were a problem in the school's neighborhood, by selected child, family, and school characteristics in spring of fifth grade (web-only table 220.65a)
- Percentage distribution of fall 2010 first-time kindergartners in spring of fifth grade and fifth-grade scores on and standard deviations of various academic, social, and emotional scales, by frequency or extent of selected school or neighborhood problems reported by the school administrator (web-only table 220.65b)
- Percentage of fall 2010 first-time kindergartners who reported consistent positive feelings about school in fifth grade and percentage whose parents reported frequent avoidance of school by their child, by frequency or extent of selected school or neighborhood problems reported by school administrator (web-only table 220.65c)

- Average National Assessment of Educational Progress (NAEP) mathematics scale score and standard deviation, by selected student characteristics, percentile, and grade (web-only table 222.77)
- Number of casualties from shootings at elementary and secondary schools and number of school shootings, by type of casualty and level of school (*web-only table 228.12*)
- Number of school shootings at public and private elementary and secondary schools, by type of situation associated with shooting (web-only table 228.13)
- Number of hate crimes occurring at public schools, percentage of schools reporting any hate crimes, and percentage reporting hate crimes motivated by specific types of bias, by school level (*web-only table 229.70*)
- Percentage of lower secondary teachers in public schools who reported being able to manage various aspects of student behavior "quite a bit" or "a lot," by selected teacher and school characteristics (web-only table 230.94)
- Number and percentage of public schools providing diagnostic mental health assessments and treatment to students and, among schools providing these services, percentage providing them at school and outside of school, by selected school characteristics (web-only table 233.69a)
- Percentage of public schools reporting that various factors limited in a major way their efforts to provide mental health services to students, by selected school characteristics (web-only table 233.69b)

- Number and percentage distribution of 25- to 64-year-old bachelor's degree holders, percentage of degree holders among all 25- to 64-year-olds, and unemployment rates and median annual earnings of 25- to 64-year-old bachelor's degree holders, by age group, field of study, and science, technology, engineering, or mathematics (STEM) status of field (web-only table 505.06)
- Percentage of lower secondary teachers in public schools who reported being able to manage various aspects of student behavior "quite a bit" or "a lot," by country or other education system (web-only table 602.93)
- Percentage distribution of children ages 3 to 18, by whether they have home internet access, whether they have access through computer or only smartphone, and selected child and family characteristics (web-only table 702.12)

Cristobal de Brey Supervisor Annual Reports and Information Staff

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## **READER'S GUIDE**

#### **Data Sources**

The data in this edition of the *Digest of Education Statistics* were obtained from many different sources—including students and teachers, state education agencies, local elementary and secondary schools, and colleges and universities—using surveys and compilations of administrative records. Users should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources.

Most of the tables present data from surveys conducted by the National Center for Education Statistics (NCES) or conducted by other agencies and organizations with support from NCES. Some tables also include other data published by federal and state agencies, private research organizations, or professional organizations. Totals reported in the *Digest* are for the 50 states and the District of Columbia unless otherwise noted. Brief descriptions of the surveys and other data sources used in this volume can be found in Appendix A: Guide to Sources. For each NCES and non-NCES data source, the Guide to Sources also provides information on where to obtain further details about that source.

Data are obtained primarily from two types of surveys: universe surveys and sample surveys. In universe surveys, information is collected from every member of the population. For example, in a survey regarding certain expenditures of public elementary and secondary schools, data would be obtained from each school district in the United States. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summing the units in the population or subpopulation. As a result, there is no sampling error, and observed differences are reported as true.

Since universe surveys are often expensive and time consuming, many surveys collect data from a sample of the population of interest (sample surveys). For example, the National Assessment of Educational Progress (NAEP) assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced, because the data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons. For information about how NCES accounts for statistical uncertainty when reporting sample survey results, see "Data Analysis and Interpretation," later in this Reader's Guide.

#### **Common Measures and Indexes**

Various types of statistics derived from universe and sample surveys are reported. Many tables report the size of a population or a subpopulation, and often the size of a subpopulation is expressed as a percentage of the total population.

In addition, the average (or *mean*) value of some characteristic of the population or subpopulation may be reported. The average is obtained by summing the values for all members of the population and dividing the sum by the size of the population. An example is the average annual salary of full-time instructional faculty at degree-granting postsecondary institutions. Another measure that is sometimes used is the median. The median is the midpoint value of a characteristic at or above which 50 percent of the population is estimated to fall, and at or below which 50 percent of the population is estimated to fall. An example is the median annual earnings of young adults who are full-time yearround workers. Some tables also present an average per capita, or per person, which represents an average computed for every person in a specified group or population. It is derived by dividing the total for an item (such as income or expenditures) by the number of persons in the specified population. An example is the per capita expenditure on education in each state.

Many tables report financial data in dollar amounts. Unless otherwise noted, all financial data are in current dollars, meaning not adjusted for changes in the purchasing power of the dollar over time due to inflation. For example, 1996–97 teacher salaries in current dollars are the amounts that the teachers earned in 1996-97, without any adjustments to account for inflation. Constant dollar adjustments attempt to remove the effects of price changes (inflation) from statistical series reported in dollars. For example, if teacher salaries over a 20-year period are adjusted to constant 2018-19 dollars, the salaries for all years are adjusted to the dollar values that presumably would exist if prices in each year were the same as in 2018-19 (in other words, as if the dollar had constant purchasing power over the entire period). Any changes in the constant dollar amounts would reflect only changes in real values. Constant dollar amounts are computed using price indexes. Price indexes for inflation adjustments can be found in web-only table 106.70. Each table that presents constant dollars includes a note indicating which index was used for the inflation adjustments; in most cases, the Consumer Price Index was used.

When presenting data for a time series, some tables include both *actual* and *projected* data. Actual data are data that have already been collected. Projected data can be used when data for a recent or future year are not yet available. Projections are estimates that are based on recent trends in relevant statistics and patterns associated with correlated variables. Unless otherwise noted, all data in this volume are actual.

#### **Standard Errors**

Using estimates calculated from data based on a sample of the population requires consideration of several factors before the estimates can be interpreted. When using data from a sample, some margin of error will always be present in estimations of characteristics of the total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error of an estimate, or the range of potential true or actual values, depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the *standard error* of an estimate.

When data from sample surveys are reported, the standard error is calculated for each estimate. In the tables, the standard error for each estimate generally appears in parentheses next to the estimate to which it applies. In order to caution the reader when interpreting findings, estimates from sample surveys are flagged with a "!" when the standard error is between 30 and 50 percent of the estimate and suppressed with a "‡" when the standard error is 50 percent of the estimate or greater. The term *coefficient of variation* (CV) refers to the ratio of the standard error to the estimate; for example, if an estimate has a CV of 30 percent, this means that the standard error is equal to 30 percent of the value of the estimate.

## **Nonsampling Errors**

In addition to standard errors, which apply only to sample surveys, all surveys are subject to nonsampling errors. Nonsampling errors may arise when individual respondents or interviewers interpret questions differently; when respondents must estimate values, or when coders, keyers, and other processors handle answers differently; when people who should be included in the universe are not; or when people fail to respond, either totally or partially. Total nonresponse means that people do not respond to the survey at all, while partial nonresponse (or item nonresponse) means that people fail to respond to specific survey items. To compensate for nonresponse, adjustments are often made. For universe surveys, an adjustment made for either type of nonresponse, total or partial, is often referred to as an *imputation*, which is often

a substitution of the "average" questionnaire response for the nonresponse. For universe surveys, imputations are usually made separately within various groups of sample members that have similar survey characteristics. For sample surveys, total nonresponse is handled through nonresponse adjustments to the sample weights. For sample surveys, imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent. For additional general information about imputations, see the NCES Statistical Standards (NCES 2014-097). Standard 4-1 provides information about imputation for item nonresponse. Appendix A: Guide to Sources includes some information about specific surveys' response rates, nonresponse adjustments, and other efforts to reduce nonsampling error. Although the magnitude of nonsampling error is frequently unknown, idiosyncrasies that have been identified are noted in the appropriate tables.

## **Data Analysis and Interpretation**

When estimates are from a sample, caution is warranted when drawing conclusions about one estimate in comparison to another or about whether a time series of estimates is increasing, decreasing, or staying the same. Although one estimate may appear to be larger than another, a statistical test may find that the apparent difference between them is not reliably measurable due to the uncertainty around the estimates. In this case, the estimates will be described as having "no measurable difference," meaning that the difference between them is not statistically significant.

Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates. In reports produced by NCES, when differences are statistically significant, the probability that the difference occurred by chance is less than 5 percent, according to NCES standards.

Data presented in the text do not investigate more complex hypotheses, account for interrelationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at <a href="https://nces.ed.gov">https://nces.ed.gov</a>.

In text that reports estimates based on samples, differences between estimates (including increases and decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests at the .05 level are typically used. The *t* test formula for determining statistical significance is adjusted when the samples being compared are dependent. The *t* test formula is not adjusted for multiple comparisons, with the exception of statistical tests conducted using the NAEP Data Explorer (<a href="https://nces.ed.gov/nationsreportcard/data/">https://nces.ed.gov/nationsreportcard/data/</a>). When the variables to be

tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of *t* tests. These alternate methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables. For more information on data analysis, please see the NCES Statistical Standards, Standard 5-1, available at <a href="https://nces.ed.gov/statprog/2012/pdf/Chapter5.pdf">https://nces.ed.gov/statprog/2012/pdf/Chapter5.pdf</a>.

A number of considerations influence the ultimate selection of the data years to include in the tables and to feature in the text. To make analyses as timely as possible, the latest year of available data is shown. The choice of comparison years is often also based on the need to show the earliest available survey year, as in the case of NAEP and the international assessment surveys. The text typically compares the most current year's data with those from the initial year and then with those from a more recent year. In the case of surveys with long time frames, such as surveys measuring enrollment, changes over the course of a decade may be noted in the text. Where applicable, the text may also note years in which the data begin to diverge from previous trends. In figures and tables, intervening years are selected in increments in order to show the general trend.

## Rounding and Other Considerations

All calculations are based on unrounded estimates. Therefore, the reader may find that a calculation, such as a difference or a percentage change, cited in the text or a figure may not be identical to the calculation obtained by using the rounded values shown in the accompanying tables. Although values reported in the tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in the text are generally rounded to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent rather than 100 percent.

## **Race and Ethnicity**

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997, with a January 2003 deadline for implementation. The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The standards also require the collection of data on the ethnicity categories Hispanic or Latino and Not Hispanic or Latino. It is important to note that Hispanic origin is an ethnicity rather than a race, and therefore persons of Hispanic origin may be of any race.

Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. The race categories White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native exclude persons of Hispanic origin unless otherwise noted.

For a description of each racial/ethnic category, please see the "Racial/ethnic group" entry in Appendix B: Definitions. Some of the category labels are shortened for more concise presentation in text, tables, and figures. American Indian or Alaska Native is denoted as American Indian/Alaska Native (except when separate estimates are available for American Indians alone or Alaska Natives alone); Black or African American is shortened to Black; and Hispanic or Latino is shortened to Hispanic. When discussed separately from Asian estimates, Native Hawaiian or Other Pacific Islander is shortened to Pacific Islander.

Many of the data sources used for this volume are federal surveys that collect data using the OMB standards for racial/ethnic classification described above; however, some sources have not fully adopted the standards, and some tables include historical data collected prior to the adoption of the OMB standards. Asians and Pacific Islanders are combined into a single category for years in which the data were not collected separately for the two groups. The combined category can sometimes mask significant differences between the two subgroups. For example, prior to 2011, NAEP collected data that did not allow for separate reporting of estimates for Asians and Pacific Islanders. The population counts presented in table 101.20, based on the U.S. Census Bureau's Current Population Reports, indicate that 96 percent of all Asian/Pacific Islander 5- to 17-yearolds were Asian in 2010. Thus, the combined category for Asians/Pacific Islanders is more representative of Asians than of Pacific Islanders.

Some surveys give respondents the option of selecting more than one race category, an "other" race category, or a "Two or more races" or "more than one race" category. Where possible, tables present data on the "Two or more races" category; however, in some cases this category may not be separately shown because the information was not collected or due to other data issues. Some tables include the "other" category. Any comparisons made between persons of one racial/ethnic group and persons of "all other racial/ethnic groups" include only the racial/ethnic groups shown in the reference table. In some surveys, respondents are not given the option to select more than one race category and also are not given an option such as "other" or "more than one race." In these surveys, respondents of Two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as "Two or more races." For postsecondary data, foreign students are counted separately and are therefore not included in any racial/ethnic category.

In addition to the major racial/ethnic categories, several tables include Hispanic ancestry subgroups (such as Mexican, Puerto Rican, Cuban, Dominican, Salvadoran, Other Central American, and South American) and Asian ancestry subgroups (such as Asian Indian, Chinese, Filipino, Japanese, Korean, and Vietnamese). In addition, selected tables include "Two or more races" subgroups (such as White and Black, White and Asian, and White and American Indian/Alaska Native).

#### Limitations of the Data

Due to large standard errors, some differences that seem substantial are not statistically significant and, therefore, are not cited in the text. This situation often applies to estimates involving American Indians/Alaska Natives and Pacific Islanders. The relatively small sizes of these populations pose many measurement difficulties when conducting statistical analysis. Even in larger surveys, the numbers of American Indians/Alaska Natives and Pacific Islanders included in a sample are often small. Researchers studying

data on these two populations often face small sample sizes that increase the size of standard errors and reduce the reliability of results. Readers should keep these limitations in mind when comparing estimates presented in the tables.

As mentioned, caution should be exercised when comparing data from different sources. Differences in sampling, data collection procedures, coverage of target population, timing, phrasing of questions, scope of nonresponse, interviewer training, and data processing and coding mean that results from different sources may not be strictly comparable. For example, the racial/ethnic categories presented to a respondent, and the way in which the question is asked, can influence the response, especially for individuals who consider themselves of more than one race or ethnicity. In addition, data on American Indians/Alaska Natives are often subject to inaccuracies that can result from respondents self-identifying their race/ethnicity. Research on the collection of race/ethnicity data suggests that the categorization of American Indian and Alaska Native is the least stable self-identification (for example, the same individual may identify as American Indian when responding to one survey but may not do so on a subsequent survey).2

<sup>&</sup>lt;sup>1</sup> For discussion of such bias in responses to the 2000 Census, see Parker, J., et al. (2004). Bridging Between Two Standards for Collecting Information on Race and Ethnicity: An Application to Census 2000 and Vital Rates. *Public Health Reports*, 119(2): 192–205. Available at <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497618/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497618/</a>.

<sup>&</sup>lt;sup>2</sup> See U.S. Department of Labor, Bureau of Labor Statistics (1995). A Test of Methods for Collecting Racial and Ethnic Information (USDL 95-428). Washington DC: Author. Available at <a href="https://www.bls.gov/news.release/history/ethnic\_102795.txt">https://www.bls.gov/news.release/history/ethnic\_102795.txt</a>.

## INTRODUCTION

The Introduction provides a brief overview of current trends in American education, highlighting key data that are presented in more detail later in this volume. Topics outlined include the participation of students, teachers, and faculty in U.S. educational institutions; the performance of U.S. elementary/secondary students overall and in comparison to students in other countries; the numbers of high school graduates and postsecondary degrees; and the amounts of expenditures on education at the elementary/secondary and postsecondary levels. Data on enrollments, teachers, and faculty are for fall of the given year.

In fall 2019, about 76.1 million people were enrolled in American schools and colleges (table 105.10). About 4.7 million people were employed as elementary and secondary school teachers or as college faculty, in full-time equivalents (FTE). Other professional, administrative, and support staff at educational institutions totaled 5.7 million FTE employees. All data for 2019 in this Introduction are projected, except for data on student performance and educational attainment. Some data for other years are projected or estimated as noted. All projections were estimated prior to the coronavirus pandemic. In discussions of historical trends, different time periods and specific years are cited, depending on the timing of important changes as well as the availability of relevant data.

## **Elementary/Secondary Education**

#### Enrollment

Overall, public school enrollment rose 28 percent, from 39.4 million to 50.6 million, between 1985 and 2019. This reflects a pattern of annual increases in total public elementary and secondary school enrollment, which began in 1985, but stalled at 49.3 million between 2006 and 2008, before beginning to increase again (table 105.30). Private school enrollment fluctuated during this period, with the fall 2019 enrollment of 5.7 million being 3 percent higher than the fall 1985 enrollment of 5.6 million. About 10 percent of elementary and secondary school students were enrolled in private schools in 2019, reflecting a decrease from 12 percent in 1985.

In public schools between 1985 and 2019, there was a 31 percent increase in elementary enrollment (prekindergarten through grade 8), compared with a 23 percent increase in secondary enrollment (grades 9 through 12;

table 105.30). Part of the higher growth in public elementary school enrollment resulted from the expansion of prekindergarten enrollment. Between 1985 and 2019, enrollment in prekindergarten increased 880 percent, while enrollment in other elementary grades (including kindergarten through grade 8 and ungraded elementary programs) increased 26 percent (table 203.10). The number of children enrolled in prekindergarten increased from 0.2 million in 1985 to 1.5 million in 2019, and the number enrolled in other elementary grades increased from 26.9 million to 33.9 million. Public secondary school enrollment declined 8 percent from 1985 to 1990 but then increased 33 percent from 1990 to 2007. Over the most recent 10-year period (between 2009 and 2019), public school enrollment rose 3 percent. Elementary school enrollment increased 3 percent between 2009 and 2019, while secondary school enrollment increased 2 percent.

Since the enrollment rates of 5- and 6-year-olds (typical ages for preprimary grades) and 7- to 13-year-olds (typical ages for elementary grades) decreased by fewer than 5 percentage points from 1985 to 2018 and the enrollment rate for 14- to 17-year-olds (typical ages for secondary grades) in 2018 was not measurably different from the rate in 1985, overall increases in public school enrollment primarily reflect increases in the number of children in these age groups (tables 101.10 and 103.20). For example, the enrollment rate of 7- to 13-year-olds decreased from 99 to 98 percent between 1985 and 2018, but the number of 7- to 13-year-olds increased 26 percent. Similarly, increases in public secondary school enrollment are more reflective of the 12 percent increase in the 14- to 17-year-old population between 1985 and 2018 than of the enrollment rates for these years, which were not measurably different (about 95 percent for both years). Increases in the enrollment rate of prekindergarten-age children (ages 3 and 4), from 39 percent in 1985 to 54 percent in 2018, and in the number of 3- and 4-year-olds, from 7.1 million to 8.1 million, also contributed to overall increases in prekindergarten through grade 12 enrollment.

Before the coronavirus pandemic, the National Center for Education Statistics (NCES) projected near record levels of total public elementary and secondary school enrollment from 2019 (50.6 million) through 2029 (51.1 million; table 105.30). Public elementary school enrollment was projected to increase 2 percent between 2019 and 2029, while public secondary school enrollment was projected to be about 1 percent lower in 2029 than in

2019. Overall, total public school enrollment was projected to increase 1 percent between 2019 and 2029. However, as the impact of the coronavirus pandemic remains unknown, these projections are subject to revision.

#### Teachers

A projected 3.7 million full-time-equivalent (FTE) elementary and secondary school teachers were engaged in classroom instruction in fall 2019, which was less than 1 percent higher than the number of FTE teachers in fall 2009 (table 105.40). Of these 3.7 million FTE elementary and secondary school teachers in 2019, about 3.2 million taught in public schools and 0.5 million taught in private schools

Public school enrollment was 3 percent higher in 2019 than in 2009, while the number of public school teachers was 1 percent lower (table 208.20). The number of public school pupils per teacher was higher in 2019 (15.9) than in 2009 (15.4).

The average salary for public school teachers in 2018–19 was \$61,730 (table 211.50). In constant (i.e., inflation-adjusted) dollars, the average teacher salary was 1 percent lower in 2018–19 than in 1990–91.

#### Student Performance

#### **National Comparisons**

Much of the student performance data in the *Digest* are drawn from the National Assessment of Educational Progress (NAEP). The NAEP assessments have been conducted using three basic designs: the national main NAEP, state NAEP, and long-term trend NAEP. The national main NAEP and state NAEP provide current information about student performance in subjects including reading, mathematics, science, and writing, while long-term trend NAEP provides information on performance since the early 1970s in reading and mathematics only. Results from long-term trend NAEP are included in the discussion in chapter 2 of the Digest, while the information in this Introduction includes only selected results from the national main NAEP. Readers should keep in mind that comparisons of NAEP scores in the text (like all comparisons of estimates in the *Digest*) are based on statistical testing of unrounded values.

The main NAEP reports current information for the nation and specific geographic regions of the country. The assessment program includes students drawn from both public and private schools and reports results for student achievement at grades 4, 8, and 12. The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. The state NAEP is identical in content to the national main NAEP, but the state NAEP reports information only for public school students. Chapter 2 presents more information on the NAEP designs and methodology, and additional details appear in Appendix A: Guide to Sources.

#### NAEP Reading

The main NAEP reading assessment data are reported on a scale of 0 to 500. For 4th-grade students, the average reading score in 2019 (220) was lower than the score in 2017 (222) but was higher than the 1992 score (217; table 221.10). This pattern held for certain racial/ethnic groups (White and Black students), but not for others (Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students). Specifically, at grade 4, the 2019 reading scores for White (230) and Black (204) students were lower than the corresponding scores in 2017 (232 and 206, respectively), but higher than in 1992 (224 and 192, respectively). In contrast, the 4th-grade reading scores for Hispanic (209) and Asian/Pacific Islander (237) students were not measurably different in 2019 than in 2017, but the scores for both groups were higher in 2019 than in 1992 (197 and 216, respectively). For American Indian/Alaska Native students, the average 4th-grade reading score in 2019 (204) was not measurably different from the scores in either 2017 or 1994 (1994 was the first year data were available for 4th-grade American Indian/Alaska Native students).

From 1992 through 2019, the average reading scores for White 4th-graders were higher than those for their Black and Hispanic peers. Although the White-Black achievement gap did not change measurably from 2017 to 2019, the achievement gap narrowed from 32 points in 1992 to 27 points in 2019. The White-Hispanic achievement gap in 2019 (21 points) was smaller than the achievement gap in 2017 (23 points), but it was not measurably different from the achievement gap in 1992.

At grade 8, the average reading score in 2019 (263) was lower than the score in 2017 (267), but it was higher than the score in 1992 (260). The reading scores for White (272), Black (244), and Hispanic (252) 8th-grade students in 2019 were lower than the corresponding scores in 2017 (275, 249, and 255, respectively), but the score for each group was higher in 2019 than in 1992 (267, 237, and 241, respectively). The reading score for 8th-grade Asian/Pacific Islander students in 2019 (281) was not measurably different from the score in 2017, but it was higher than the score in 1992 (268). The reading score for 8th-grade American Indian/Alaska Native students in 2019 (248) was lower than the score in 2017 (253), but it was not measurably different from the score in 1994 (1994 was the first year data were available for 8th-grade American Indian/Alaska Native students).

From 1992 through 2019, the average reading score for White 8th-graders was higher than the scores for their Black and Hispanic peers. The White-Black achievement gap in 2019 (28 points) was larger than the White-Black achievement gap in 2017 (25 points), but it was not measurably different from the achievement gap in 1992. Although the White-Hispanic achievement gap at grade 8 did not change measurably from 2017 to 2019, the achievement gap narrowed from 26 points in 1992 to 20 points in 2019.

For 12th-grade students, the most recent scores available are from 2015. The average reading score for 12th-grade students in 2015 (287) was not measurably different from the score in 2013, but it was lower than the score in 1992 (292). At grade 12, the reading scores in 2015 for White (295), Hispanic (276), and Asian/Pacific Islander (297) students were not measurably different from the scores in 2013 and 1992. For Black students, the 2015 reading score (266) was lower than the 1992 score (273), but it was not measurably different from the 2013 score. The reading score for American Indian/Alaska Native students in 2015 (279) was not measurably different from the scores in 2013 and 1994 (1994 was the first year data were available for 12th-grade American Indian/Alaska Native students).

The White-Black achievement gap for 12th-grade students was larger in 2015 (30 points) than in 1992 (24 points), while the White-Hispanic achievement gap in 2015 (20 points) was not measurably different from the achievement gap in any previous assessment year.

#### NAEP Mathematics

The main NAEP mathematics assessment data for 4thand 8th-graders are reported on a scale of 0 to 500. The average mathematics score for 4th-grade students in 2019 (241) was higher than the scores in both 2017 (240) and 1990 (213; table 222.10). At grade 4, the average mathematics scores in 2019 for Asian/Pacific Islander (260), White (249), and Black (224) students were not measurably different from the corresponding scores in 2017, but the mathematics score for each group was higher in 2019 than in 1990 (225, 220, and 188, respectively). The 2019 mathematics score for 4th-grade Hispanic students (231) was higher than the scores in both 2017 (229) and 1990 (200). The 2019 mathematics score for 4th-grade American Indian/Alaska Native students (227) was not measurably different from the scores in 2017 and 1996 (1996 was the first year data were available for 4th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 4 have been higher than those of their Black and Hispanic peers. Although the White-Black and White-Hispanic achievement gaps at grade 4 did not change measurably from 2017 to 2019, the White-Black achievement gap narrowed from 32 points in 1990 to 25 points in 2019. The 4th-grade White-Hispanic achievement gap in 2019 (18 points) was not measurably different from the gap in 1990.

For 8th-grade students, the average mathematics score in 2019 (282) was lower than the score in 2017 (283), but it was higher than the score in 1990 (263). At grade 8, the mathematics scores for Asian/Pacific Islander (310), White (292), Hispanic (268), and Black (260) students in 2019 were not measurably different from the corresponding scores in 2017, but the score for each group was higher in 2019 than in 1990 (275, 270, 246, and 237, respectively). The mathematics score for 8th-grade American Indian/Alaska Native students in 2019 (262) was lower than the

score in 2017 (267), but it was not measurably different from the score in 2000 (2000 was the first year data were available for 8th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 8 have been higher than the scores for their Black and Hispanic peers. At grade 8, the White-Black (32 points) and White-Hispanic (24 points) achievement gaps in 2019 were not measurably different from the corresponding gaps in 2017 and 1990.

For 12th-grade students, the average mathematics score in 2015 (152) was lower than the score in 2013 (153), but it was not measurably different from the score in 2005, the earliest year with comparable data. At grade 12, the mathematics scores for Asian/Pacific Islander (170), White (160), Hispanic (139), and Black (130) students in 2015 were not measurably different from the scores in 2013, but the score for each group was higher in 2015 than in 2005 (163, 157, 133, and 127, respectively). The mathematics score for American Indian/Alaska Native students in 2015 (138) was not measurably different from the scores in 2013 and 2005.

In 2015, the mathematics score for White 12th-grade students was 30 points higher than the score for their Black peers and 22 points higher than the score for their Hispanic peers. The White-Black and White-Hispanic gaps in 2015 were not measurably different from the corresponding gaps in 2005 and 2013.

#### NAEP Science

NAEP has assessed the science abilities of students in grades 4, 8, and 12 in both public and private schools since 1996. As of 2009, however, NAEP science assessments are based on a new framework, so results from these assessments cannot be compared to results from earlier science assessments. Scores are based on a scale ranging from 0 to 300 (table 223.10). In 2015, the average 4th-grade science score (154) was higher than the score in 2009 (150). The 8th-grade science score in 2015 (154) was higher than the scores in 2009 (150) and in 2011 (152). The 12th-grade science score in 2015 (150) was not measurably different from the score in 2009.

While the scores for White 4th- and 8th-grade students remained higher than those for their Black and Hispanic peers in 2015, racial/ethnic achievement gaps in 2015 were smaller than in 2009. For example, at grade 4, the White-Black achievement gap was 36 points in 2009 and 33 points in 2015, and the White-Hispanic achievement gap was 32 points in 2009 and 27 points in 2015. For 12th-grade students, in contrast, science scores for White students remained higher than those for their Black and Hispanic peers in 2015, and these racial/ethnic achievement gaps were not measurably different from 2009. In addition, the 5-point gender gap, which favored male 12th-graders, in 2015 was not measurably different from the gap in 2009.

#### International Comparisons

Trends in International Mathematics and Science Study (TIMSS)

The 2015 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics and science performance at grades 4 and 8. Mathematics performance was assessed in 43 countries at grade 4 and in 34 countries at grade 8. Science performance was assessed in 42 countries at grade 4 and in 34 countries at grade 8. In addition, TIMSS Advanced data were collected by 9 countries from students in their final year of secondary school (grade 12 in the United States). At grades 4 and 8, several subnational entities also participated in TIMSS as separate education systems (e.g., Hong Kong, the U.S. state of Florida, England and Northern Ireland within the United Kingdom). However, the following paragraphs include results only from countries, not from subnational entities. At all three grades, TIMSS scores are reported on a scale of 0 to 1,000, with a fixed scale centerpoint of 500. The scale centerpoint represents the mean of the overall achievement distribution in 1995. The TIMSS scale is the same in each administration; thus, a value of 500 in 2015 equals 500 in 1995.

In 2015, the average mathematics scores of U.S. 4th-graders (539) and 8th-graders (518) were higher than the TIMSS centerpoint of 500 (tables 602.20 and 602.30). At grade 4, the average U.S. mathematics score was higher than the average score in 30 of the 42 other countries participating, lower than the average score in 6 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 6 countries that outperformed the United States in 4th-grade mathematics were Ireland, Japan, the Republic of Korea, Norway, the Russian Federation, and Singapore. At grade 8, the average U.S. mathematics score was higher than the average score in 21 of the 33 other participating countries, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 7 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade mathematics were Canada, Japan, the Republic of Korea, the Russian Federation, and Singapore.

In science, the average scores of both U.S. 4th-graders (546) and U.S. 8th-graders (530) were higher than the TIMSS scale centerpoint of 500 in 2015 (tables 602.20 and 602.30). The average U.S. fourth-grade science score was higher than the average score in 30 of the 41 other countries participating in the science assessment at grade 4, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 5 countries that outperformed the United States in 4th-grade science were Finland, Japan, the Republic of Korea, the Russian Federation, and Singapore. At grade 8, the average U.S. science score was higher than

the average score in 23 of the 33 other participating countries in 2015, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 5 countries (table 602.30). The 5 countries that outperformed the United States in 8th-grade science were Japan, the Republic of Korea, the Russian Federation, Singapore, and Slovenia.

The TIMSS Advanced assessment measures the advanced mathematics and physics achievement of students in their final year of secondary school who are taking or have taken advanced courses in those two subjects (table 602.35). On TIMSS Advanced, the U.S. average advanced mathematics score (485) and physics score (437) in 2015 were lower than the TIMSS Advanced scale centerpoint of 500. However, the U.S. average scores in advanced mathematics and physics were not measurably different from the U.S. average scores in those subjects in 1995. No education systems had higher average advanced mathematics or physics scores in 2015 than in 1995, but three education systems (France, Italy, and Sweden) had lower average scores in advanced mathematics and four (France, Norway, Russian Federation, and Sweden) had lower average physics scores.

#### Program for International Student Assessment (PISA)

The Program for International Student Assessment (PISA) assesses 15-year-old students' application of reading, mathematics, and science literacy to problems within a real-life context. In 2018, PISA assessed students in all 37 Organization for Economic Cooperation and Development (OECD) countries as well as more than 40 other education systems. While data on mathematics literacy and science literacy were reported for all OECD countries, data on reading literacy were reported for only 36 countries due to data quality concerns. PISA scores are reported on a scale of 0 to 1,000.

On the 2018 PISA assessment, U.S. 15-year-olds' average score in reading literacy was 505, which was higher than the OECD average score of 487 (table 602.50). The average reading literacy score in the United States was lower than the average score in 4 other OECD countries, higher than the average score in 21 OECD countries, and not measurably different from the average score in 10 OECD countries. In all participating education systems, females outperformed males in reading literacy (table 602.40). The U.S. gender gap in reading (24 points) was not measurably different from the OECD average gap but was smaller than the gaps in 12 other OECD countries, larger than the gaps in 2 OECD countries, and not measurably different from the gaps in 21 other OECD countries.

In mathematics literacy, U.S. 15-year-olds' average score of 478 on the 2018 PISA assessment was lower than the OECD average score of 489 (table 602.60). The average mathematics literacy score in the United States was lower than the average score in 24 other OECD countries, higher

than the average score in 6 OECD countries, and not measurably different from the average score in 6 OECD countries. In 21 OECD countries, including the United States, males outperformed females in mathematics literacy; in 3 countries, females outperformed males in mathematics (table 602.40).

In science literacy, U.S. 15-year-olds' average score of 502 on the 2018 PISA assessment was higher than the OECD average score of 489 (table 602.70). The average science literacy score in the United States was lower than the average score in 6 other OECD countries, higher than the average score in 19 OECD countries, and not measurably different from the average score in 11 OECD countries. On average across OECD countries, females outperformed male students in science by 2 points. There was no measurable difference in the average science literacy scores for males and females in 22 OECD countries, including the United States. In 13 OECD countries, females outperformed males in science literacy; in 2 countries, males outperformed females in science literacy.

#### Progress in International Reading Literacy Study (PIRLS)

The Progress in International Reading Literacy Study (PIRLS) measures the reading knowledge and skills of 4th-graders over time. PIRLS scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500. On the 2016 PIRLS, U.S. 4th-graders had an average reading literacy score of 549 (table 602.10). The U.S. average score in 2016 was 7 points lower than in 2011 but 10 points higher than in 2006. In all 4 assessment years, the U.S. average score was higher than the PIRLS scale centerpoint. The average reading literacy score of 4th-graders in the United States was higher than the average score in 24 of the 42 other countries participating in 2016, lower than the average score in 7 countries, and not measurably different from the average score in the remaining 11 countries.

#### High School Graduates and Dropouts

About 3,663,000 high school students were projected to graduate during the 2020–21 school year (based on prepandemic data), including 3,302,000 public school graduates and 360,000 private school graduates (table 219.10). High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2020–21 projection of high school graduates is slightly lower than the prior record-high projection of 3,674,000 graduates in 2018–19, but it exceeds the baby boom era's high point in 1975–76, when 3,142,000 students earned diplomas. In 2017–18, about 85 percent of public high school students graduated with a regular diploma within 4 years of first starting 9th grade, which reflects an increase since 2010–11 (79 percent; table 219.46). This rate is known as the 4-year adjusted cohort graduation rate (ACGR).

The status dropout rate has decreased since 2000. The status dropout rate is the percentage of the civilian noninstitutionalized 16- to 24-year-old population who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts.) Between 2000 and 2018, the status dropout rate declined from 10.9 to 5.7 percent (table 219.70). During this period, the status dropout rate for Black 16- to 24-year-olds declined from 13.1 to 5.8 percent, and the rate for Hispanic 16- to 24-yearolds declined from 27.8 to 9.0 percent. In 2018, the status dropout rate for White 16- to 24-year-olds (4.5 percent) was lower than the rate for Hispanic 16- to 24-year-olds, but it was not measurably different from the rate for Black 16- to 24-year-olds.

## Postsecondary Education

#### Enrollment in Degree-Granting Institutions

College enrollment was 19.6 million in fall 2018, reflecting a 7 percent decrease from the record enrollment of 21.0 million in fall 2010 (table 105.30). College enrollment is expected to remain below the 2010 record through fall 2029, the last year for which NCES enrollment projections have been developed. Based on these pre-pandemic projections, enrollment is expected to increase 2 percent between fall 2018 and fall 2029.

Despite decreases in the size of the traditional college-age population (18 to 24 years old) during the late 1980s and early 1990s, total enrollment increased during this period (tables 101.10 and 105.30). The traditional college-age population was 1 percent higher in 2018 than in 2008, and total college enrollment was 3 percent higher in 2018 than in 2008. The number of full-time students was 2 percent higher in 2018 than in 2008, while the number of part-time students was 4 percent higher (table 303.10). Postsecondary enrollment was 3 percent higher in 2018 than in 2008 for both male and female students.

## Faculty

In fall 2018, degree-granting institutions—defined as postsecondary institutions that grant an associate's or higher degree and are eligible for Title IV federal financial aid programs—employed 1.5 million faculty members, including 0.8 million full-time and 0.7 million part-time faculty (table 314.30). In addition, degree-granting institutions employed 0.4 million graduate assistants.

#### Degrees

During the 2019-20 academic year, postsecondary degrees conferred were projected to number 981,000 associate's degrees, 1,996,000 bachelor's degrees, 832,000 master's degrees, and 186,000 doctor's degrees (table 318.10). The doctor's degree total includes most degrees that were classified as first-professional prior to 2010–11, such as M.D.'s, D.D.S.'s, and law degrees. Between 2007-08 and 2017-18 (the last year of actual data), the number of degrees conferred increased at all levels. Between 2007-08 and 2017-18, the number of associate's degrees increased 35 percent, the number of bachelor's degrees increased 27 percent, the number of master's degrees increased 30 percent, and the number of doctor's degrees increased 23 percent.

Between 2007-08 and 2017-18, the number of bachelor's degrees awarded to male students increased 26 percent, while the number of bachelor's degrees awarded to female students increased 27 percent (table 318.10). Female students earned 57 percent of all bachelor's degrees in 2017–18, which was the same as the percentage in 2007–08. Between 2007-08 and 2017-18, the number of bachelor's degrees awarded to White students increased 6 percent, which was smaller than the increases for Black students (28 percent), Hispanic students (118 percent), and Asian/ Pacific Islander students (38 percent; table 322.20). The number of bachelor's degrees awarded to American Indian/ Alaska Native students decreased 20 percent during this period. In 2017-18, White students earned 63 percent of all bachelor's degrees (compared with 74 percent in 2007-08), Black students earned 10 percent (the same percentage as 2007-08), Hispanic students earned 14 percent (compared with 8 percent in 2007-08), and Asian/Pacific Islander students earned 8 percent (compared with 7 percent in 2007-08). American Indian/Alaska Native students earned less than 1 percent of all bachelor's degrees in both years. In 2017-18, students of Two or more races earned 4 percent of all bachelor's degrees.

#### Undergraduate Prices

For the 2018-19 academic year, average annual prices for undergraduate tuition, fees, room, and board were estimated to be \$18,383 at public institutions, \$47,419 at

private nonprofit institutions, and \$27,040 at private for-profit institutions (table 330.10). Between 2008–09 and 2018-19, prices for undergraduate tuition, fees, room, and board at public institutions rose 28 percent, and prices at private nonprofit institutions rose 19 percent, after adjustment for inflation. The average price for total tuition, fees, room, and board at private for-profit institutions was 6 percent lower in 2018–19 than in 2008–09.

#### **Educational Attainment**

The U.S. Census Bureau collects annual statistics on the educational attainment of the population. Between 2009 and 2019, the percentage of the adult population age 25 and over who had completed at least high school (or an equivalency program) rose from 87 to 90 percent, and the percentage of adults with a bachelor's or higher degree increased from 30 to 36 percent (table 104.10). Among 25- to 29-year-olds, the percentage who had completed at least high school increased from 89 to 94 percent between 2009 and 2019, and the percentage who had completed a bachelor's or higher degree increased from 31 percent to 39 percent (table 104.20). During this same period, the percentage of 25- to 29-year-olds who had completed a master's or higher degree increased from 7 to 9 percent.

Among employed adults age 25 and over 42 percent had a bachelor's or higher degree in 2019, and about half (53 percent) had an associate's or higher degree (table 502.10).

## **Education Expenditures**

U.S. expenditures for public and private education, from prekindergarten through graduate school (excluding postsecondary schools not awarding associate's or higher degrees), were an estimated \$1.5 trillion for 2018–19 (table 106.10). Expenditures of elementary and secondary schools totaled an estimated \$832 billion, while those of degree-granting postsecondary institutions totaled an estimated \$620 billion. Total expenditures for education were an estimated 7.1 percent of the gross domestic product (GDP) in 2018-19. Education spending as a percentage of GDP peaked at 7.6 percent in 2009-10 but declined between 2009-10 and 2014-15 (7.1 percent).

# CHAPTER 1 All Levels of Education

This chapter provides a broad overview of education in the United States. It brings together material from preprimary, elementary, secondary, and postsecondary education, as well as from the general population, to present a composite picture of the American education system. Tables summarize the total number of people enrolled in school, the number of teachers, the number of schools, and the total expenditures for education at all levels. This chapter also includes statistics on education-related topics such as school-age resident populations, characteristics of households with children, and educational attainment. Economic indicators and price indexes have been added to facilitate analyses.

Many of the statistics in this chapter are derived from the statistical activities of the National Center for Education Statistics (NCES). In addition, substantial contributions have been drawn from the work of other groups, both governmental and nongovernmental, as shown in the source notes of the tables. Information on survey methodologies is contained in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## The U.S. System of Education

The U.S. system of education can be described generally as having three levels of formal education: elementary, secondary, and postsecondary (figure 1). However, these levels can be defined quite differently across school districts. For example, students may spend 1 to 3 years in preprimary programs (prekindergarten [PK] and kindergarten [K]), which may be offered either in separate schools or in elementary schools that also offer higher grades. (For simplicity, in Digest of Education Statistics tables, prekindergarten and kindergarten are generally defined as a part of elementary education, although preprimary schooling is not universally included in the elementary level.) Following kindergarten, students ordinarily spend 6 to 8 years in elementary school. The elementary school program is followed by a 4- to 6-year program in secondary school. Students typically complete the entire program of elementary and secondary schooling by age 18. This formal schooling is provided in a range of institutional settings-including elementary schools (preprimary schools, primary schools, middle schools, and other types of schools offering broader ranges of elementary grades); secondary schools (junior high schools, high schools, and senior high schools); and combined (multi-age, ungraded, and elementary/secondary schools)—that vary in structure from locality to locality.

High school graduates who decide to continue their education may enter a specialized career/technical institution,

a 2-year community or junior college, or a 4-year college or university. A 2-year college typically offers the first 2 years of a standard 4-year college curriculum, awarding an associate's degree upon completion of at least 2 years of postsecondary coursework, as well as a selection of terminal career and technical education programs. Academic courses completed at a 2-year college are usually transferable for credit at a 4-year college or university. A career/technical institution offers postsecondary technical training programs of varying lengths that lead to a specific career.

A 4-year college or university offers at least a bachelor's degree, which typically requires 4 years of postsecondary coursework, and some offer master's or doctor's degrees. At least 1 year of coursework beyond a bachelor's degree is necessary for a master's degree, while a doctor's degree (which comprises a wide variety of degrees, including doctor of medicine [M.D.], juris doctor [J.D.], and doctor of philosophy [Ph.D.]) usually requires a minimum of 3 or 4 years beyond a bachelor's degree.

Professional schools are pathways to licensed or ordained professions, such as dentistry, law, or ministry. They differ widely in admission requirements and program length. Medical students, for example, generally complete a bachelor's program of premedical studies at a college or university before they can enter the 4-year program at a professional medical school. Law programs typically involve 3 years of coursework beyond a bachelor's degree. Depending on the length of the program and the degree awarded, degrees from professional schools are categorized as either master's or doctor's degrees.

## **Enrollment: From Preprimary to Postsecondary**

Total enrollment in public and private elementary and secondary schools (prekindergarten through grade 12) grew rapidly during the 1950s and 1960s, reaching a peak year in 1971 (table A, table 105.30, and figure 2). This growth in enrollment reflected what is known as the "baby boom," a dramatic increase in births following World War II. Between 1971 and 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the size of the school-age population over that period. After these years of decline, enrollment in elementary and secondary schools started increasing in fall 1985, began hitting new record levels in the mid-1990s, and continued to reach new record levels every year through 2006. After

declining 1 percent between 2006 and 2011, enrollments in 2019 are projected to have increased 3 percent over 2011 levels. Enrollments since fall 2013 have remained above the fall 2006 enrollment of 55.3 million, the final year of the post "baby boom" record highs. Before the coronavirus pandemic, national changes in school enrollment were projected to remain relatively small through 2029, with annual percentage changes of less than 0.4 percent. However, as the impact of the coronavirus pandemic remains unknown, these projections are subject to revision.

Table A. Total elementary and secondary school enrollment, by overall trends: Selected years, 1949-50 through fall 2029

Trend and year	Number of students (in millions)
"Baby boom" increases 1949–50 school year Fall 1959 Fall 1969 Fall 1971 (peak)	28.5 40.9 51.1 51.3
13 years with annual post "baby boom" declines Fall 1972 (first year of decline) Fall 1984 (final year of decline)	50.7 44.9
Annual increases from 1985 to 2006 Fall 1985 Fall 1996 (surpasses "baby boom" peak) Fall 2006 (final year of post "baby boom" record highs)	45.0 51.5 55.3
Slight declines or stable enrollment Fall 2007 Fall 2010 Fall 2011	55.2 54.9 54.8
Annual increases with new record highs Fall 2013 Fall 2014 Fall 2015 Fall 2017 Fall 2018 (projected) Fall 2019 (projected) Fall 2029 (projected)	55.4 55.9 56.2 56.4 56.4 56.3 56.8*

<sup>\*</sup>Subject to revision once the impact of the coronavirus pandemic becomes

SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1949–50; Statistics of Public Elementary and Secondary School Systems, 1959 through 1972; Common Core of Data (CCD), 1984 through 2017; Private School Universe Survey (PSS), 1997–98 through 2017–18; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029.

Between 1985 and 2018, the total public and private elementary and secondary school enrollment rate decreased for 5- and 6-year-olds (typical ages for preprimary grades) from 96 to 94 percent, and for 7- to 13-year-olds (typical ages for elementary grades) from 99 to 98 percent (table 103.20). In contrast, the enrollment rate for 14- to 17-year-olds (typical ages for secondary grades) in 2018 (95 percent) was not measurably different from the rate in 1985. As there were no measurable increases in enrollment rates between 1985 and 2018, increases in the total number of enrolled elementary and secondary students primarily reflect the increases in the number of children in these age groups. Between 1985 and 2018, the number of 5- and 6-year-olds increased by 16 percent, the number of 7- to 13-year-olds increased by 26 percent, and the number of 14- to 17-year-olds increased by 12 percent (table 101.10). Increases in the enrollment rate of prekindergarten-age children (ages 3 and 4), from 39 percent in 1985 to

54 percent in 2018, and in the number of 3- and 4-year-olds, from 7.1 million to 8.1 million, also contributed to overall increases in prekindergarten through grade 12 enrollment (tables 101.10 and 103.20).

The vast majority of elementary and secondary students in the United States attend public schools. Considering only these students, enrollment at the elementary level (prekindergarten through grade 8) rose from 29.9 million in fall 1990 to 34.2 million in fall 2003 (table 105.30). Public elementary school enrollment was lower in fall 2004 than in fall 2003 (by less than 1 percent) and then generally increased to a projected total of 35.4 million for fall 2019. From 2019 to 2029, public elementary school enrollment has been projected to increase 2 percent. At the secondary level (grades 9 through 12), public school enrollment rose from 11.3 million in 1990 to 15.1 million in 2007. After a decline of 2 percent to 14.7 million in 2011, public secondary enrollments are projected to have increased 3 percent by 2019.

The percentage of students opting out of public schools in favor of private elementary and secondary schools was lower in 2017 (10.1 percent) than in 2007 (10.7 percent; table 105.30). In fall 2019, an estimated 5.7 million students were enrolled in private schools at the elementary and secondary levels, or 10.1 percent of students.

At the postsecondary level, total enrollment in public and private degree-granting institutions increased 47 percent between 1995 and 2010 (to 21.0 million) but declined 7 percent between 2010 and 2018 (to 19.6 million; table 105.30). Total enrollment is expected to increase 2 percent between fall 2018 and fall 2029, reaching 20.1 million. The percentage of students who attended private institutions (including both for-profit and nonprofit institutions) in fall 2018 (26 percent) was 1 percentage point lower than in 2008. During this period, the percentage of postsecondary students attending private nonprofit institutions increased from 19 to 21 percent and the percentage of students attending for-profit institutions decreased from 8 to 5 percent (table 303.10). In fall 2018, about 5.1 million students attended private institutions, with 4.1 million in nonprofit institutions and 1.0 million in for-profit institutions.

Despite a decrease since 2010, enrollment in postsecondary degree-granting institutions in fall 2018 was 3 percent higher than in fall 2008 (table 105.30). Changes in total enrollment may be affected by changes in enrollment rates, changes in the population, or both. While the postsecondary enrollment rate of 18- and 19-year-olds in 2018 (50 percent) was not measurably different from the percentage in 2008, the overall number of 18- and 19-year-olds in the population decreased 5 percent, from 9.0 million in 2008 to 8.6 million in 2018 (tables 101.10 and 103.20). In contrast, although the enrollment rate of 20- to 24-year-olds in 2018 (39 percent) was also not measurably different from the rate in 2008, the number of 20- to 24-year-olds was 3 percent higher in 2018 (21.9 million) than in 2008 (21.2 million).

#### **Educational Attainment**

The percentage of people 25 years old and over who earned a high school degree (or equivalent) or higher has been increasing over the past decade. Between 2009 and 2019, the percentage of people 25 years old and over who had completed at least high school increased from 87 to 90 percent, and the percentage who had completed a bachelor's or higher degree increased from 30 to 36 percent (table 104.10 and figure 3). In 2019, about 10 percent of people 25 years old and over held a master's degree as their highest degree, and 3 percent held a doctor's or firstprofessional degree (table 104.30). Among 25- to 29-year-olds, the percentage who had completed at least high school increased from 89 to 94 percent between 2009 and 2019, and the percentage who had completed a bachelor's or higher degree increased from 31 to 39 percent (table 104.20 and figure 4). Overall, the percentage of 25- to 29-year-olds who held a master's or higher degree rose from 7 percent in 2009 to 9 percent in 2019, including about 2 percent who held a doctor's or first-professional degree (tables 104.20 and 104.30 and figures 4 and 5).

These changes in the educational attainment of 25- to 29-year-olds over the last decade varied by race/ethnicity. The percentages of Hispanic and White 25- to 29-year-olds who had completed at least high school increased between 2009 and 2019; however, there was no measurable change among Asian and Black 25- to 29-year-olds (table 104.20 and figure 6). The percentage of Hispanic 25- to 29-year-olds who had completed at least high school rose from 69 percent in 2009 to 86 percent in 2019, an increase of 17 percentage points. During the same period, the percentage of White 25- to 29-year-olds who had completed at least high school rose from 95 to 96 percent. Taken together, the gap between the high school completion percentages for these two groups decreased from 26 percentage points in 2009 to 10 percentage points in 2019. In contrast, the gap between the White and Black high school completion percentages in 2019 (5 percentage points) was not measurably different from the gap in 2009. Whereas high school completion rates were higher among White 25- to 29-year-olds than among their Black or Hispanic peers in 2019, they were not measurably different from the high school completion rates of Asian 25- to 29-year-olds (97 percent).

The percentage of bachelor's degree holders also varied among 25- to 29-year-olds of different racial/ethnic groups. Between 2009 and 2019, the percentages who had

completed a bachelor's or higher degree showed no measurable change for those who were of Two or more races, Pacific Islander, and American Indian/Alaska Native (34 percent, 22 percent, and 14 percent, respectively, in 2019). In contrast, the percentage who had completed a bachelor's or higher degree increased for Asian, White, Black, and Hispanic 25- to 29-year-olds during this 10-year period. Between 2009 and 2019, the percentages who held a bachelor's or higher degree increased from 60 to 71 percent among Asian 25- to 29-year-olds, from 37 to 45 percent among White 25- to 29-year-olds, from 19 to 29 percent among Black 25- to 29-year-olds, and from 12 to 21 percent among Hispanic 25- to 29-year-olds (table 104.20 and figure 6). The gaps in bachelor's degree attainment percentages between White and Black 25- to 29-year-olds (16 percentage points) and White and Hispanic 25- to 29-year-olds (24 percentage points) in 2019 were not measurably different from these gaps in 2009.

## **Teachers and Faculty**

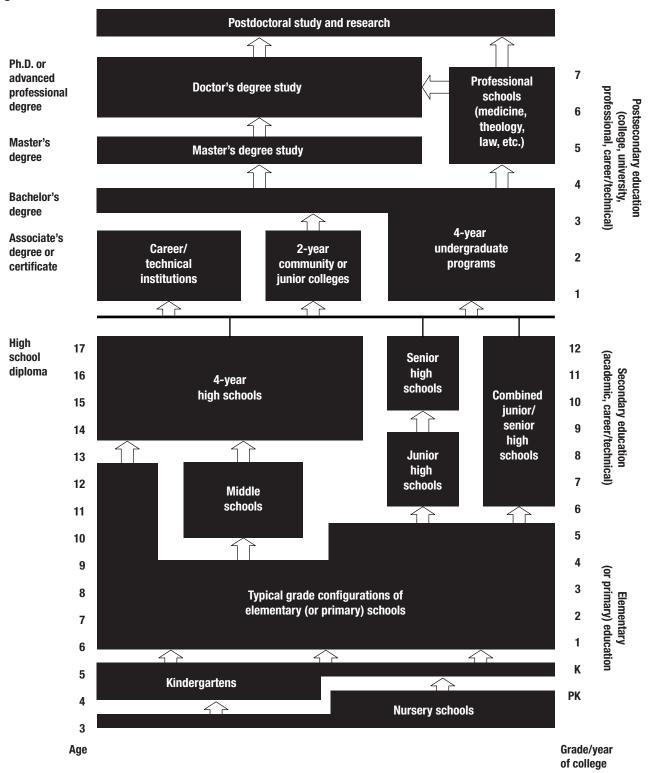
A projected 3.7 million elementary and secondary school full-time-equivalent (FTE) teachers were engaged in classroom instruction in the fall of 2019, which was less than 1 percent higher than in 2009 (table 105.40). Of these 3.7 million FTE elementary and secondary school teachers in 2019, about 3.2 million taught in public schools and 0.5 million taught in private schools.

FTE faculty at degree-granting postsecondary institutions totaled a projected 1.1 million in 2019, including 0.7 million at public institutions and 0.4 million at private institutions (table 105.10).

## **Expenditures**

Expenditures of educational institutions were an estimated \$1.5 trillion for the 2018–19 school year (table 106.20 and figure 2). Elementary and secondary schools spent 57 percent of this total (\$832 billion), and degreegranting postsecondary institutions spent the remaining 43 percent (\$620 billion). After adjustment for inflation, total expenditures of all educational institutions rose by an estimated 13 percent between 2008-09 and 2018-19. Inflation-adjusted expenditures for public elementary and secondary schools increased by an estimated 7 percent during this period, while expenditures of degree-granting postsecondary institutions increased by an estimated 22 percent. In 2018–19, expenditures of educational institutions were an estimated 7.1 percent of the gross domestic product (table 106.10).

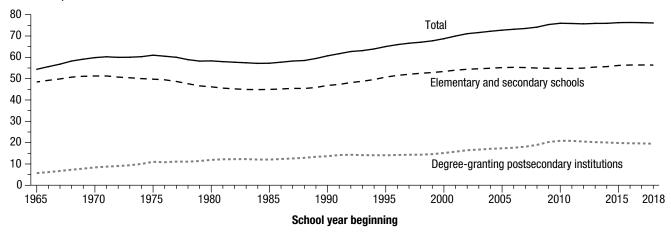
Figure 1. The structure of education in the United States



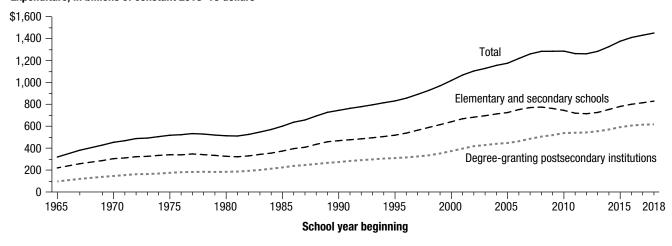
NOTE: Figure is not intended to show relative number of institutions nor relative size of enrollment for the different levels of education. Figure reflects typical patterns of progression rather than all possible variations. Adult education programs, while not separately delineated above, may provide instruction at the adult basic, adult secondary, or postsecondary education levels. SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Reports Program.

Figure 2. Fall enrollment, total expenditures, and expenditures as a percentage of the gross domestic product (GDP), by level of education: Selected years, 1965–66 through 2018–19

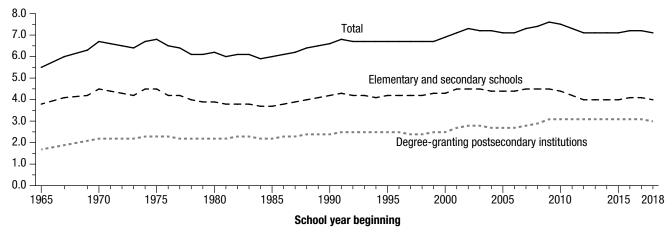




#### Expenditure, in billions of constant 2018-19 dollars

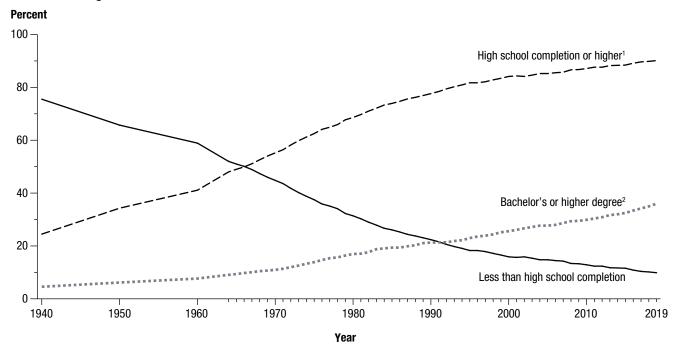


#### **Expenditure as a percent of GDP**



NOTE: Elementary and secondary enrollment data for school year 2018 (2018–19) are projected. Elementary and secondary expenditure data for school years 2017 and 2018 (2017–18 and 2018–19) are projected. Elementary and secondary expenditure data for school year 2018 (2018–19) are estimated based on teacher and enrollment data and actual expenditures for prior years. SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1965–66 through 1980; Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1986–87; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1981–82 through 2017–18, and "National Public Education Financial Survey," 1987–88 through 2016–17; Private School Universe Survey (PSS), 1989–90 through 2017–18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1965–66 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99) and "Finance Components. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved December 31, 2019, from <a href="https://apps.bea.gov/itable/index.cfm">https://apps.bea.gov/itable/index.cfm</a>.

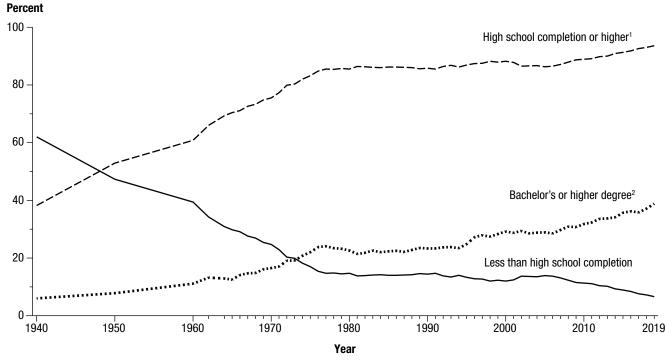
Figure 3. Percentage of persons 25 years old and over, by highest level of educational attainment: Selected years, 1940 through 2019



Includes high school completion through equivalency programs, such as a GED program. For years prior to 1993, includes all persons with 4 or more years of high school. For years prior to 1993, includes all persons with 4 or more years of college.

SOURCE: U.S. Department of Commerce, Census Bureau, Ú.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1961 through 2019.

Figure 4. Percentage of persons 25 to 29 years old, by highest level of educational attainment: Selected years, 1940 through 2019

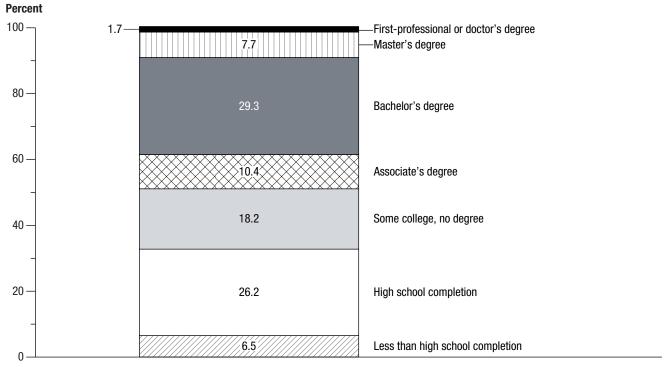


1 Includes high school completion through equivalency programs, such as a GED program. For years prior to 1993, includes all persons with 4 or more years of high school.

For years prior to 1993, includes all persons with 4 or more years of college.

SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1961 through 2019.

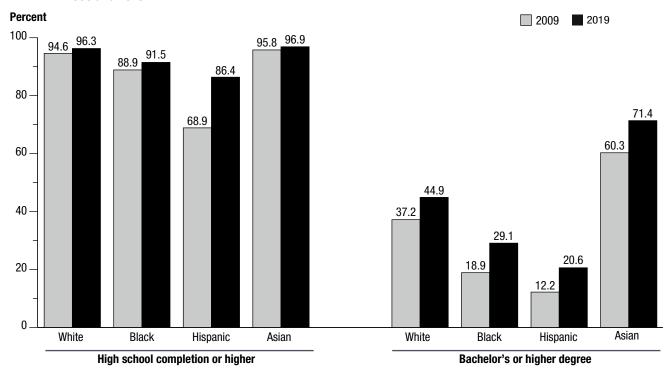
Figure 5. Percentage distribution of persons 25 to 29 years old, by highest level of educational attainment: 2019



**Highest level of educational attainment** 

NOTE: High school completion includes equivalency programs, such as a GED program. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2019.

Figure 6. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity: 2009 and 2019



Selected levels of educational attainment and race/ethnicity

NOTE: High school completion includes equivalency programs, such as a GED program. Graphic display was generated using unrounded data. Race categories exclude persons of SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2009 and 2019.

Table 101.10. Estimates of resident population, by age group: 1970 through 2019

[In thousands]

[iii diodadidə]											
Year	Total, all ages	Total, 3 to 34 years old	3 and 4 years old	5 and 6 years old	7 to 13 years old	14 to 17 years old	18 and 19 years old	20 and 21 years old	22 to 24 years old	25 to 29 years old	30 to 34 years old
1	2	3	4	5	6	7	8	9	10	11	12
1970	205,052	109,592	6,961	7,703	28,969	15,924	7,510	7,210	9,992	13,736	11,587
1971	207,661	111,202	6,805	7,344	28,892	16,328	7,715	7,350	10,809	14,041	11,917
1972	209,896	112,807	6,789	7,051	28,628	16,639	7,923	7,593	10,560	15,240	12,383
1973	211,909	114,426	6,938	6,888	28,158	16,867	8,114	7,796	10,725	15,786	13,153
1974	213,854	116,075	7,117	6,864	27,600	17,035	8,257	8,003	10,972	16,521	13,704
1975	215,973	117,435	6,912	7,013	26,905	17,128	8,478	8,196	11,331	17,280	14,191
1976	218,035	118,474	6,436	7,195	26,321	17,119	8,659	8,336	11,650	18,274	14,485
1977	220,239	119,261	6,190	6,978	25,877	17,045	8,675	8,550	11,949	18,277	15,721
1978	222,585	119,833	6,208	6,500	25,594	16,946	8,677	8,730	12,216	18,683	16,280
1979	225,055	120,544	6,252	6,256	25,175	16,611	8,751	8,754	12,542	19,178	17,025
1980	227,225	121,132	6,366	6,291	24,800	16,143	8,718	8,669	12,716	19,686	17,743
1981	229,466	121,999	6,535	6,315	24,396	15,609	8,582	8,759	12,903	20,169	18,731
1982	231,664	121,823	6,658	6,407	24,121	15,057	8,480	8,768	12,914	20,704	18,714
1983	233,792	122,302	6,877	6,572	23,709	14,740	8,290	8,652	12,981	21,414	19,067
1984	235,825	122,254	7,045	6,694	23,367	14,725	7,932	8,567	12,962	21,459	19,503
1985	237,924	122,512	7,134	6,916	22,976	14,888	7,637	8,370	12,895	21,671	20,025
1986	240,133	122,688	7,187	7,086	22,992	14,824	7,483	8,024	12,720	21,893	20,479
1987	242,289	122,672	7,132	7,178	23,325	14,502	7,502	7,742	12,450	21,857	20,984
1988	244,499	122,713	7,176	7,238	23,791	14,023	7,701	7,606	12,048	21,739	21,391
1989	246,819	122,655	7,315	7,184	24,228	13,536	7,898	7,651	11,607	21,560	21,676
1990	249,623	122,787	7,359	7,244	24,785	13,329	7,702	7,886	11,264	21,277	21,939
1991	252,981	123,210	7,444	7,393	25,216	13,491	7,208	8,029	11,205	20,923	22,301
1992	256,514	123,722	7,614	7,447	25,752	13,775	6,949	7,797	11,391	20,503	22,494
1993	259,919	124,371	7,887	7,549	26,212	14,096	6,985	7,333	11,657	20,069	22,584
1994	263,126	124,976	8,089	7,725	26,492	14,637	7,047	7,071	11,585	19,740	22,590
1995	266,278	125,478	8,107	8,000	26,825	15,013	7,182	7,103	11,197	19,680	22,372
1996	269,394	125,924	8,022	8,206	27,168	15,443	7,399	7,161	10,715	19,864	21,945
1997	272,647	126,422	7,915	8,232	27,683	15,769	7,569	7,309	10,601	19,899	21,446
1998	275,854	126,939	7,841	8,152	28,302	15,829	7,892	7,520	10,647	19,804	20,953
1999	279,040	127,446	7,772	8,041	28,763	16,007	8,094	7,683	10,908	19,575	20,603
2000	282,162	128,041	7,724	7,972	29,082	16,144	8,199	7,995	11,122	19,280	20,524
2001	284,969	128,467	7,630	7,883	29,210	16,280	8,235	8,290	11,467	18,819	20,652
2002	287,625	128,955	7,617	7,750	29,251	16,506	8,237	8,342	11,902	18,691	20,658
2003	290,108	129,346	7,678	7,661	29,153	16,694	8,325	8,324	12,267	18,772	20,472
2004	292,805	129,965	7,885	7,652	28,806	17,054	8,457	8,312	12,534	19,107	20,160
2005	295,517	130,280	7,973	7,721	28,527	17,358	8,482	8,392	12,568	19,535	19,724
2006	298,380	130,754	7,937	7,942	28,327	17,549	8,567	8,507	12,529	20,110	19,285
2007	301,231	131,417	8,002	8,040	28,256	17,597	8,730	8,500	12,578	20,543	19,171
2008	304,094	132,269	8,033	8,012	28,426	17,395	9,014	8,555	12,626	20,903	19,305
2009	306,772	133,202	8,059	8,088	28,569	17,232	9,146	8,691	12,693	21,078	19,645
2010	309,326	134,095	8,189	8,137	28,729	17,066	9,061	8,955	12,746	21,143	20,068
2011	311,580	134,886	8,223	8,162	28,753	16,870	8,920	9,192	12,968	21,282	20,516
2012	313,874	135,486	8,093	8,228	28,775	16,719	8,786	9,176	13,411	21,387	20,911
2013	316,058	136,040	7,984	8,263	28,808	16,650	8,677	9,027	13,788	21,573	21,271
2014	318,386	136,584	8,010	8,138	28,812	16,743	8,543	8,892	13,985	21,955	21,505
2015	320,743	136,885	7,995	8,035	28,864	16,802	8,463	8,791	13,881	22,415	21,638
2016	323,071	137,263	7,972	8,065	28,893	16,769	8,461	8,661	13,698	22,919	21,825
2017	325,147	137,518	8,003	8,049	28,898	16,745	8,483	8,574	13,492	23,336	21,938
2018	327,167	137,801	8,058	8,025	28,883	16,681	8,583	8,566	13,307	23,562	22,136
2019	329,159	138,091	8,057	8,056	28,825	16,668	8,618	8,589	13,156	23,612	22,510

NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Detail may not sum to totals because of rounding. Population estimates as of July 1 of the indicated reference year. Some data have been revised from previously published figures. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009

Population Estimates, retrieved August 14, 2012, from <a href="http://www.census.gov/popest/data/national/asrh/2011/index.html">https://www.census.gov/popest/data/national/asrh/2011/index.html</a>; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from <a href="https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail.html#par textimage 57373479">https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail.html#par textimage 57373479</a>. (This table was prepared November 2019.)

Table 101.20. Estimates of resident population, by race/ethnicity and age group: Selected years, 1980 through 2019

-				Number (in	thousands	)						Percentage	distributio	n		
Year and age group	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total 1980 1990 1995 2000 <sup>2</sup> 2005 <sup>2</sup> 2009 <sup>2</sup>	227,225 249,623 266,278 282,162 295,517 306,772	181,140 188,725 194,389 195,702 196,621 197,275	26,215 29,439 32,500 34,406 36,147 37,657	14,869 22,573 28,158 35,662 43,024 49,327	3,665 7,092 9,188 10,469 12,658 14,361	(¹) (¹) (¹) 370 434 488	1,336 1,793 2,044 2,102 2,186 2,252	3,452 4,447 5,411	100.0 100.0 100.0 100.0 100.0 100.0	79.7 75.6 73.0 69.4 66.5 64.3	11.5 11.8 12.2 12.2 12.2 12.3	6.5 9.0 10.6 12.6 14.6 16.1	1.6 2.8 3.5 3.7 4.3 4.7	(¹) (¹) (¹) 0.1 0.1 0.2	0.6 0.7 0.8 0.7 0.7	1.2 1.5 1.8
2010 <sup>2</sup> 2014 <sup>2</sup> 2015 <sup>2</sup> 2016 <sup>2</sup> 2017 <sup>2</sup> 2018 <sup>2</sup> 2019 <sup>2</sup>	309,326 318,386 320,743 323,071 325,147 327,167 329,159	197,387 197,765 197,794 197,794 197,699 197,546 197,395	38,014 39,497 39,873 40,243 40,580 40,902 41,222	50,747 55,175 56,364 57,573 58,707 59,872 60,998	14,762 16,683 17,227 17,759 18,249 18,729 19,210	500 544 555 566 576 586 596	2,269 2,351 2,369 2,387 2,403 2,417 2,432	5,647 6,371 6,561 6,750 6,933 7,115 7,305	100.0 100.0 100.0 100.0 100.0 100.0 100.0	63.8 62.1 61.7 61.2 60.8 60.4 60.0	12.3 12.4 12.4 12.5 12.5 12.5 12.5	16.4 17.3 17.6 17.8 18.1 18.3 18.5	4.8 5.2 5.4 5.5 5.6 5.7 5.8	0.2 0.2 0.2 0.2 0.2 0.2 0.2	0.7 0.7 0.7 0.7 0.7 0.7 0.7	1.8 2.0 2.0 2.1 2.1 2.2 2.2
Under 5 years old 1980 1990 1995 2000 <sup>2</sup> 2005 <sup>2</sup> 2009 <sup>2</sup>	16,451 18,856 19,627 19,178 19,917 20,245	11,904 12,757 12,415 11,253 10,847 10,395	2,413 2,825 3,050 2,753 2,706 2,776	1,677 2,497 3,245 3,748 4,607 5,101	319 593 734 686 839 890	(¹) (¹) (¹) 30 35 39	137 184 182 171 171 176	 538 712 868	100.0 100.0 100.0 100.0 100.0 100.0	72.4 67.7 63.3 58.7 54.5 51.3	14.7 15.0 15.5 14.4 13.6 13.7	10.2 13.2 16.5 19.5 23.1 25.2	1.9 3.1 3.7 3.6 4.2 4.4	(¹) (¹) (¹) 0.2 0.2 0.2	0.8 1.0 0.9 0.9 0.9	2.8 3.6 4.3
2010 <sup>2</sup> 2014 <sup>2</sup> 2015 <sup>2</sup> 2016 <sup>2</sup> 2017 <sup>2</sup> 2018 <sup>2</sup> 2019 <sup>2</sup>	20,189 19,872 19,918 19,922 19,892 19,810 19,703	10,278 9,931 9,921 9,883 9,836 9,767 9,669	2,780 2,736 2,744 2,745 2,738 2,724 2,704	5,128 5,135 5,152 5,162 5,170 5,172 5,173	891 931 955 979 992 992 996	39 39 40 40 41 41	176 171 169 167 165 162 160	898 931 937 946 951 952 960	100.0 100.0 100.0 100.0 100.0 100.0 100.0	50.9 50.0 49.8 49.6 49.4 49.3 49.1	13.8 13.8 13.8 13.8 13.8 13.8	25.4 25.8 25.9 25.9 26.0 26.1 26.3	4.4 4.7 4.8 4.9 5.0 5.0	0.2 0.2 0.2 0.2 0.2 0.2 0.2	0.9 0.8 0.8 0.8 0.8	4.4 4.7 4.7 4.7 4.8 4.8 4.9
5 to 17 years old 1980 1990 1995 2000 <sup>2</sup> 2005 <sup>2</sup> 2009 <sup>2</sup>	47,232 45,359 49,838 53,198 53,606 53,890	35,220 — 33,008 31,379 29,851	6,840 — 7,994 7,987 7,726	4,005 — 8,700 10,207 11,717	790 — 1,829 2,047 2,290	(¹) — 85 92 99	377 — 522 499 478	1,059 1,396 1,729	100.0 — 100.0 100.0 100.0	74.6 — 62.0 58.5 55.4	14.5 — 15.0 14.9 14.3	8.5 — 16.4 19.0 21.7	1.7 — 3.4 3.8 4.2	(¹) — 0.2 0.2 0.2	0.8 — 1.0 0.9 0.9	
2010 <sup>2</sup> 2014 <sup>2</sup> 2015 <sup>2</sup> 2016 <sup>2</sup> 2017 <sup>2</sup> 2018 <sup>2</sup> 2019 <sup>2</sup>	53,932 53,693 53,702 53,727 53,691 53,589 53,550	29,496 28,290 28,010 27,748 27,476 27,186 26,953	7,644 7,431 7,410 7,395 7,378 7,346 7,334	12,057 12,818 13,022 13,233 13,395 13,529 13,654	2,350 2,549 2,599 2,643 2,689 2,733 2,769	101 104 105 105 106 107 107	475 463 461 459 457 454 452	1,809 2,037 2,095 2,144 2,190 2,234 2,280	100.0 100.0 100.0 100.0 100.0 100.0 100.0	54.7 52.7 52.2 51.6 51.2 50.7 50.3	14.2 13.8 13.8 13.8 13.7 13.7	22.4 23.9 24.2 24.6 24.9 25.2 25.5	4.4 4.7 4.8 4.9 5.0 5.1 5.2	0.2 0.2 0.2 0.2 0.2 0.2 0.2	0.9 0.9 0.9 0.9 0.9 0.8	3.4 3.8 3.9 4.0 4.1 4.2 4.3
<b>18 to 24 years old</b> 1980	30,103	23,278	3,872	2,284	468	(1)	201	_	100.0	77.3	12.9	7.6	1.6	(1)	0.7	_
1990 1995 2000 <sup>2</sup> 2005 <sup>2</sup> 2009 <sup>2</sup>	26,853 25,482 27,315 29,442 30,530	16,913 17,741 17,705	3,780 4,092 4,363	4,786 5,406 6,006	1,158 1,351 1,481	50 57 64	239 263 266	389 531 645	100.0 100.0 100.0	61.9 60.3 58.0	13.8 13.9 14.3	17.5 18.4 19.7	4.2 4.6 4.9	0.2 0.2 0.2	0.9 0.9 0.9	1.4 1.8 2.1
2010 <sup>2</sup> 2014 <sup>2</sup> 2015 <sup>2</sup> 2016 <sup>2</sup> 2017 <sup>2</sup> 2018 <sup>2</sup> 2019 <sup>2</sup>	30,763 31,420 31,136 30,820 30,549 30,457 30,362	17,616 17,323 17,025 16,716 16,463 16,295 16,122	4,436 4,669 4,588 4,495 4,402 4,337 4,274	6,182 6,598 6,647 6,693 6,731 6,820 6,908	1,519 1,661 1,682 1,700 1,715 1,743 1,775	66 64 62 61 60 60	266 275 271 266 261 257 255	678 829 860 889 916 944 968	100.0 100.0 100.0 100.0 100.0 100.0 100.0	57.3 55.1 54.7 54.2 53.9 53.5 53.1	14.4 14.9 14.7 14.6 14.4 14.2 14.1	20.1 21.0 21.3 21.7 22.0 22.4 22.8	4.9 5.3 5.4 5.5 5.6 5.7 5.8	0.2 0.2 0.2 0.2 0.2 0.2 0.2	0.9 0.9 0.9 0.9 0.9 0.8	2.2 2.6 2.8 2.9 3.0 3.1 3.2
25 years old and																
1980 1990 1995 2000 <sup>2</sup> 2005 <sup>2</sup> 2009 <sup>2</sup>	133,438 158,555 171,332 182,471 192,551 202,107	110,737 125,653 131,839 134,529 136,655 139,324	13,091 16,322 18,250 19,879 21,361 22,792	6,903 11,447 14,519 18,427 22,804 26,504	2,088 4,190 5,628 6,796 8,421 9,700	(¹) (¹) (¹) 205 250 285	620 944 1,096 1,170 1,253 1,332	 1,465 1,808 2,170	100.0 100.0 100.0 100.0 100.0 100.0	83.0 79.2 76.9 73.7 71.0 68.9	9.8 10.3 10.7 10.9 11.1 11.3	5.2 7.2 8.5 10.1 11.8 13.1	1.6 2.6 3.3 3.7 4.4 4.8	(¹) (¹) (¹) 0.1 0.1 0.1	0.5 0.6 0.6 0.6 0.7	 
2010 <sup>2</sup> 2014 <sup>2</sup> 2015 <sup>2</sup> 2016 <sup>2</sup> 2017 <sup>2</sup> 2018 <sup>2</sup> 2019 <sup>2</sup>	204,443 213,401 215,987 218,602 221,015 223,311 225,544	139,997 142,221 142,838 143,447 143,923 144,299 144,652	23,154 24,662 25,131 25,609 26,062 26,496 26,910	27,381 30,624 31,542 32,485 33,412 34,350 35,263	10,002 11,543 11,991 12,437 12,853 13,260 13,669	294 337 348 359 369 379 388	1,352 1,442 1,467 1,494 1,520 1,544 1,566	2,262 2,574 2,669 2,771 2,877 2,984 3,096	100.0 100.0 100.0 100.0 100.0 100.0 100.0	68.5 66.6 66.1 65.6 65.1 64.6 64.1	11.3 11.6 11.6 11.7 11.8 11.9	13.4 14.4 14.6 14.9 15.1 15.4	4.9 5.4 5.6 5.7 5.8 5.9 6.1	0.1 0.2 0.2 0.2 0.2 0.2 0.2	0.7 0.7 0.7 0.7 0.7 0.7 0.7	1.1 1.2 1.2 1.3 1.3 1.3

<sup>—</sup>Not available.

because of rounding. Some data have been revised from previously published figures. Population estimates as of July 1 of the indicated reference year.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1092 and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from <a href="http://www.census.gov/popest/data/national/asrh/2011/index.html">http://www.census.gov/popest/data/national/asrh/2011/index.html</a>; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from <a href="https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail.html#par\_textimage\_57373479">https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail.html#par\_textimage\_57373479</a>. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>1</sup>Included under Asian.

<sup>&</sup>lt;sup>2</sup>Data on persons of Two or more races were collected beginning in 2000. Direct comparability of the data (other than Hispanic) prior to 2000 with the data for 2000 and later years is limited by the extent to which people reporting more than one race in later years had been reported in specific race groups in earlier years.

NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals

CHAPTER 1: All Levels of Education Characteristics of Households With Children

Table 102.10. Number and percentage distribution of family households, by family structure and presence of own children under 18: Selected years, 1970 through 2018

[Standard errors appear in parentheses]

							[		- appo													
Family structure and presence of own children		1970		1980		1990		2000		2010		2015		2016		2017		2018	2000	Change, to 2010	2010	Change, O to 2018
1		2		3		4		5		6		7		8		9		10		11		12
							-	N	umber (in	thousand	s)									Percent o	hange	
All families	51,456	(257.3)	59,550	(271.4)	66,090	(307.8)	72,025	(311.6)	78,833	(241.0)	81,716	(267.6)	82,184	(268.0)	82,827	(268.6)	83,088	(268.8)	9.5	(0.58)	5.4	(0.47)
Married-couple families Without own children under 18 With own children under 18 One own child under 18 Two own children under 18 Three or more own children under 18	44,728 19,196 25,532 8,163 8,045 9,325	(243.6) (168.7) (192.0) (112.5) (111.7) (119.9)	49,112 24,151 24,961 9,671 9,488 5,802	(252.7) (187.3) (190.1) (122.0) (120.9) (95.3)	52,317 27,780 24,537 9,583 9,784 5,170	(283.3) (218.1) (206.4) (133.0) (134.3) (98.5)	55,311 30,062 25,248 9,402 10,274 5,572	(289.5) (230.5) (214.1) (136.2) (142.1) (105.9)	58,410 33,835 24,575 9,567 9,658 5,351	(218.6) (176.1) (153.1) (98.5) (98.9) (74.3)	60,010 35,970 24,040 9,163 9,662 5,215	(243.1) (199.4) (167.3) (106.6) (109.3) (81.0)	60,251 36,480 23,772 9,131 9,581 5,061	(243.5) (200.6) (166.5) (106.4) (108.9) (79.8)	60,804 37,153 23,651 9,206 9,492 4,954	(244.2) (202.1) (166.1) (106.8) (108.4) (79.0)	61,241 37,430 23,812 9,205 9,397 5,209	(244.8) (202.7) (166.6) (106.8) (107.9) (81.0)	5.6 12.6 -2.7! ‡ -6.0 ‡	(0.68) (1.04) (1.02) (†) (1.62) (†)	4.8 10.6 -3.1 -3.8! ‡	(0.57) (0.83) (0.91) (1.49) (†)
Families with male householder, no spouse present Without own children under 18 With own children under 18 One own child under 18 Two own children under 18 Three or more own children under 18	1,228 887 341 179 87 75	(44.2) (37.6) (23.3) (16.9) (11.8) (10.9)	1,733 1,117 616 374 165 77	(52.5) (42.2) (31.3) (24.4) (16.2) (11.1)	2,884 1,731 1,153 723 307 123	(73.9) (57.4) (46.9) (37.2) (24.2) (15.3)	4,028 2,242 1,786 1,131 483 171	(90.4) (67.7) (60.5) (48.2) (31.6) (18.8)	5,580 3,356 2,224 1,375 576 273	(75.8) (59.0) (48.2) (37.9) (24.6) (16.9)	6,162 3,774 2,388 1,433 653 302	(87.9) (69.1) (55.1) (42.8) (28.9) (19.7)	6,310 3,838 2,472 1,487 663 322	(88.9) (69.7) (56.1) (43.6) (29.2) (20.3)	6,452 4,057 2,395 1,403 690 302	(89.9) (71.6) (55.2) (42.3) (29.7) (19.7)	6,424 3,939 2,484 1,339 811 335	(89.7) (70.6) (56.2) (41.4) (32.2) (20.7)	38.5 49.7 24.5 21.6 19.3! 59.6!	(3.63) (5.23) (5.01) (6.17) (9.31) (20.15)	15.1 17.4 11.7 ‡ 40.8 22.7!	(2.24) (2.95) (3.50) (†) (8.21) (10.75)
Families with female householder, no spouse present Without own children under 18 With own children under 18 One own child under 18 Two own children under 18 Three or more own children under 18	5,500 2,642 2,858 1,008 810 1,040	(92.8) (64.7) (67.2) (40.1) (35.9) (40.7)	8,705 3,261 5,445 2,398 1,817 1,230	(116.0) (71.8) (92.3) (61.6) (53.7) (44.2)	10,890 4,290 6,599 3,225 2,173 1,202	(141.4) (89.9) (111.0) (78.1) (64.2) (47.9)	12,687 5,116 7,571 3,777 2,458 1,336	(156.9) (101.6) (122.8) (87.6) (70.9) (52.4)	14,843 6,424 8,419 4,207 2,714 1,499	(121.4) (81.2) (92.6) (66.0) (53.2) (39.6)	15,544 6,993 8,551 4,192 2,844 1,515	(137.0) (93.5) (103.1) (72.8) (60.1) (44.0)	15,622 7,097 8,525 4,173 2,794 1,557	(137.3) (94.2) (102.9) (72.6) (59.6) (44.6)	15,572 7,326 8,246 4,119 2,620 1,508	(137.1) (95.6) (101.3) (72.2) (57.7) (43.9)	15,423 7,267 8,156 4,032 2,534 1,590	(136.5) (95.3) (100.7) (71.4) (56.8) (45.1)	17.0 25.6 11.2 11.4 10.4! 12.2!	(1.73) (2.96) (2.18) (3.12) (3.85) (5.31)	3.9! 13.1 ‡ -6.6!	(1.25) (2.06) (†) (†) (2.78) (†)
								Percenta	ge distribu	ition of all	families								Chan	ge in perce	entage poir	ıts
All families	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	t	(†)	t	(†)
Married-couple families Without own children under 18 With own children under 18 One own child under 18 Two own children under 18 Three or more own children under 18	86.9 37.3 49.6 15.9 15.6 18.1	(0.19) (0.27) (0.28) (0.20) (0.20) (0.21)	82.5 40.6 41.9 16.2 15.9 9.7	(0.20) (0.25) (0.26) (0.19) (0.19) (0.15)	79.2 42.0 37.1 14.5 14.8 7.8	(0.22) (0.27) (0.26) (0.19) (0.19) (0.14)	76.8 41.7 35.1 13.1 14.3 7.7	(0.23) (0.26) (0.26) (0.18) (0.19) (0.14)	74.1 42.9 31.2 12.1 12.3 6.8	(0.16) (0.18) (0.17) (0.12) (0.12) (0.09)	73.4 44.0 29.4 11.2 11.8 6.4	(0.18) (0.20) (0.18) (0.13) (0.13) (0.10)	73.3 44.4 28.9 11.1 11.7 6.2	(0.17) (0.20) (0.18) (0.12) (0.13) (0.10)	73.4 44.9 28.6 11.1 11.5 6.0	(0.17) (0.20) (0.18) (0.12) (0.13) (0.09)	73.7 45.0 28.7 11.1 11.3 6.3	(0.17) (0.20) (0.18) (0.12) (0.12) (0.10)	-2.7 1.2 -3.9 -0.9 -2.0 -0.9	(0.28) (0.32) (0.31) (0.22) (0.22) (0.17)	‡ 2.1 -2.5 -1.1 -0.9 -0.5	(†) (0.27) (0.25) (0.17) (0.17) (0.13)
Families with male householder, no spouse present Without own children under 18 With own children under 18 One own child under 18 Two own children under 18 Three or more own children under 18	2.4 1.7 0.7 0.3 0.2 0.1	(0.09) (0.07) (0.05) (0.03) (0.02) (0.02)	2.9 1.9 1.0 0.6 0.3 0.1	(0.09) (0.07) (0.05) (0.04) (0.03) (0.02)	4.4 2.6 1.7 1.1 0.5 0.2	(0.11) (0.09) (0.07) (0.06) (0.04) (0.02)	5.6 3.1 2.5 1.6 0.7 0.2	(0.12) (0.09) (0.08) (0.07) (0.04) (0.03)	7.1 4.3 2.8 1.7 0.7 0.3	(0.09) (0.07) (0.06) (0.05) (0.03) (0.02)	7.5 4.6 2.9 1.8 0.8 0.4	(0.10) (0.08) (0.07) (0.05) (0.04) (0.02)	7.7 4.7 3.0 1.8 0.8 0.4	(0.11) (0.08) (0.07) (0.05) (0.04) (0.02)	7.8 4.9 2.9 1.7 0.8 0.4	(0.11) (0.09) (0.07) (0.05) (0.04) (0.02)	7.7 4.7 3.0 1.6 1.0 0.4	(0.11) (0.08) (0.07) (0.05) (0.04) (0.02)	1.5 1.1 0.3! 0.2! ‡ 0.1!	(0.15) (0.12) (0.10) (0.08) (†) (0.03)	0.7 0.5 ‡ 0.2 ‡	(0.14) (0.11) (†) (†) (0.05) (†)
Families with female householder, no spouse present Without own children under 18 With own children under 18 One own child under 18 Two own children under 18 Three or more own children under 18	10.7 5.1 5.6 2.0 1.6 2.0	(0.17) (0.12) (0.13) (0.08) (0.07) (0.08)	14.6 5.5 9.1 4.0 3.1 2.1	(0.18) (0.12) (0.15) (0.10) (0.09) (0.07)	16.5 6.5 10.0 4.9 3.3 1.8	(0.20) (0.13) (0.16) (0.12) (0.10) (0.07)	17.6 7.1 10.5 5.2 3.4 1.9	(0.20) (0.14) (0.16) (0.12) (0.10) (0.07)	18.8 8.1 10.7 5.3 3.4 1.9	(0.14) (0.10) (0.11) (0.08) (0.07) (0.05)	19.0 8.6 10.5 5.1 3.5 1.9	(0.16) (0.11) (0.12) (0.09) (0.07) (0.05)	19.0 8.6 10.4 5.1 3.4 1.9	(0.16) (0.11) (0.12) (0.09) (0.07) (0.05)	18.8 8.8 10.0 5.0 3.2 1.8	(0.15) (0.11) (0.12) (0.09) (0.07) (0.05)	18.6 8.7 9.8 4.9 3.0 1.9	(0.15) (0.11) (0.12) (0.08) (0.07) (0.05)	1.2 1.0 ‡ ‡ ‡	(0.25) (0.17) (†) (†) (†) (†)	0.6 -0.9 -0.5 -0.4	(†) (0.15) (0.16) (0.12) (0.09) (†)

<sup>†</sup>Not applicable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P20, Household and Family Characteristics, 1994 and 1995; and Current Population Survey (CPS), Annual Social and Economic Supplement, America's Families and Living Arrangements (F table series), 2000 and 2010–2018. 2018 data retrieved May 24, 2019, from <a href="https://www.census.gov/content/census/en/data/tables/2018/demo/families/cps-2018.html">https://www.census.gov/content/census/en/data/tables/2018/demo/families/cps-2018.html</a>. (This table was prepared May 2019.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

NOTE: A family household consists of two or more people who are related by birth, marriage, or adoption and are residing together. Own children are never-married sons and daughters, including stepchildren and adopted children, of the householder or married couple. Detail may not sum to totals because of rounding.

Table 102.20. Number and percentage distribution of children under age 18 and under age 6, by living arrangements, race/ethnicity, and selected racial/ethnic subgroups: 2018

				[Otali		ірреаі ііі і			oution of child	ren by liv	ing arranger	ments		
		Number	Pe	rcentage					vith parent(s)					
Age and race/ethnicity		f children ousands)	dis	tribution children		Total		ousehold	Female hou no spous	e present	Male hou no spouse	e present	All other	children <sup>2</sup>
All children under age 18		2		3		4		5		6		7		8
Total	73,273	(27.2)	100.0	(1)	100.0	(†)	63.7	(0.12)	26.4	(0.11)	7.9	(0.06)	2.0	(0.03)
White Black	36,797 9,784	(8.0) (32.6)	50.2 13.4	(0.02) (0.04)	100.0 100.0	(†) (†)	73.8 33.7	(0.15) (0.35)	16.8 55.4	(0.11) (0.37)	7.3 8.3	(0.10) (0.19)	2.0 2.6	(0.04) (0.09)
Hispanic Cuban Dominican Mexican Puerto Rican Spaniard Central American³ Costa Rican Guatemalan Honduran Nicaraguan Panamanian Salvadoran South American Chilean Colombian Ecuadorian	18,622 467 613 12,360 1,731 190 1,685 38 476 338 95 51 671 881 42 268 182	(9.6) (11.5) (14.0) (36.7) (21.2) (7.6) (26.4) (3.5) (15.4) (6.0) (4.1) (16.0) (18.0) (3.5) (10.8) (8.9)	25.4 0.6 0.8 16.9 2.4 0.3 2.3 0.1 0.6 0.5 0.1 0.1 0.9 1.2 0.1	(0.01) (0.02) (0.02) (0.05) (0.03) (0.01) (0.02) (0.02) (0.01) (0.02) (0.02) (0.01) (0.01) (0.01) (0.01)	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0		57.3 59.2 44.6 59.0 67.4 54.1 73.7 55.0 49.2 60.1 46.5 69.8 82.0 66.4 65.2	(0.21) (1.36) (1.27) (0.26) (0.83) (1.87) (0.73) (3.87) (1.36) (1.81) (2.79) (4.02) (1.23) (0.96) (2.61) (2.08) (1.98)	31.7 30.6 46.0 30.2 43.0 22.0 31.3 20.2 27.2 36.9 32.0 46.1 30.9 22.0 12.2 25.3 23.9	(0.21) (1.30) (1.20) (0.27) (0.75) (1.52) (0.70) (3.89) (1.21) (1.84) (3.15) (4.48) (1.34) (0.94) (2.25) (2.03) (1.87)	9.2 8.5 7.8 9.1 9.1 9.0 12.0 4.8! 14.1 11.5 6.8 6.5 12.4 7.0 4.0! 7.3 9.2	(0.13) (0.61) (0.58) (0.17) (0.42) (1.25) (0.54) (1.06) (1.08) (1.48) (1.91) (0.82) (0.45) (1.51) (0.90) (1.18)	1.8 1.7 1.6 1.7 1.9 1.6 2.6 1.3! 3.7 2.5 ‡ 2.2 1.1 ‡ 0.9	(0.05) (0.24) (0.25) (0.06) (0.18) (0.40) (0.21) (0.68) (0.48) (0.43) (†) (†) (0.23) (0.14) (†) (0.24) (0.24)
Peruvian Venezuelan Other South American Other Hispanic	145 128 116 696	(8.2) (8.1) (6.3) (16.9)	0.2 0.2 0.2 0.2 0.9	(0.01) (0.01) (0.01) (0.02)	100.0 100.0 100.0 100.0 100.0	(†) (†) (†) (†) (†)	68.3 77.4 74.1 53.4	(2.12) (2.11) (2.35) (1.04)	23.1 17.9 18.0 32.8	(2.05) (1.97) (2.19) (1.07)	7.9 3.9 6.3 9.8	(1.42) (1.03) (1.17) (0.64)	0.7! 0.8! 1.6! 4.0	(0.21) (0.35) (0.62) (0.34)
Asian Chinese <sup>4</sup> Filipino Japanese Korean South Asian <sup>5</sup> Asian Indian Bangladeshi Bhutanese Nepalese Pakistani Southeast Asian Burmese Cambodian Hmong Laotian Thai Vietnamese Other Southeast Asian <sup>6</sup> Other Asian  Pacific Islander American Indian/Alaska Native Some other race <sup>7</sup> Two or more races White and Black White and Asian	3,472 718 419 70 222 1,205 953 57 8 45 129 632 65 44 97 31 29 352 14 205 125 545 269	(16.8) (11.3) (9.2) (4.2) (7.1) (16.1) (12.4) (3.9) (1.5) (3.8) (6.3) (13.5) (5.4) (3.1) (3.2) (8.3) (2.3) (8.0) (5.6) (6.4) (11.6) (30.2) (25.7) (14.9)	4.7 1.0 0.6 0.1 0.3 1.6 1.3 0.1 0.1 0.2 0.9 0.1 0.1 0.1 0.5 # 0.3 0.3 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1	(0.02) (0.01) (0.01) (0.01) (0.02) (0.02) (0.01) (1) (0.01) (0.01) (1) (1) (1) (1) (1) (1) (1) (1) (1) (	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0		84.4 82.3 79.1 85.9 88.2 92.9 85.5 88.7 88.9 72.9 82.0 56.2 59.3 76.8 78.2 86.4 83.7	(0.32) (0.77) (1.03) (2.14) (1.07) (0.41) (0.37) (2.71) (5.30) (2.16) (1.67) (1.03) (3.59) (4.62) (3.33) (5.20) (4.64) (1.16) (4.76) (1.22) (2.59) (1.09) (1.81) (0.52) (0.79) (0.63)	9.9 11.4 14.1 7.4 7.5 4.6 4.0 9.1 ‡ 7.5 6.3 16.7 11.0 33.6 20.1 21.9 18.8 14.3 ‡ 10.1 27.1 38.0 31.8 31.5 45.9 12.5	(0.25) (0.58) (0.79) (1.66) (0.82) (0.31) (0.31) (1.94) (1.91) (1.20) (0.94) (3.00) (4.55) (2.73) (4.10) (3.95) (1.07) (1) (1.01) (2.43) (1.04) (1.62) (0.50) (0.78)	4.3 4.2 5.0 5.3 2.9 2.0 1.7 ‡ \$.1! 8.5 6.2! 8.8 19.4 15.0 \$.7 \$.7 \$.7 \$.7 \$.7 \$.7 \$.7 \$.7 \$.7 \$.7	(0.22) (0.40) (0.57) (1.46) (0.60) (0.22) (0.20) (1) (1) (1.32) (1.09) (0.69) (2.06) (2.69) (2.69) (3.84) (1) (0.69) (1.35) (0.85) (1.35) (0.94) (0.26) (0.26) (0.24)	1.4 2.1 1.8 1.4! 0.6 0.5 \$\displaystyle{\text{this}}\$ 0.6! 1.9 \$\displaystyle{\text{this}}\$ 1.2 1.2 3.4 4.1 2.8 1.9 2.7 0.9	(0.08) (0.25) (0.29) (0.46) (0.33) (0.10) (1) (1) (1) (0.26) (0.2
White and Asian White and American Indian/ Alaska Native Other Two or more races	360 661	(10.1) (12.1)	0.5 0.9	(0.02) (0.01) (0.02)	100.0 100.0 100.0	(†) (†)	63.4 57.7	(1.11) (1.04)	25.2 31.7	(1.11) (1.03)	9.7 8.8	(0.70) (0.66)	1.7 1.8	(0.14) (0.28) (0.23)
Children under age 6 Total White Black  Hispanic Cuban Dominican Mexican Puerto Rican Spaniard Central American³ Costa Rican Guatemalan Honduran Nicaraguan Panamanian Salvadoran South American Colombian Ecuadorian Perruvian Venezuelan Other South American Other South American	23,423 11,616 3,070 6,055 171 213 3,942 567 58 594 13 163 130 15 236 295 16 82 49 42 39 215	(29.5) (13.3) (19.5) (15.7) (7.0) (6.7) (16.9) (10.6) (3.9) (13.5) (2.0) (7.7) (7.6) (3.0) (2.2) (8.0) (9.1) (1.8) (4.7) (4.8) (3.9) (3.3) (3.9) (3.9) (3.9) (3.9) (9.1)	100.0 49.6 13.1 25.9 0.7 0.9 16.8 2.4 0.2 2.5 0.1 0.7 0.6 0.1 0.1 1.3 0.3 0.3 0.2 0.2 0.2	(†) (0.06) (0.08) (0.03) (0.03) (0.07) (0.04) (0.02) (0.06) (0.01) (0.03) (0.01) (0.03) (0.04) (0.01) (0.02) (0.02) (0.02) (0.02) (0.02) (0.02) (0.02) (0.02) (0.02) (0.02) (0.02) (0.02) (0.04)	100.0 100.0		63.9 75.5 31.4 55.5 58.1 45.6 46.4 69.2 53.2 81.1 53.3 45.3 45.3 65.6 48.9 54.4 70.5 68.8 76.9 77.3 53.2	(0.15) (0.22) (0.54) (0.34) (1.88) (1.91) (0.43) (1.25) (3.26) (1.26) (5.60) (2.29) (2.54) (1.92) (1.33) (4.75) (2.99) (3.23) (3.37) (3.17) (3.13) (3.57) (1.77)	26.2 15.6 57.2 32.8 31.8 45.8 32.3 42.0 20.6 31.6 15.7! 29.8 38.5 25.6 42.0 30.0 30.0 19.7 11.5! 20.4 22.0 20.3 21.1 15.1 15.1	(0.15) (0.19) (0.54) (0.33) (1.86) (0.41) (1.27) (2.89) (1.16) (5.17) (2.33) (2.45) (4.13) (7.04) (1.24) (1.29) (2.91) (2.91) (2.93) (2.64) (3.19) (3.12) (3.12)	8.2 7.2 9.1 10.2 9.4 7.4 10.1 10.0 9.6 13.5 \$14.9 14.0 9.1! 14.1 7.5 \$5 10.4 2.0! 7.1!	(0.10) (0.13) (0.28) (0.22) (1.00) (0.92) (0.26) (0.72) (1.60) (1.86) (2.35) (3.22) (1.31) (0.69) (†) (1.52) (1.84) (2.50) (0.91) (2.15)	1.7 1.7 2.3 1.4 0.7! 1.3 1.4 1.6 ‡ 1.7 ‡ 1.5 0.7 ‡ 1.3! 1.3!	(0.04) (0.06) (0.14) (0.07) (0.26) (0.35) (0.09) (0.29) (†) (0.55) (0.74) (†) (0.38) (0.20) (†) (†) (0.62) (†) (†) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1

Table 102.20. Number and percentage distribution of children under age 18 and under age 6, by living arrangements, race/ethnicity, and selected racial/ethnic subgroups: 2018—Continued

							Percent	age distril	oution of child	ren, by liv	ing arrangen	nents		
		Number	Per	centage			Childre	en living v	vith parent(s)	or related	to household	der1		
		children		tribution			Marrie	d-couple	Female hous	seholder,	Male hous	seholder,		
Age and race/ethnicity	(in the	ousands)	of	children		Total	h	ousehold	no spouse	present	no spouse	present	All other	children <sup>2</sup>
1		2		3		4		5		6		7		8
Asian Chinese <sup>4</sup> Filipino Japanese Korean South Asian <sup>5</sup> Asian Indian Bangladeshi Bhutanese Nepalese Pakistani Southeast Asian Burmese Cambodian Hmong Laotian Thai Vietnamese Other Southeast Asian <sup>6</sup> Other Asian	1,074 213 101 25 59 425 338 19 ‡ 16 44 178 24 11 33 11 7 87 7	(9.3) (5.7) (4.2) (2.1) (3.0) (8.8) (7.2) (1.8) (2.2) (2.2) (2.0) (1.2) (2.0) (1.2) (2.3) (1.2) (2.3) (1.2) (2.3) (3.3)	4.6 0.9 0.4 0.1 0.3 1.8 1.4 0.1 0.2 0.8 0.1 # 0.1 # 0.1	(0.04) (0.02) (0.02) (0.01) (0.01) (0.03) (0.01) (0.01) (0.01) (0.01) (1) (0.01) (1) (1) (1) (1) (1) (1) (1) (1) (1) (	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0		87.3 86.3 78.4 94.6 93.4 95.0 96.0 93.4 ‡ 86.9 91.2 71.7 85.8 57.4 51.9 80.4 78.7 \$7.8	(0.44) (0.92) (2.08) (1.67) (1.32) (0.53) (0.50) (3.19) (1.85) (1.85) (1.61) (4.09) (6.06) (4.55) (6.68) (1.86) (1.86) (1.64)	7.8 8.4 14.7 3.9! 3.7 3.1 2.4 \$ \$9.4! 5.5 16.8 8.8! 33.0 23.6 25.2 7.3! 14.5	(0.35) (0.78) (1.56) (1.64) (0.87) (0.38) (0.34) (†) (†) (3.59) (1.56) (1.29) (3.24) (6.02) (3.91) (6.17) (3.06) (1.59) (1.15)	4.1 4.3 5.3 ‡ 2.2! 1.5 1.2 ‡ ‡ 2.9! 10.2 5.0! 9.4! 24.0 19.2! ‡ 6.0	(0.27) (0.59) (1.09) (1) (0.74) (0.30) (0.32) (†) (†) (1.10) (1.13) (2.39) (3.62) (6.69) (†) (1.13) (1.13) (1.27)	0.8 1.0 1.6! ‡ 0.4! 0.4! 1.4! \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	(0.11) (0.25) (0.51) (1) (1) (1) (1) (1) (1) (1) (1) (1) (
Pacific Islander American Indian/Alaska Native Some other race <sup>7</sup>	39 160 97	(2.8) (3.7) (5.3)	0.2 0.7 0.4	(0.01) (0.02) (0.02)	100.0 100.0 100.0	(†) (†) (†)	65.1 41.2 57.7	(3.30) (1.62) (2.64)	23.7 40.0 29.8	(2.77) (1.58) (2.45)	8.0 16.2 8.9	(1.90) (1.41) (1.26)	3.2! 2.6 3.7	(1.42) (0.46) (1.04)
Two or more races White and Black White and Asian White and American Indian/	1,312 585 395	(16.3) (12.8) (8.1)	5.6 2.5 1.7	(0.07) (0.05) (0.03)	100.0 100.0 100.0	(†) (†) (†)	60.1 41.9 87.1	(0.75) (1.21) (0.62)	30.5 46.5 7.7	(0.69) (1.17) (0.54)	7.9 9.2 4.6	(0.39) (0.68) (0.45)	1.5 2.4 0.6	(0.14) (0.30) (0.14)
Alaska Native Other Two or more races	110 222	(4.4) (7.5)	0.5 0.9	(0.02) (0.03)	100.0 100.0	(†) (†)	62.4 58.7	(1.89) (1.80)	26.3 31.0	(1.75) (1.80)	10.2 9.3	(1.17) (1.21)	1.1! 1.0	(0.33) (0.27)

<sup>†</sup>Not applicable

they are related by birth, marriage, or adoption (except a child who is the spouse of the householder). Children are classified by their parents' marital status or, if no parents are present in the household, by the marital status of the householder who is related to the children. Living arrangements with only a "female householder" or "male householder" are those in which the parent or the householder who is related to the child does not have a spouse living in the household. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit.

NOTE: Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2018. (This table was prepared November 2019.)

<sup>#</sup>Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between

<sup>\*\*</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

\*\*Includes all children who live either with their parent(s) or with a householder to whom

<sup>&</sup>lt;sup>2</sup>Includes foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder. ³Includes other Central American subgroups not shown separately.

<sup>&</sup>lt;sup>4</sup>Includes Taiwanese.

<sup>&</sup>lt;sup>5</sup>In addition to the subgroups shown, also includes Sri Lankan. <sup>6</sup>Consists of Indonesian and Malaysian.

<sup>&</sup>lt;sup>7</sup>Respondents who wrote in some other race that was not included as an option on the questionnaire.

Table 102.40. Poverty rates for all persons and poverty status of related children under age 18, by region and state: Selected years, 1990 through 2018

		Pe	rcent of person	s in poverty <sup>1</sup>				Poverty status	of related childre	n² under age 18	3	
									201	5 <sup>5</sup>	2018	<b>3</b> 5
Region and state	1990³	2000 <sup>4</sup>	2010 <sup>5</sup>	2015 <sup>5</sup>	2018 <sup>5</sup>	1990,³ percent in poverty	2000,4 percent in poverty	2010, <sup>5</sup> percent in poverty	Number in poverty (in thousands)	Percent in poverty	Number in poverty (in thousands)	Percent in poverty
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	13.1	12.4	14.9 (0.06)	14.3 (0.06)	12.7 (0.05)	17.9 (0.02)	16.1 (0.01)	21.1 (0.13)	14,652 (109.9)	20.3 (0.15)	12,575 (92.5)	17.5 (0.12)
Region Northeast Midwest South West	10.6 12.0 15.7 12.6	11.4 10.2 13.9 13.0	12.5 (0.09) 16.5 (0.08) 14.1 (0.10) 15.0 (0.09)	12.5 (0.09) 15.6 (0.09) 13.5 (0.12) 14.4 (0.09)	11.4 (0.10) 14.1 (0.08) 12.2 (0.10) 12.1 (0.08)	14.3 (0.54) 14.9 (0.58) 20.5 (0.90) 16.2 (0.79)	14.3 (0.39) 12.0 (0.37) 17.6 (0.64) 16.2 (0.54)	17.4 (0.20) 23.8 (0.18) 20.0 (0.24) 20.6 (0.19)	2,057 (25.4) 6,291 (58.7) 2,878 (41.4) 3,425 (32.6)	17.7 (0.22) 22.7 (0.21) 18.8 (0.27) 19.6 (0.18)	1,772 (25.5) 5,619 (53.1) 2,427 (35.8) 2,758 (32.8)	15.7 (0.22) 20.1 (0.19) 16.1 (0.23) 15.8 (0.18)
Alabama	18.3	16.1	18.6 (0.39)	18.4 (0.37)	16.3 (0.31)	24.0 (0.14)	21.2 (0.10)	27.6 (0.86)	285 (8.7)	26.2 (0.79)	257 (8.2)	24.1 (0.77)
Alaska	9.0	9.4	10.6 (0.75)	9.9 (0.95)	10.4 (0.79)	10.9 (0.24)	11.2 (0.16)	13.5 (1.32)	27 (3.7)	14.7 (2.03)	22 (2.9)	12.5 (1.62)
Arizona	15.7	13.9	17.1 (0.35)	16.9 (0.31)	13.6 (0.27)	21.7 (0.13)	18.8 (0.10)	24.0 (0.74)	381 (10.8)	24.0 (0.67)	313 (10.7)	19.5 (0.66)
Arkansas	19.1	15.8	18.2 (0.41)	18.8 (0.44)	16.9 (0.46)	25.0 (0.17)	21.4 (0.11)	26.6 (1.00)	185 (6.7)	26.9 (0.97)	166 (6.6)	24.2 (0.95)
California	12.5	14.2	15.4 (0.13)	15.0 (0.12)	12.5 (0.12)	17.8 (0.05)	19.0 (0.04)	21.5 (0.28)	1,866 (25.4)	20.9 (0.28)	1,490 (23.8)	16.9 (0.27)
Colorado	11.7	9.3	12.8 (0.33)	11.3 (0.26)	9.5 (0.26)	15.0 (0.11)	10.8 (0.07)	16.6 (0.71)	177 (7.2)	14.3 (0.58)	144 (7.8)	11.6 (0.62)
Connecticut	6.8	7.9	9.6 (0.30)	9.9 (0.33)	10.0 (0.28)	10.4 (0.13)	10.0 (0.09)	12.3 (0.63)	100 (5.6)	13.4 (0.76)	100 (4.9)	13.9 (0.68)
Delaware	8.7	9.2	11.7 (0.73)	13.1 (0.87)	11.5 (0.70)	11.7 (0.23)	11.9 (0.20)	18.2 (1.59)	42 (4.4)	21.0 (2.19)	33 (3.6)	16.9 (1.83)
District of Columbia	16.9	20.2	18.3 (0.87)	15.5 (0.76)	15.8 (0.94)	25.0 (0.49)	31.1 (0.37)	29.3 (2.58)	29 (2.6)	25.4 (2.21)	29 (4.0)	23.3 (3.20)
Florida	12.7	12.5	16.2 (0.16)	15.3 (0.16)	13.1 (0.14)	18.3 (0.09)	17.2 (0.06)	23.2 (0.40)	917 (17.5)	22.9 (0.43)	780 (14.8)	18.9 (0.36)
Georgia	14.7	13.0	17.4 (0.27)	16.6 (0.22)	14.0 (0.22)	19.8 (0.12)	16.7 (0.07)	24.4 (0.46)	590 (12.3)	24.0 (0.50)	491 (12.2)	20.0 (0.49)
Hawaii	8.3	10.7	10.1 (0.50)	10.4 (0.52)	9.0 (0.52)	11.1 (0.21)	13.5 (0.16)	12.5 (1.29)	41 (3.8)	13.4 (1.24)	37 (3.9)	12.3 (1.30)
Idaho	13.3	11.8	15.0 (0.50)	13.8 (0.63)	11.8 (0.55)	15.8 (0.21)	13.8 (0.13)	17.5 (0.96)	66 (4.9)	15.6 (1.16)	62 (5.3)	14.2 (1.22)
Illinois	11.9	10.7	13.6 (0.19)	13.4 (0.21)	11.7 (0.20)	16.8 (0.07)	14.0 (0.04)	19.4 (0.41)	560 (14.7)	19.3 (0.50)	433 (13.1)	15.4 (0.46)
Indiana	10.7	9.5	14.9 (0.28)	14.6 (0.29)	12.7 (0.26)	13.9 (0.09)	11.7 (0.08)	21.7 (0.63)	332 (10.8)	21.6 (0.70)	265 (8.9)	17.4 (0.58)
lowa	11.5	9.1	12.3 (0.41)	12.5 (0.47)	10.9 (0.35)	14.0 (0.13)	10.5 (0.08)	16.7 (0.94)	111 (7.5)	15.7 (1.07)	95 (6.2)	13.2 (0.86)
Kansas	11.5	9.9	12.7 (0.42)	12.6 (0.40)	11.8 (0.36)	13.9 (0.13)	11.5 (0.09)	17.4 (0.94)	123 (6.2)	17.5 (0.85)	100 (6.0)	14.6 (0.86)
Kentucky	19.0	15.8	18.1 (0.32)	17.6 (0.32)	16.2 (0.32)	24.5 (0.14)	20.4 (0.09)	25.4 (0.76)	245 (7.7)	25.0 (0.77)	215 (7.5)	22.1 (0.75)
Louisiana	23.6	19.6	17.9 (0.31)	18.8 (0.43)	18.1 (0.34)	31.2 (0.16)	26.3 (0.10)	26.9 (0.68)	303 (10.3)	27.6 (0.94)	284 (8.9)	26.3 (0.81)
Maine	10.8	10.9	13.3 (0.58)	12.5 (0.56)	10.8 (0.49)	13.2 (0.18)	13.0 (0.14)	18.3 (1.28)	35 (2.8)	14.3 (1.12)	28 (2.9)	11.7 (1.21)
Maryland	8.3	8.5	9.8 (0.25)	9.8 (0.28)	8.6 (0.25)	10.9 (0.10)	10.3 (0.08)	12.8 (0.51)	173 (8.5)	13.2 (0.64)	141 (7.7)	10.8 (0.58)
Massachusetts	8.9	9.3	11.0 (0.25)	10.9 (0.22)	9.7 (0.20)	12.9 (0.10)	11.6 (0.07)	13.7 (0.55)	194 (7.1)	14.2 (0.52)	158 (6.7)	11.9 (0.50)
Michigan	13.1	10.5	16.2 (0.24)	15.5 (0.28)	13.7 (0.23)	18.2 (0.08)	13.4 (0.05)	22.5 (0.52)	472 (13.3)	22.0 (0.62)	394 (11.5)	18.7 (0.54)
Minnesota	10.2	7.9	11.1 (0.32)	9.7 (0.26)	9.5 (0.29)	12.4 (0.09)	9.2 (0.06)	14.6 (0.72)	153 (7.9)	12.2 (0.62)	143 (9.5)	11.2 (0.74)
Mississippi	25.2	19.9	21.5 (0.51)	21.1 (0.51)	19.3 (0.40)	33.5 (0.18)	26.7 (0.11)	31.7 (1.05)	224 (7.7)	31.2 (1.07)	195 (7.0)	28.2 (0.99)
Missouri	13.3	11.7	15.1 (0.28)	14.2 (0.28)	12.8 (0.26)	17.4 (0.10)	15.3 (0.07)	20.6 (0.59)	266 (10.5)	19.6 (0.77)	235 (8.6)	17.6 (0.64)
Montana	16.1	14.6	14.1 (0.70)	14.2 (0.70)	11.8 (0.52)	19.9 (0.27)	18.4 (0.18)	19.8 (1.43)	41 (3.9)	18.5 (1.74)	28 (3.2)	12.8 (1.44)
Nebraska	11.1	9.7	12.7 (0.56)	12.2 (0.43)	11.2 (0.51)	13.5 (0.16)	11.8 (0.11)	18.2 (1.32)	71 (4.2)	15.4 (0.91)	61 (4.7)	13.3 (1.02)
Nevada	10.2	10.5	14.9 (0.49)	14.7 (0.46)	12.8 (0.35)	12.8 (0.22)	13.5 (0.14)	21.7 (0.97)	136 (7.3)	20.8 (1.11)	115 (5.1)	17.0 (0.78)
New Hampshire	6.4	6.5	8.0 (0.44)	7.7 (0.49)	7.0 (0.39)	7.0 (0.14)	7.3 (0.11)	9.8 (1.09)	26 (3.0)	9.9 (1.16)	23 (3.0)	9.3 (1.19)
New Jersey	7.6	8.5	10.0 (0.22)	10.4 (0.22)	9.2 (0.21)	11.0 (0.08)	10.8 (0.06)	14.0 (0.45)	293 (10.9)	14.9 (0.55)	257 (10.3)	13.4 (0.53)
New Mexico	20.6	18.4	19.9 (0.65)	20.4 (0.66)	19.6 (0.66)	27.5 (0.21)	24.6 (0.15)	29.5 (1.22)	150 (7.0)	30.5 (1.38)	125 (6.4)	26.7 (1.39)
New York	13.0	14.6	14.6 (0.19)	14.8 (0.17)	13.4 (0.17)	18.8 (0.07)	19.6 (0.05)	21.1 (0.36)	879 (17.8)	21.4 (0.43)	743 (17.8)	18.7 (0.44)
North Carolina	13.0	12.3	16.8 (0.24)	16.2 (0.23)	13.6 (0.23)	16.9 (0.09)	15.7 (0.06)	24.1 (0.52)	532 (11.7)	23.7 (0.51)	442 (11.1)	19.7 (0.49)
North Dakota	14.4	11.9	11.8 (0.77)	11.3 (0.57)	9.8 (0.70)	16.9 (0.26)	13.5 (0.15)	14.2 (1.92)	19 (2.2)	11.0 (1.28)	14 (2.1)	8.3 (1.23)
Ohio	12.5	10.6	15.4 (0.21)	14.5 (0.21)	13.5 (0.24)	17.6 (0.07)	14.0 (0.05)	22.9 (0.48)	552 (13.3)	21.5 (0.51)	484 (14.6)	19.1 (0.58)
Oklahoma	16.7	14.7	16.5 (0.39)	15.7 (0.38)	14.9 (0.40)	21.4 (0.14)	19.1 (0.09)	24.9 (0.98)	207 (8.3)	22.1 (0.88)	195 (8.3)	21.0 (0.87)
Oregon	12.4	11.6	15.6 (0.34)	14.8 (0.40)	12.0 (0.35)	15.2 (0.13)	14.0 (0.09)	21.0 (0.77)	165 (7.9)	19.7 (0.95)	124 (7.4)	14.6 (0.86)
Pennsylvania	11.1	11.0	12.8 (0.18)	12.5 (0.21)	11.8 (0.21)	15.4 (0.07)	14.3 (0.05)	18.2 (0.44)	480 (13.2)	18.3 (0.49)	418 (13.0)	16.2 (0.50)
Rhode Island	9.6	11.9	14.0 (0.59)	13.1 (0.61)	12.0 (0.63)	13.5 (0.26)	16.5 (0.22)	19.7 (1.49)	38 (3.3)	18.5 (1.56)	34 (3.3)	17.2 (1.65)
South Carolina	15.4	14.1	17.6 (0.33)	16.0 (0.32)	14.7 (0.32)	20.8 (0.16)	18.5 (0.10)	25.5 (0.73)	245 (7.6)	23.1 (0.70)	235 (9.0)	21.6 (0.82)
South Dakota	15.9	13.2	14.4 (0.89)	12.5 (0.69)	12.8 (0.66)	20.1 (0.28)	16.7 (0.19)	18.7 (1.97)	29 (3.2)	14.0 (1.51)	32 (2.6)	15.3 (1.28)
Tennessee	15.7	13.5	17.2 (0.30)	16.4 (0.31)	15.0 (0.28)	20.7 (0.12)	17.6 (0.09)	25.3 (0.67)	351 (10.9)	24.0 (0.74)	326 (10.7)	22.1 (0.72)
Texas	18.1	15.4	17.3 (0.16)	15.4 (0.17)	14.5 (0.14)	24.0 (0.08)	20.2 (0.05)	25.2 (0.31)	1,591 (25.1)	22.4 (0.35)	1,506 (23.3)	20.7 (0.32)
Utah	11.4	9.4	13.1 (0.46)	11.2 (0.43)	8.6 (0.34)	12.2 (0.14)	9.7 (0.08)	15.8 (0.87)	115 (6.9)	12.8 (0.77)	78 (5.5)	8.5 (0.59)
Vermont	9.9	9.4	11.4 (0.76)	9.2 (0.84)	10.7 (0.71)	11.5 (0.23)	10.7 (0.15)	14.8 (2.12)	14 (2.5)	11.7 (2.16)	10 (1.7)	9.5 (1.58)
Virginia	10.2	9.6	11.0 (0.18)	11.0 (0.22)	10.3 (0.22)	13.0 (0.10)	11.9 (0.07)	15.0 (0.42)	279 (8.7)	15.2 (0.47)	239 (8.4)	13.0 (0.46)
Washington	10.9	10.6	13.2 (0.27)	12.4 (0.25)	10.2 (0.25)	14.0 (0.09)	13.2 (0.08)	17.8 (0.58)	248 (9.8)	15.8 (0.62)	204 (10.8)	12.5 (0.67)
West Virginia	19.7	17.9	17.9 (0.54)	17.3 (0.55)	17.2 (0.59)	25.9 (0.21)	23.9 (0.15)	25.9 (1.37)	93 (5.4)	25.3 (1.44)	84 (5.1)	23.8 (1.44)
Wisconsin	10.7	8.7	12.7 (0.31)	11.3 (0.34)	10.5 (0.28)	14.6 (0.09)	10.8 (0.07)	18.1 (0.76)	191 (10.0)	15.2 (0.79)	172 (8.1)	13.8 (0.64)
Wyoming	11.9	11.4	10.4 (0.80)	9.9 (0.80)	10.8 (0.76)	14.1 (0.30)	13.8 (0.22)	13.4 (1.69)	15 (2.5)	10.9 (1.81)	16 (1.8)	12.7 (1.43)

 $^1Data\ exclude\ institutionalized\ persons\ (e.g.,\ those\ living\ in\ prisons\ or\ nursing\ homes)\ as\ well\ as\ persons\ living\ in\ most\ types\ of\ noninstitutional\ group\ quarters\ (e.g.,\ college\ housing\ delivers)$ or military barracks). Data include noninstitutionalized persons living in households as well as those living in group homes and shelters.

NOTE: Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see <a href="https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html">https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html</a>. Poverty estimates in this table may differ from table 102.50's official national poverty estimates, which are based on a different data source (the Current

Population Survey). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, 1990 Summary Tape File 3

(STF 3), "Median Household Income in 1989" and "Poverty Status in 1989 by Family

Type and Age"; Decennial Census, 1990, Minority Economic Profiles, unpublished data;

Decennial Census, 2000, Summary Social, Economic, and Housing Characteristics; Census 2000 Summary File 4 (SF 4), "Poverty Status in 1999 of Related Children Under 18 Years by Family Type and Age"; and American Community Survey (ACS), 2010, 2015, and 2018. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>2</sup>Related children in a family include all children in the household who are related to the householder by birth, marriage, or adoption (except a child who is the spouse of the householder). The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This table excludes unrelated children and householders who

are themselves under the age of 18.

Based on 1989 incomes and family sizes collected in the 1990 census.

<sup>&</sup>lt;sup>4</sup>Based on 1999 incomes and family sizes collected in the 2000 census.
<sup>5</sup>Based on income and family size data from the American Community Survey (ACS). ACS respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Data are based on sample surveys of the entire population residing within the United States

Table 102.62. Percentage of children under age 18 living in poverty, by parents' highest level of educational attainment, child's race/ethnicity, and selected racial/ethnic subgroups: 2010 and 2018

	D-							·				المالية مالي				_1_11		
	1	ercent in verty, all			Percer	nt of child	ren in pov	erty, by I	nighest le	vel of edi	ucation a	ttained b		ent resid				
	1	n under 18 who								-			Duon	0101 0 01 1	ingrior do	9100		
	resided	d with at		ess than			0						р.					D I I .
Year and race/ethnicity	16	east one parent <sup>1</sup>	-	h school npletion		h school pletion <sup>2</sup>		college, degree	Ass	ociate's degree		Total	Ва	chelor's degree	IV	laster's degree		Doctor's degree <sup>3</sup>
1		2		3		4		5		6		7		8		9		10
2010		(0.40)		(0.00)		(0.0=)		(0.00)		(0.0=)		(0.00)		(0.40)		(0.40)		(0.40)
<b>Total</b> White	<b>20.8</b> 12.5	<b>(0.13)</b> (0.12)	<b>53.4</b> 48.8	<b>(0.33)</b> (0.75)	<b>32.3</b> 24.6	(0.25) (0.31)	<b>23.0</b> 17.1	(0.22) (0.25)	<b>12.7</b> 8.8	(0.27) (0.23)	<b>4.3</b> 3.2	<b>(0.08)</b>	<b>5.6</b> 4.1	(0.12) (0.13)	<b>2.8</b> 2.1	<b>(0.10)</b> (0.10)	<b>2.1</b> 1.5	(0.13) (0.14)
Black	37.6	(0.39)	72.8	(0.76)	49.0	(0.65)	36.9	(0.72)	23.9	(0.99)	8.0	(0.37)	10.0	(0.51)	4.6	(0.57)	4.7	(1.12)
Hispanic Cuban Dominican Mexican Puerto Rican Spaniard Central American <sup>4</sup> Costa Rican Guatemalan Honduran Nicaraguan Panamanian Salvadoran South American Chilean Colombian Ecuadorian Peruvian Venezuelan Other South American	31.8 18.6 33.9 33.8 33.3 16.9 26.8 18.9 31.2 33.5 21.5 23.6 15.5 23.8 17.0 10.9 13.8 24.2 17.9 17.1 14.0 28.2	(0.23) (1.12) (1.22) (0.28) (0.78) (1.58) (0.79) (3.67) (1.67) (2.15) (3.54) (1.09) (0.77) (3.02) (1.29) (2.05) (2.17) (3.20) (1.89)	50.6 52.3 50.9 50.7 68.6 44.1 40.0 51.2 41.0 51.2 33.6 41.7 \$37.1 42.4 65.0 \$33.0 52.8	(0.42) (5.24) (3.29) (0.49) (2.06) (8.89) (1.44) (7.70) (1) (2.28) (3.69) (1) (4.95) (11.70) (4.95) (11.70) (8.91) (9.310)	34.1 27.0 46.5 34.4 38.7 30.9 26.8 28.7! 27.4 37.0 29.2 41.9! 20.7 25.7 13.2! 24.6 29.8 37.8! 24.5	(0.44) (2.56) (2.73) (0.53) (1.44) (4.83) (1.63) (9.73) (3.45) (4.44) (5.70) (17.94) (2.13) (1.99) (3.47) (4.40) (4.15) (12.96) (6.93) (2.38)	24.8 21.9 32.2 24.9 29.0 21.6 19.7 22.4 25.8 20.1 15.7! 15.4 18.4 23.0! 16.3 21.9 17.1 ‡ 20.6 24.9	(0.50) (2.80) (2.61) (0.62) (1.42) (3.34) (1.62) (8.13) (5.31) (2.26) (1.80) (10.50) (2.92) (4.73) (4.07) (1.62) (4.73) (4.07) (4.29)	10.8!	(0.68) (2.21) (2.60) (0.90) (2.50) (5.73) (1.87) (1) (3.37) (5.46) (†) (2.87) (2.61) (†) (3.53) (4.90) (4.43) (11.07) (5.38) (3.38)	7.9 6.7 11.1 8.1 7.9 3.4! 9.5 \$8.3 19.4 \$1.9 7.4 \$1.9 6.0 8.1 7.3 4.5 5	(0.33) (1.07) (1.91) (0.44) (0.83) (1.05) (1.33) (1,99) (4.59) (1,99) (2.65) (0.82) (1) (1.26) (2.243) (1.84) (1.45) (1.25)	9.5 9.5 14.2 9.1 9.9 3.9! 11.8 ‡ 11.5 24.5 ‡ 18.3! 11.3 9.8 ‡ 7.5 11.5! 13.8 8.3!	(0.45) (1.77) (2.60) (0.58) (1.20) (1.28) (1.86) (†) (3.40) (6.06) (†) (7.25) (2.71) (1.22) (1.88) (4.06) (2.98) (2.75) (2.85) (2.85)	4.9 2.2! \$ 5.7 5.1! 4.4! \$ 3.6 \$ 3.2!	(0.55) (0.99) (†) (0.91) (1.58) (†) (1.85) (†) (†) (†) (†) (1.45) (†) (1.45) (†) (†) (1,45)	4.9 3.4! 5.9 \$ 1 8.1! \$ 5.1! \$ 1 5.1! \$ 3.6!	(0.73) (1.52) (1.19) (1.19) (1.19) (1.158) (1.158) (1.158) (1.158) (1.152)
Other Hispanic		(1.18)		(3.10)	34.7	(2.38)		(2.09)	18.2	(3.39)	7.5	(1.25)	9.2	(1.79)	6.0!	` '		. ,
Asian Chinese <sup>5</sup> Filipino Japanese Korean South Asian <sup>6</sup> Asian Indian Bangladeshi Bhutanese Nepalese Pakistani Southeast Asian Burmese Cambodian Hmong Laotian Thai Vietnamese Other Southeast Asian <sup>7</sup> Other Asian Pacific Islander American Indian/Alaska Native <sup>6</sup> Ameroian Indian Alaska Native Some other race <sup>9</sup> Two or more races	12.0 9.5 5.2 4.5 12.9 9.9 7.6 30.0 — 19.2 21.4 27.2 39.5 19.0 23.2 15.9 22.4 33.9 35.4 25.3 19.3 21.0	(0.30) (0.53) (0.71) (1.14) (0.99) (0.63) (0.61) (4.25) (†) (2.33) (0.91) (3.09) (3.68) (3.16) (5.69) (1.29) (2.29) (1.16) (1.24) (3.55) (0.49)	41.7 32.0 10.6! ‡ 50.7 49.2 79.5 43.5 43.0 57.0 70.2 27.7! \$ 54.3 68.3 65.0 66.7 61.6 41.5 57.8	(†) (4.76) (5.88) (9.81) (†) (†) (10.91) (2.51) (†) (6.67) (6.78)	24.3 23.5 112.4 26.9! 16.9 25.0 25.0 33.9 27.5 31.3 39.2 26.7 ‡ 22.9 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	(1.26) (2.60) (3.03) (10.91) (4.85) (3.38) (4.31) (1) (1) (6.631) (2.04) (7.65) (6.62) (6.62) (6.62) (6.62) (1) (2.47) (4.15) (3.90) (2.58) (5.12) (4.30) (1.38)	15.2 12.8 9.1 18.2 22.7 22.9 + 	(0.99) (2.11) (1.83) (5.18) (3.92) (4.32) (†) (†) (†) (1.74) (6.53) (5.47) (2.27) (4.47) (3.45) (1.88) (2.16) (5.45) (4.49) (0.77)	11.0 9.5 7.6! ‡ 6.0! 17.7 13.0; 12.1 — ‡ 20.6! ‡ 10.1 12.1 21.8 20.1 19.8 ‡ 9.0!	(1.09) (2.17) (2.17) (3.66) (4.52) (†) (10.37) (2.36) (†) (†) (8.76) (†) (2.52) (†) (3.55) (6.17) (2.76) (2.96) (†) (4.28) (1.38)	5.2 3.8 2.8 2.7! 11.7 4.9 3.6 21.3 — 11.1 7.0 4.7! 13.7! ‡ 5.2 17.1! 5.6 11.7! 12.6 12.6 12.6 ‡ 6.6! 5.3	(0.27) (0.39) (0.59) (0.91) (1.16) (0.49) (0.49) (1.96) (1	7.0 6.1 2.9 3.7! 14.9 8.7 7.4 24.8! ————————————————————————————————————	(0.43) (0.92) (0.67) (1.45) (1.66) (1.16) (3.16) (1.32) (†) (†) (3.16) (1.32) (†) (†) (1.07) (7.06) (1.51) (6.66) (3.03) (3.55) (†) (4.15) (0.60)	4.1 3.1 ‡ 10.7 3.2 1.9 23.5! — 12.0! 6.0 — ‡ ‡ 22.8! 6.3! ‡ 6.3! ‡ 3.6! ‡	(0.37) (0.66) (†) (†) (1.70) (0.42) (8.18) (†) (1.55) (†) (†) (†) (†) (†) (1.55) (†) (†) (†) (2.46) (†) (2.77) (1.81) (†) (†) (0.45)	2.7 2.4 ‡ 6.6 1.6!  ‡  ‡ ‡ 3.4! ‡ 15.2! 22.1! ‡ 1.7!	(0.35) (0.56) (†) (1.86) (0.50) (0.45) (†) (†) (†) (†) (†) (†) (†) (†) (1.54) (†) (5.64) (8.12) (†) (0.52)
2018 Total	17.1	(0.13)	46.2	(0.41)	29.9	(0.32)	21.2	(0.20)	12.4	(0.26)	4.1	(80.0)	5.5	(0.12)	2.7	(0.10)	1.8	(0.13)
White Black	10.0 31.7	(0.12) (0.45)	43.0 64.2	(0.78)	23.4 45.9	(0.45) (0.82)	15.6 34.2	(0.24) (0.73)	8.6 22.8	(0.25) (1.14)	2.7 8.1	(0.07) (0.44)	3.8 10.2	(0.12) (0.63)	1.7 6.2	(0.09) (0.63)	1.3 2.9	(0.14) (0.83)
Hispanic Cuban Dominican Mexican Puerto Rican Spaniard Central American <sup>4</sup> Costa Rican Guatemalan Honduran Nicaraguan Panamanian Salvadoran South American Chilean Colombian Ecuadorian Peruvian Venezuelan Other South American	25.7 25.1 16.8 28.4 25.9 28.2 10.0 26.6 9.9! 34.0 14.3 12.6 11.5 7.0 9.3 14.3 10.0 6.5 24.7	(0.27) (1.13) (1.19) (0.31) (0.31) (0.74) (3.63) (1.58) (1.87) (2.32) (2.37) (1.02) (0.64) (1.96) (1.96) (1.96) (1.48) (2.08) (1.37) (1.08)	43.5 43.1 52.0 42.3 68.9 62.3 42.0 ‡ 49.7 44.7 49.7 21.7 21.7 21.0 24.0 ‡ 14.0! 24.0	(0.60) (5.74) (3.45) (0.69) (2.71) (11.07) (1.48) (2.54) (3.21) (9.22) (†) (2.21) (3.18)	29.1 24.4 35.6 28.7 37.6 23.8 ‡ 28.0 27.3 13.3! 22.1! 22.2 21.4 38.4! 22.0 21.2 18.7 35.3 13.7! 35.9	(0.52) (0.59) (3.19) (2.38) (0.68) (1.77) (4.47) (1.37) (1) (3.04) (3.48) (4.26) (2.04) (2.10) (14.15) (4.78) (4.16) (4.97) (9.93) (5.23) (2.47)	21.6 23.8 30.8 20.4 27.1 18.4 23.5 24.0 32.0 19.0 21.7! 20.0 12.7 12.1 14.4! 12.8 20.2! 9.8!	(0.41) (3.21) (2.78) (0.51) (1.36) (3.27) (1.71) (4.07) (4.87) (6.68) (2.59) (1.67) (2.81) (4.62) (3.56) (6.81) (4.53) (2.10)	15.0 20.2 10.9 15.2 20.1 4.9! 8.0 \$ \$ 7.5! 9.0! 10.0 \$ 3.2! 14.6! 9.4! 24.1!	(0.68) (4.28) (4.28) (2.58) (0.82) (2.11) (1.59) (†) (3.17) (3.05) (1.93) (7.14) (4.27) (7.53) (†) (2.42)	7.6 6.1 11.5 7.5 8.0 3.2 8.4 17.7 8.8 8.7! 5.6 7.2 7.2 5.8 4.8! 3.8! 17.4 3.0! 7.3	(0.29) (0.29) (1.60) (0.40) (0.81) (0.89) (1.12) (†) (2.73) (2.26) (2.90) (2.53) (1.85) (0.70) (1.02) (1.49) (1.34) (2.16) (0.96) (1.31)	9.4 8.2 13.5 9.0 10.9 5.3! 10.3 11.1! 10.9! 7.7 6.0! 5.2! 21.5 3.1! 8.7	(0.40) (1.42) (2.13) (0.59) (1.23) (1.75) (1.52) (1) (3.83) (3.50) (3.75) (2.03) (1.20) (1.70) (2.19) (2.30) (3.61) (1.55) (1.82)	4.7 4.3! 5.8! 4.4 4.3 2.2! 6.8! ‡ ‡ ‡ 4.8 3.2! 11.6! 7.0!	(0.45) (0.41) (1.34) (2.47) (0.63) (1.13) (0.97) (2.08) (†) (†) (†) (†) (1.08) (†) (1.58) (†) (1.58) (†) (4.07) (2.59)	3.9 2.0! 13.1! 5.1 # # # 4.6 3.3! * 13.6!	(0.68) (0.68) (0.96) (5.60) (1.14) (†) (†) (†) (†) (†) (†) (1.27) (1.41) (†) (4.94) (†)

Table 102.62. Percentage of children under age 18 living in poverty, by parents' highest level of educational attainment, child's race/ ethnicity, and selected racial/ethnic subgroups: 2010 and 2018—Continued

		rcent in		Percen	t of child	ren in pov	erty, by	highest le	vel of ed	ucation a	ttained b	y any par	ent resid	ling with	child <sup>1</sup>		
		erty, all n under										Bach	elor's or	higher de	gree		
	age	18 who	1 11														
	resided le	ast one	Less than high school	Hiah	n school	Some	college,	Ass	ociate's			Bad	chelor's	N	laster's		Doctor's
Year and race/ethnicity		parent1	completion	com	pletion <sup>2</sup>		degree		degree		Total		degree		degree		degree <sup>3</sup>
1		2	3		4		5		6		7		8		9		10
Asian Chinese <sup>5</sup> Filipino Japanese Korean South Asian <sup>6</sup> Asian Indian Bangladeshi Bhutanese Nepalese Pakistani Southeast Asian Burmese Cambodian Hmong Laotian Thai Vietnamese Other Southeast Asian <sup>7</sup> Other Asian	9.3 9.7 4.3 7.6 7.8 7.1 4.2 21.0 19.6! 12.3 19.7 17.3 27.7 19.5 21.3 26.0 24.5 12.9 9.2	(0.26) (0.49) (0.54) (1.90) (0.78) (0.41) (0.36) (2.82) (8.45) (2.50) (0.87) (4.45) (3.29) (2.73) (4.78) (4.67) (1.09) (1.02)	33.7 (2.07) 26.8 (2.77) 19.5! (9.23) ‡ (†) 32.5 (3.80) 26.4 (5.00) 32.6! (12.83) ‡ (†) 36.8 (8.63) 42.8 (9.73) 38.1 (3.49) 46.7 (7.24) 35.6 (10.14) 52.2 (11.53) ‡ (†) 57.3 (13.51) 27.0 (3.73) ‡ (†) 32.0 (7.76)	22.4 21.8 10.2! 38.8! 22.0! 22.2 20.3 36.7 ‡ ‡ 28.9 24.8 17.7! 18.3! 26.3 46.3 ‡ 22.5.9	(1.44) (2.75) (3.13) (13.66) (7.36) (2.81) (4.16) (8.52) (†) (7.29) (2.84) (7.33) (6.56) (6.75) (10.38) (†) (3.74) (6.37)	14.9 17.5 7.5 11.9! 19.2 14.0 ‡ ‡ \$ 39.8 15.6 ‡ 17.9! 16.4! 33.7 ‡ 15.6 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	(1.08) (2.26) (1.79) (†) (3.85) (3.46) (3.32) (†) (†) (9.27) (2.17) (†) (8.78) (5.00) (9.77) (†) (2.77) (†) (4.70)	10.5 8.7 3.3! ‡ 17.4 17.4 31.4! \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	(1.00) (2.11) (1.50) (†) (1.50) (†) (3.37) (3.63) (15.51) (†) (†) (2.38) (†) (8.83) (†) (†) (8.83) (†) (†) (1.95) (†) (7.07)	4.4 5.1 2.8 4.7 6.2 3.9 2.3 15.2 ‡ † 15.6! ‡ 16.2! 4.9 3.3	(0.24) (0.52) (0.50) (1.29) (0.72) (0.36) (0.31) (3.07) (†) (2.58) (0.87) (†) (5.73) (†) (5.21) (0.86) (†) (0.76)	6.1 7.5 3.1 3.7! 6.7 7.5 4.3 17.2 ‡ 23.1 6.6 † ‡ 27.3! 5.5 4.3	(0.44) (1.10) (0.57) (1.64) (1.35) (0.93) (0.78) (5.12) (†) (4.63) (1.17) (†) (†) (†) (*) (*) (*) (*) (*) (*) (*) (*) (*) (*	3.7 4.9 2.9! 5.0! 7.4 2.7 1.8 15.1! ‡ ‡ 4.8! 4.4!	(0.29) (0.82) (1.01) (2.17) (1.43) (0.36) (0.32) (5.12) (†) (3.42) (1.75) (†) (†) (†) (†) (†) (†) (1.88) (†) (1.56)	2.4 2.9 + + 4.1 1.5! 0.8! + + 5.2! 4.0! + + + + + + + + + + + + + + + + + + +	(0.30) (0.61) (†) (1) (0.97) (0.46) (0.34) (†) (†) (2.48) (1.61) (†) (†) (†) (†) (†) (†) (†) (†)
Pacific Islander	24.3	(2.32)	66.1 (8.37)	26.3	(4.63)	21.5	(4.64)	19.8!	(7.76)	10.5!	(3.35)	13.4!	(4.63)	‡	(†)	‡	(†)
American Indian/Alaska Native <sup>8</sup> Amercian Indian Alaska Native	29.8 31.0 21.7	(1.06) (1.19) (3.03)	60.8 (3.07) 62.9 (3.59) 44.6 (11.01)	36.2 37.1 32.5	(2.13) (2.25) (5.78)	29.7 32.1 16.4!	(2.01) (2.21) (6.07)	19.4 19.8 ‡	(2.66) (2.76) (†)	9.3 10.2 ‡	(1.51) (1.73) (†)	8.6 9.0 ‡	(1.82) (2.00) (†)	13.8 15.6 ‡	(3.70) (4.36) (†)	‡ ‡ ‡	(†) (†) (†)
Some other race <sup>9</sup> Two or more races	18.2 16.4	(1.59) (0.39)	40.4 (6.52) 54.3 (2.32)	28.8 33.5	(3.76) (1.22)	22.0 24.5	(4.22) (1.01)	23.2 14.0	(5.80) (1.04)	4.2 4.5	(1.05) (0.31)	7.0! 6.3	(2.14) (0.46)	1.8! 3.0	(0.85) (0.46)	‡ 2.0	(†) (0.58)

<sup>-</sup>Not available.

8Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified. 9Respondents who wrote in some other race that was not included as an option on the questionnaire.

NOTE: Table includes only children under the age of 18 who resided with at least one of their parents (including an adoptive or stepparent). Respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Data are based on sample surveys of the entire population residing within the United States. Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.

html. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 and 2018. (This table was prepared December 2019.)

<sup>†</sup>Not applicable

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Parents include adoptive and stepparents but exclude parents not residing in the same

household as their children.

<sup>&</sup>lt;sup>2</sup>Includes parents who completed high school through equivalency programs, such as a GED program.

Includes other Central American subgroups not shown separately.

<sup>5</sup>Includes Taiwanese.

<sup>&</sup>lt;sup>6</sup>In addition to the subgroups shown, also includes Sri Lankan. <sup>7</sup>Consists of Indonesian and Malaysian.

CHAPTER 1: All Levels of Education Enrollment Rates

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Table 103.10. Percentage of the population 3 to 34 years old enrolled in school, by sex, race/ethnicity, and age group: Selected years, 1980 through 2018

[Standard errors appear in parentheses]

				Tot	tal							Ma	ıle							Fem	nale			
Year and age group		Total		White		Black		Hispanic		Total		White		Black	ı	Hispanic		Total		White		Black		Hispanic
1		2		3		4		5		6		7		8		9		10		11		12		13
1980 Total, 3 to 34 years old	49.7	(0.21)	48.8	(0.24)	54.0	(0.69)	49.8	(1.40)	50.9	(0.30)	50.0	(0.34)	56.2	(0.99)	49.9	(2.00)	48.5	(0.30)	47.7	(0.34)	52.1	(0.95)	49.8	(1.98)
3 and 4 years old 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 25 to 29 years old 30 to 34 years old	36.7 95.7 99.1 99.4 98.2 89.0 46.4 31.0 16.3 9.3 6.4	(0.95) (0.40) (0.15) (0.10) (0.22) (0.51) (0.80) (0.75) (0.49) (0.31) (0.27)	37.4 95.9 99.1 99.4 98.7 89.2 47.0 33.0 16.8 9.4 6.4	(1.12) (0.46) (0.18) (0.12) (0.22) (0.57) (0.91) (0.86) (0.56) (0.35) (0.30)	38.2 95.5 99.4 99.4 97.9 90.7 45.8 23.3 13.6 8.8 6.9	(2.85) (1.23) (0.36) (0.31) (0.73) (1.46) (2.58) (2.23) (1.54) (1.05) (1.01)	28.5 94.5 98.4 99.7 94.3 81.8 37.8 19.5 11.7 6.9 5.1!	(5.13) (2.79) (1.19) (0.47) (2.46) (4.25) (5.16) (4.31) (2.96) (1.88) (1.77)	37.8 95.0 99.0 99.4 98.7 89.1 47.0 32.6 17.8 9.8 5.9	(1.34) (0.61) (0.22) (0.14) (0.27) (0.71) (1.15) (1.09) (0.73) (0.46) (0.38)	39.2 95.4 99.0 99.4 98.9 89.4 48.5 34.8 18.7 9.8 5.6	(1.59) (0.68) (0.26) (0.16) (0.28) (0.80) (1.30) (1.24) (0.84) (0.51) (0.40)	36.4 94.1 99.5 99.4 98.4 90.7 42.9 22.8 13.4 10.6 7.2	(3.98) (1.97) (0.46) (0.43) (0.89) (2.06) (3.76) (3.32) (2.31) (1.71) (1.56)	30.1 94.0 97.7 99.4 96.7 81.5 36.9 21.4 10.7! 6.8! 6.2!	(7.03) (4.21) (2.05) (0.86) (2.74) (6.15) (7.12) (6.39) (4.11) (2.70) (2.72)	35.5 96.4 99.2 99.4 97.7 88.8 45.8 29.5 14.9 8.8 7.0	(1.35) (0.53) (0.20) (0.15) (0.36) (0.73) (1.12) (1.02) (0.66) (0.42) (0.39)	35.5 96.5 99.2 99.3 98.5 89.0 45.7 31.3 15.0 9.1 7.2	(1.59) (0.62) (0.24) (0.18) (0.34) (0.83) (1.27) (1.18) (0.75) (0.48) (0.45)	40.0 97.0 99.3 99.3 97.3 90.6 48.3 23.7 13.7 7.5 6.6	(4.08) (1.45) (0.55) (0.46) (1.16) (2.06) (3.55) (3.02) (2.07) (1.31) (1.33)	26.6 94.9 99.0 99.9 92.1 82.2 38.8 17.6! 12.6! 6.9!	(7.48) (3.70) (1.29) (0.32) (3.91) (5.88) (7.47) (5.80) (4.25) (2.61) (†)
1990	50.2	(0.23)	40.0	(0.27)	E2 2	(0.71)	47.0	(1.06)	E0 0	(0.32)	E0 4	(0.38)	E4 2	(1.02)	46.0	(1.40)	40 E	(0.32)	49.2	(0.38)	50.3	(0.99)	47.7	(1.52)
Total, 3 to 34 years old 3 and 4 years old 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old	44.4 96.5 99.7 99.6 99.0 92.5 57.2 39.7 21.0 9.7 5.8	(0.23) (0.99) (0.37) (0.09) (0.09) (0.19) (0.52) (0.94) (0.92) (0.63) (0.33) (0.25)	49.8 47.2 96.7 99.7 99.7 99.0 93.5 59.1 43.1 21.9 10.4 6.2	(0.27) (1.19) (0.43) (0.11) (0.10) (0.23) (0.58) (1.11) (1.10) (0.75) (0.39) (0.30)	41.8 96.5 99.8 99.9 99.4 91.7 55.0 28.3 19.7 6.1 4.5	(0.71) (2.97) (1.05) (0.19) (0.15) (0.46) (1.59) (2.83) (2.56) (2.01) (0.87) (0.75)	47.2 30.7 94.9 99.5 99.1 99.0 85.4 44.0 27.2 9.9 6.3 3.6	(1.06) (4.08) (1.96) (0.52) (0.64) (0.90) (3.22) (4.36) (3.82) (2.05) (1.29) (0.99)	50.9 43.9 96.5 99.7 99.6 99.1 92.6 58.2 40.3 22.3 9.2 4.8	(0.32) (1.38) (0.51) (0.13) (0.25) (0.72) (1.33) (1.32) (0.92) (0.46) (0.33)	50.4 47.9 96.8 99.7 99.6 99.2 93.4 59.7 44.2 23.7 10.0 5.0	(0.38) (1.66) (0.59) (0.16) (0.14) (0.30) (0.82) (1.56) (1.56) (1.11) (0.55) (0.38)	38.1 96.2 99.9 99.7 93.0 60.4 31.0 19.3 4.7 2.3!	(4.14) (1.53) (0.24) (0.19) (0.48) (2.09) (3.81) (3.03) (1.14) (0.80)	46.8 28.0 95.8 99.5 99.0 99.1 85.5 40.7 21.7 11.2 4.6! 4.0!	(1.48) (5.57) (2.48) (0.70) (0.93) (1.10) (4.39) (6.23) (4.94) (2.98) (1.55) (1.45)	44.9 96.4 99.6 99.7 98.9 92.4 56.3 39.2 19.9 10.2 6.9	(0.32) (1.41) (0.53) (0.14) (0.12) (0.29) (0.74) (1.32) (1.28) (0.86) (0.47) (0.38)	49.2 46.6 96.7 99.7 98.9 93.7 58.5 42.0 20.3 10.7 7.4	(0.38) (1.70) (0.62) (0.15) (0.13) (0.35) (0.81) (1.57) (1.53) (1.02) (0.56) (0.46)	90.3 45.5 96.9 99.8 99.1 90.5 49.8 25.8 20.0 7.3 6.3	(4.25) (1.43) (0.31) (0.24) (0.79) (2.41) (3.96) (3.45) (2.68) (1.27) (1.19)	47.7 33.6 93.9 99.4 99.1 98.8 85.3 47.2 33.1 8.4! 8.1 3.1!	(1.52) (5.95) (3.05) (0.79) (0.87) (1.47) (4.73) (6.08) (5.79) (2.77) (2.05) (1.32)
2000 Total, 3 to 34 years old	55.9	(0.22)	56.0	(0.27)	59.3	(0.59)	51.3	(0.63)	55.8	(0.31)	55.8	(0.38)	59.7	(0.85)	50.5	(0.88)	56.0	(0.31)	56.1	(0.38)	59.0	(0.83)	52.2	(0.89)
3 and 4 years old <sup>1</sup> 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old	52.1 95.6 98.1 98.3 98.7 92.8 61.2 44.1 24.6 11.4 6.7	(0.93) (0.38) (0.20) (0.17) (0.20) (0.45) (0.84) (0.88) (0.63) (0.37) (0.27)	54.6 95.5 98.4 98.5 98.9 94.0 63.9 49.2 24.9 11.1 6.1	(1.19) (0.49) (0.24) (0.19) (0.22) (0.50) (1.02) (1.10) (0.78) (0.45) (0.32)	59.8 96.7 97.5 98.5 99.6 91.7 57.2 37.4 24.0 14.5 9.9	(2.50) (0.89) (0.61) (0.42) (0.30) (1.32) (2.34) (2.38) (1.76) (1.18) (0.97)	35.9 94.3 97.5 97.4 96.2 87.0 49.5 26.1 18.2 7.4 5.6	(2.36) (1.13) (0.65) (0.59) (0.99) (1.77) (2.47) (2.22) (1.64) (0.88) (0.75)	50.8 95.1 98.0 98.3 98.7 92.7 58.3 41.0 23.9 10.0 5.6	(1.30) (0.56) (0.29) (0.23) (0.27) (0.63) (1.19) (1.23) (0.88) (0.50) (0.36)	54.1 94.5 98.1 98.2 98.8 94.7 61.2 45.8 25.0 10.5 4.7	(1.66) (0.76) (0.36) (0.30) (0.33) (0.66) (1.46) (1.54) (1.12) (0.62) (0.41)	58.0 96.0 98.2 98.8 99.6 88.9 51.5 31.3 22.0 11.6 8.5	(3.53) (1.38) (0.72) (0.52) (0.42) (2.09) (3.45) (3.42) (2.46) (1.63) (1.34)	31.9 95.4 96.6 98.4 96.9 85.7 48.0 24.2 15.2 5.1 5.7	(3.23) (1.41) (1.09) (0.65) (1.26) (2.60) (3.40) (3.02) (2.08) (1.06) (1.06)	53.4 96.1 98.2 98.3 98.6 92.9 64.2 47.3 25.3 12.7 7.7	(1.32) (0.51) (0.28) (0.24) (0.29) (0.64) (1.16) (1.26) (0.89) (0.53) (0.41)	55.2 96.4 98.6 98.8 99.0 93.3 66.7 52.7 24.8 11.8 7.4	(1.70) (0.63) (0.32) (0.25) (0.31) (0.76) (1.42) (1.58) (1.09) (0.65)	61.8 97.5 96.7 98.1 99.6 94.6 62.2 42.3 25.8 16.7 11.2	(3.55) (1.12) (1.01) (0.66) (0.42) (1.54) (3.14) (3.26) (2.51) (1.66) (1.39)	40.0 93.1 98.4 96.4 95.4 88.3 51.1 28.1 21.6 9.5 5.5	(3.43) (1.79) (0.74) (1.01) (1.54) (2.40) (3.59) (3.26) (2.55) (1.38) (1.05)
2005 Total, 3 to 34 years old	56.5	(0.20)	57.6	(0.26)	58.5	(0.57)	50.9	(0.53)	55.8	(0.28)	57.1	(0.37)	58.8	(0.82)	48.4	(0.73)	57.2	(0.29)	58.0	(0.37)	58.1	(0.80)	53.7	(0.76)
3 and 4 years old <sup>1</sup> 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old	53.6 95.4 98.6 98.6 98.0 95.1 67.6 48.7 27.3 11.9 6.9	(0.86) (0.37) (0.17) (0.14) (0.22) (0.33) (0.79) (0.80) (0.59) (0.34) (0.27)	58.5 95.9 99.0 99.0 98.6 96.1 71.6 54.4 27.8 12.5 6.9	(1.14) (0.47) (0.19) (0.16) (0.24) (0.38) (0.95) (1.01) (0.76) (0.45) (0.34)	52.4 95.9 98.7 98.5 96.1 93.6 62.0 37.9 28.6 11.9 9.8	(2.39) (0.97) (0.45) (0.40) (0.83) (1.05) (2.30) (2.25) (1.75) (1.00) (0.94)	43.0 93.8 97.4 97.9 97.3 92.6 54.3 30.0 19.5 7.8 4.2	(2.07) (1.06) (0.58) (0.46) (0.70) (1.14) (2.33) (1.96) (1.41) (0.70) (0.54)	52.8 94.8 98.2 98.4 97.5 95.1 66.5 45.3 25.2 9.6 5.9	(1.21) (0.54) (0.27) (0.22) (0.34) (0.47) (1.11) (1.11) (0.83) (0.43) (0.35)	56.8 95.4 98.9 99.1 98.4 95.9 69.8 50.5 26.4 10.2 6.5	(1.61) (0.68) (0.27) (0.21) (0.35) (0.55) (1.35) (1.42) (1.07) (0.58) (0.47)	54.8 94.8 98.0 97.6 93.3 93.6 66.9 35.5 24.0 9.1 6.3	(3.42) (1.50) (0.81) (0.70) (1.52) (1.51) (3.20) (3.12) (2.45) (1.32) (1.15)	43.0 92.4 96.0 97.2 97.8 92.5 51.8 25.2 17.5 5.6 2.6	(2.91) (1.62) (1.00) (0.72) (0.90) (1.61) (3.22) (2.56) (1.85) (0.82) (0.58)	54.4 96.1 99.0 98.9 98.4 95.1 68.8 52.3 29.2 14.2 7.9	(1.23) (0.50) (0.20) (0.18) (0.28) (0.47) (1.12) (1.15) (0.85) (0.51) (0.40)	60.3 96.3 99.0 98.8 98.7 96.3 73.5 58.5 29.1 14.7 7.4	(1.63) (0.63) (0.27) (0.24) (0.33) (0.53) (1.34) (1.43) (1.09) (0.67) (0.50)	50.1 97.1 99.5 99.5 98.8 93.6 57.4 40.4 32.5 14.2	(3.32) (1.18) (0.41) (0.33) (0.66) (1.47) (3.27) (3.23) (2.45) (1.47) (1.42)	43.0 95.3 98.8 98.6 96.7 92.6 57.2 35.3 21.8 10.4 6.1	(2.96) (1.34) (0.57) (0.54) (1.09) (1.60) (3.37) (2.99) (2.17) (1.19) (0.94)

Table 103.10. Percentage of the population 3 to 34 years old enrolled in school, by sex, race/ethnicity, and age group: Selected years, 1980 through 2018—Continued [Standard errors appear in parentheses]

	Total   Black   2   3   4     56.6 (0.17)   56.1 (0.25)   58.7 (0.58)   55.7											Ma	ıle							Fem	nale			
Year and age group		Total				Black		Hispanic		Total		White		Black		Hispanic		Total		White		Black		Hispanic
1								5		6		7		8		9		10		11		12		13
2010 Total, 3 to 34 years old	56.6	(0.17)	56.1	(0.25)	58.7	(0.58)	55.1	(0.35)	55.9	(0.23)	55.5	(0.29)	58.4	(0.78)	52.9	(0.45)	57.4	(0.26)	56.7	(0.36)	58.9	(0.77)	57.4	(0.49)
3 and 4 years old <sup>1</sup> 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old	53.2 94.5 97.7 98.2 98.1 96.1 69.2 52.4 28.9 14.6 8.3	(0.89) (0.46) (0.25) (0.21) (0.25) (0.33) (0.92) (1.08) (0.79) (0.47) (0.39)	56.1 94.2 97.4 98.3 98.0 96.2 71.0 55.5 29.1 14.6 8.5	(1.17) (0.66) (0.37) (0.26) (0.37) (0.47) (1.28) (1.28) (1.01) (0.64) (0.50)	57.2 94.1 96.9 99.2 98.8 95.7 62.9 51.1 29.8 16.5 11.0	(2.78) (1.12) (0.77) (0.41) (0.58) (0.82) (2.42) (2.93) (2.13) (1.34) (1.14)	44.2 94.3 98.5 97.3 97.9 96.0 66.2 37.0 23.8 11.4 5.7	(1.84) (0.96) (0.37) (0.54) (0.69) (0.83) (2.03) (2.34) (1.57) (0.90) (0.65)	53.0 93.7 97.6 97.9 98.0 94.9 66.9 49.2 27.0 13.5 6.7	(1.21) (0.69) (0.36) (0.30) (0.37) (0.51) (1.25) (1.31) (1.15) (0.65) (0.44)	55.9 93.3 97.1 97.7 98.0 94.7 67.8 52.1 27.8 13.8 7.2	(1.64) (1.04) (0.54) (0.42) (0.52) (0.74) (1.63) (1.76) (1.44) (0.84) (0.62)	57.0 93.5 97.3 99.6 98.4 93.7 62.3 45.7 29.5 13.9 6.6	(3.79) (1.94) (0.88) (0.37) (0.92) (1.41) (3.88) (4.18) (3.12) (2.06) (1.20)	43.3 93.4 98.1 96.9 97.5 96.0 64.9 34.0 18.6 9.6 4.9	(2.60) (1.31) (0.60) (0.77) (0.98) (1.17) (3.02) (3.08) (2.08) (1.21) (0.87)	53.4 95.3 98.0 98.6 98.3 97.3 71.5 56.0 30.8 15.8 9.9	(1.27) (0.54) (0.35) (0.26) (0.34) (0.38) (1.38) (1.47) (1.10) (0.66) (0.58)	56.3 95.2 97.7 98.9 98.1 97.8 74.3 59.2 30.4 15.4 9.8	(1.53) (0.77) (0.53) (0.24) (0.49) (0.47) (2.01) (1.78) (1.46) (0.88) (0.77)	57.4 94.7 96.5 98.8 99.3 97.6 63.4 56.0 30.0 18.8 14.8	(3.79) (1.38) (1.23) (0.74) (0.46) (0.95) (3.44) (3.84) (2.99) (1.97) (1.80)	45.0 95.2 98.9 97.7 98.3 96.0 67.6 40.5 29.2 13.6 6.6	(2.68) (1.20) (0.40) (0.61) (0.85) (1.10) (2.78) (3.36) (2.16) (1.44) (0.95)
2015 Total, 3 to 34 years old	55.2	(0.20)	54.4	(0.25)	55.4	(0.63)	55.8	(0.38)	54.9	(0.26)	54.1	(0.36)	55.7	(0.75)	54.4	(0.48)	55.6	(0.28)	54.6	(0.35)	55.0	(0.83)	57.3	(0.54)
3 and 4 years old <sup>1</sup> 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old	52.7 94.2 97.3 98.0 98.0 93.7 68.5 53.3 28.8 13.2 6.6	(1.02) (0.46) (0.28) (0.19) (0.27) (0.49) (0.86) (1.14) (0.81) (0.50) (0.30)	56.0 94.1 97.5 98.1 98.3 94.4 70.1 55.5 28.9 13.1 6.5	(1.26) (0.64) (0.35) (0.25) (0.32) (0.61) (1.05) (1.46) (1.02) (0.60) (0.35)	53.7 94.7 94.9 98.6 98.6 95.1 64.1 43.1 27.4 13.7 8.6	(2.90) (1.41) (1.16) (0.47) (0.68) (0.94) (2.91) (2.92) (2.11) (1.29) (1.05)	44.1 93.7 97.9 97.1 96.7 92.6 65.2 48.8 25.2 11.2 4.6	(2.24) (1.00) (0.49) (0.46) (0.74) (1.10) (2.20) (2.46) (1.67) (1.03) (0.61)	53.6 93.5 97.5 98.3 97.9 93.1 65.7 50.2 27.5 11.7 5.5	(1.40) (0.69) (0.34) (0.23) (0.37) (0.71) (1.39) (1.61) (1.07) (0.67) (0.39)	57.1 93.2 97.8 98.3 98.3 93.8 67.2 53.3 26.9 12.3 5.9	(1.75) (0.92) (0.42) (0.29) (0.42) (0.85) (1.66) (2.20) (1.33) (0.83) (0.48)	52.4 93.3 95.4 100.0 <sup>2</sup> 99.5 94.1 63.3 38.0 30.5 10.9 4.8	(3.57) (1.93) (1.31) (#) (0.50) (1.49) (4.43) (3.92) (3.24) (1.69) (1.37)	44.3 93.6 97.5 97.3 96.0 91.7 59.9 44.4 24.2 9.2 3.3	(2.88) (1.48) (0.72) (0.67) (1.17) (1.66) (3.30) (3.13) (2.51) (1.25) (0.77)	51.8 94.9 97.2 97.6 98.1 94.4 71.4 56.5 30.1 14.6 7.7	(1.55) (0.64) (0.41) (0.28) (0.38) (0.58) (1.19) (1.52) (1.25) (0.72) (0.44)	54.8 95.1 97.2 97.9 98.4 95.0 73.1 57.7 30.9 14.0 7.1	(1.97) (0.92) (0.58) (0.36) (0.48) (0.83) (1.60) (1.93) (1.43) (0.89) (0.55)	55.3 96.1 94.4 97.2 97.6 96.0 64.8 47.9 24.5 16.3 11.9	(4.34) (1.62) (1.63) (0.94) (1.30) (1.24) (3.86) (4.26) (3.07) (2.02) (1.57)	44.0 93.9 98.4 96.9 97.4 93.7 70.1 53.2 26.3 13.2	(3.08) (1.38) (0.59) (0.66) (0.96) (1.42) (2.74) (3.54) (2.69) (1.47) (1.02)
2017 Total, 3 to 34 years old	54.6	(0.19)	53.2	(0.26)	55.0	(0.60)	56.4	(0.40)	54.0	(0.28)	52.8	(0.35)	54.9	(0.79)	55.0	(0.51)	55.2	(0.25)	53.6	(0.34)	55.0	(0.77)	57.8	(0.57)
3 and 4 years old <sup>1</sup> 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 30 to 34 years old	53.8 93.5 97.1 97.8 98.2 92.9 68.2 55.0 28.4 12.1 5.9	(1.08) (0.54) (0.30) (0.21) (0.25) (0.55) (1.08) (1.13) (0.92) (0.45) (0.31)	56.0 93.0 97.0 97.8 98.5 93.3 67.8 58.1 27.2 11.3 5.8	(1.41) (0.78) (0.40) (0.29) (0.33) (0.65) (1.42) (1.53) (1.19) (0.57) (0.38)	59.0 91.0 96.9 98.7 96.3 90.4 67.8 47.8 28.1 13.4 7.7	(3.08) (1.69) (0.75) (0.47) (1.19) (1.54) (2.98) (2.87) (2.59) (1.33) (0.97)	47.9 95.0 97.0 97.3 98.4 92.7 67.2 46.0 25.9 12.3 4.8	(2.22) (1.10) (0.58) (0.44) (0.55) (1.17) (2.22) (2.57) (1.84) (0.92) (0.65)	53.4 92.8 97.1 97.8 98.2 92.3 65.1 50.8 26.8 10.9 5.2	(1.39) (0.71) (0.43) (0.28) (0.40) (0.73) (1.40) (1.63) (1.15) (0.64) (0.40)	54.3 92.5 97.2 97.9 98.6 92.8 65.4 54.6 25.9 10.5 5.0	(1.82) (0.94) (0.52) (0.41) (0.45) (0.88) (1.87) (2.12) (1.46) (0.81) (0.44)	62.3 89.4 96.3 98.7 95.1 87.9 65.3 42.4 24.7 11.8 6.3	(3.95) (2.43) (1.16) (0.70) (1.91) (2.11) (4.19) (4.23) (3.50) (2.01) (1.39)	47.1 94.6 97.5 97.4 98.2 91.7 63.3 40.9 23.0 9.9 5.0	(2.70) (1.45) (0.75) (0.59) (0.90) (1.68) (2.91) (3.39) (2.43) (1.28) (0.95)	54.1 94.2 97.0 97.8 98.3 93.5 71.3 59.2 30.0 13.4 6.5	(1.48) (0.78) (0.38) (0.32) (0.35) (0.68) (1.53) (1.45) (1.26) (0.63) (0.45)	57.8 93.5 96.8 97.6 98.4 93.8 70.3 61.8 28.4 12.1 6.6	(2.07) (1.06) (0.57) (0.42) (0.46) (0.86) (1.87) (2.02) (1.62) (0.74) (0.54)	55.3 92.8 97.5 98.8 97.5 92.9 70.2 53.7 30.9 15.0 8.9	(4.06) (2.19) (1.02) (0.64) (1.30) (2.11) (4.04) (4.16) (3.45) (1.87) (1.44)	48.8 95.5 96.5 97.3 98.6 93.6 71.1 50.7 29.2 14.7 4.6	(3.11) (1.42) (0.85) (0.69) (0.73) (1.46) (3.14) (3.07) (2.71) (1.51) (0.84)
2018 Total, 3 to 34 years old	54.6	(0.20)	53.6	(0.27)	54.8	(0.56)	55.7	(0.44)	54.1	(0.28)	53.2	(0.37)	54.1	(0.72)	54.7	(0.58)	55.1	(0.24)	53.9	(0.33)	55.4	(0.83)	56.9	(0.53)
3 and 4 years old¹ 5 and 6 years old 7 to 9 years old 10 to 13 years old 14 and 15 years old 16 and 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 30 to 34 years old	54.0 93.5 97.0 98.2 98.6 92.3 69.1 54.6 28.0 12.7 6.3	(1.19) (0.60) (0.29) (0.20) (0.27) (0.58) (1.01) (1.18) (0.88) (0.44) (0.33)	58.2 93.9 96.7 98.6 98.8 93.9 71.3 57.5 27.5 11.3 5.9	(1.79) (0.68) (0.45) (0.26) (0.30) (0.71) (1.20) (1.58) (1.12) (0.56) (0.36)	54.2 92.9 97.2 98.7 97.7 88.1 65.5 52.2 27.5 15.6 8.6	(3.54) (1.56) (0.87) (0.41) (1.15) (1.74) (2.79) (2.91) (2.19) (1.47) (1.01)	47.9 93.5 96.9 97.8 98.1 91.7 63.5 46.0 24.8 12.0 4.9	(2.31) (1.25) (0.66) (0.42) (0.59) (1.26) (2.14) (2.29) (1.76) (0.97) (0.77)	53.6 93.3 97.1 98.1 98.8 93.7 66.1 50.9 26.1 11.2 5.4	(1.66) (0.84) (0.38) (0.29) (0.26) (0.61) (1.39) (1.69) (1.17) (0.59) (0.47)	58.1 94.0 96.8 98.7 99.0 93.8 68.3 53.4 26.2 9.9 5.5	(2.13) (1.06) (0.57) (0.33) (0.35) (0.83) (1.64) (2.13) (1.54) (0.74) (0.51)	50.4 91.6 97.6 98.5 99.3 92.2 64.6 50.3 22.9 12.9 4.5	(4.89) (2.54) (0.95) (0.65) (0.46) (1.95) (4.10) (4.74) (2.92) (1.93) (1.20)	48.2 92.8 96.8 97.9 97.8 93.4 59.4 42.1 21.4 10.7 5.1	(3.52) (1.91) (0.89) (0.62) (0.83) (1.32) (3.05) (3.07) (2.15) (1.37) (1.16)	54.4 93.8 96.9 98.4 98.3 90.8 72.2 58.4 29.9 14.2 7.2	(1.55) (0.75) (0.44) (0.26) (0.42) (0.95) (1.37) (1.48) (1.21) (0.62) (0.49)	58.2 93.8 96.5 98.5 98.5 94.0 74.3 61.8 28.9 12.8 6.2	(2.31) (1.03) (0.63) (0.37) (0.46) (1.01) (1.73) (2.18) (1.51) (0.81) (0.53)	57.5 94.4 96.9 98.9 96.1 83.9 66.3 54.1 31.7 18.2	(4.49) (2.12) (1.38) (0.52) (2.03) (2.95) (3.86) (4.52) (3.42) (1.92) (1.55)	47.6 94.3 96.9 97.7 98.3 90.1 67.9 50.0 28.2 13.3 4.7	(3.21) (1.47) (0.92) (0.64) (0.79) (1.97) (2.83) (3.16) (2.71) (1.29) (0.87)

<sup>†</sup>Not applicable.

parochial, or other private schools. Includes nursery schools, preschools, kindergartens, elementary and secondary schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Total includes persons from other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1980

through 2018. (This table was prepared November 2019.)

<sup>#</sup>Rounds to zero.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

Beginning in 1994, preprimary enrollment data were collected using new procedures. Data may not be comparable to figures for earlier years. <sup>2</sup>Rounds to 100.0.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Includes enrollment in any type of graded public,

CHAPTER 1: All Levels of Education Enrollment Rates

Table 103.20. Percentage of the population 3 to 34 years old enrolled in school, by age group: Selected years, 1940 through 2018

[Standard errors appear in parentheses]

					1	4 to 17 years ol	d	18	3 and 19 years o	ld	20	to 24 years old	d		
Year	Total, 3 to 34 years old	3 and years o		7 to 13 years old	Total	14 and 15	16 and 17	Total	In secondary education	In higher education	Total	20 and 21	22 to 24	25 to 29 years old	30 to 34 years old
1	2		3 4	5	6	7	8	9	10	11	12	13	14	15	16
1940 1945 1947 1948 1949	— (†) — (†) — (†) — (†) — (†)		†) — (†) †) — (†) †) 73.8 (—) †) 74.7 (—) †) 76.2 (—)	95.0 (—) 98.1 (—) 98.5 (—) 98.1 (—) 98.6 (—)	79.3 (—) 78.4 (—) 79.3 (—) 81.8 (—) 81.6 (—)	— (†) — (†) 91.6 (—) 92.7 (—) 93.5 (—)	— (†) — (†) 67.6 (—) 71.2 (—) 69.5 (—)	28.9 (—) 20.7 (—) 24.3 (—) 26.9 (—) 25.3 (—)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†) — (†)	6.6 (—) 3.9 (—) 10.2 (—) 9.7 (—) 9.2 (—)	— (†) — (†) — (†) — (†) — (†)	- (†) - (†) - (†) - (†) - (†)	— (†) — (†) 3.0 (—) 2.6 (—) 3.8 (—)	— (†) — (†) 1.0 (—) 0.9 (—) 1.1 (—)
1950 1951 1952 1953 1954	— (†) — (†) — (†) — (†)	_ (	†) 74.4 (—) †) 73.6 (—) †) 75.2 (—) †) 78.6 (—) †) 77.3 (—)	98.7 (—) 99.1 (—) 98.8 (—) 99.4 (—) 99.4 (—)	83.7 (—) 85.2 (—) 85.2 (—) 85.9 (—) 87.1 (—)	94.7 (—) 94.8 (—) 96.2 (—) 96.5 (—) 95.8 (—)	71.3 (—) 75.1 (—) 73.4 (—) 74.7 (—) 78.0 (—)	29.4 (—) 26.2 (—) 28.8 (—) 31.2 (—) 32.4 (—)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†) — (†)	9.0 (—) 8.6 (—) 9.7 (—) 11.1 (—) 11.2 (—)	- (†) - (†) - (†) - (†)	— (†) — (†) — (†) — (†) — (†)	3.0 (—) 2.5 (—) 2.6 (—) 2.9 (—) 4.1 (—)	0.9 (—) 0.7 (—) 1.2 (—) 1.7 (—) 1.5 (—)
1955 1956 1957 1958 1959	— (†) — (†) — (†) — (†)		†) 78.1 (—) †) 77.6 (—) †) 78.6 (—) †) 80.4 (—) †) 80.0 (—)	99.2 (—) 99.3 (—) 99.5 (—) 99.5 (—) 99.4 (—)	86.9 (—) 88.2 (—) 89.5 (—) 89.2 (—) 90.2 (—)	95.9 (—) 96.9 (—) 97.1 (—) 96.9 (—) 97.5 (—)	77.4 (—) 78.4 (—) 80.5 (—) 80.6 (—) 82.9 (—)	31.5 (—) 35.4 (—) 34.9 (—) 37.6 (—) 36.8 (—)	— (†) — (†) — (†) — (†) — (†)	- (†) - (†) - (†) - (†) - (†)	11.1 (—) 12.8 (—) 14.0 (—) 13.4 (—) 12.7 (—)	- (†) - (†) - (†) - (†) 18.8 (—)	— (†) — (†) — (†) — (†) 8.6 (—)	4.2 (—) 5.1 (—) 5.5 (—) 5.7 (—) 5.1 (—)	1.6 (—) 1.9 (—) 1.8 (—) 2.2 (—) 2.2 (—)
1960 1961 1962 1963 1964 <sup>1</sup>	- (†) - (†) - (†) - (†) - (†)	_ (	†) 80.7 (—) †) 81.7 (—) †) 82.2 (—) †) 82.7 (—) –) 83.3 (—)	99.5 (—) 99.3 (—) 99.3 (—) 99.3 (—) 99.0 (—)	90.3 (—) 91.4 (—) 92.0 (—) 92.9 (—) 93.1 (—)	97.8 (—) 97.6 (—) 98.0 (—) 98.4 (—) 98.6 (—)	82.6 (—) 83.6 (—) 84.3 (—) 87.1 (—) 87.7 (—)	38.4 (—) 38.0 (—) 41.8 (—) 40.9 (—) 41.6 (—)	— (†) — (†) — (†) 10.9 (—) 11.0 (—)	— (†) — (†) — (†) 29.8 (—) 30.6 (—)	13.1 (—) 13.7 (—) 15.6 (—) 17.3 (—) 16.8 (—)	19.4 (—) 21.5 (—) 23.0 (—) 25.0 (—) 26.3 (—)	8.7 (—) 8.4 (—) 10.3 (—) 11.4 (—) 9.9 (—)	4.9 (—) 4.4 (—) 5.0 (—) 4.9 (—) 5.2 (—)	2.4 (—) 2.0 (—) 2.6 (—) 2.5 (—) 2.6 (—)
1965 1966 1967 1968 1969	55.5 (—) 56.1 (—) 56.6 (—) 56.7 (—) 57.0 (—)	10.6 (- 12.5 (- 14.2 (- 15.7 (- 16.1 (-	-) 85.8 (—) -) 87.4 (—)	99.4 (—) 99.3 (—) 99.3 (—) 99.1 (—) 99.2 (—)	93.2 (—) 93.7 (—) 93.7 (—) 94.2 (—) 94.0 (—)	98.9 (—) 98.6 (—) 98.2 (—) 98.0 (—) 98.1 (—)	87.4 (—) 88.5 (—) 88.8 (—) 90.2 (—) 89.7 (—)	46.3 (—) 47.2 (—) 47.6 (—) 50.4 (—) 50.2 (—)	11.2 (—) 10.8 (—) 11.7 (—) 12.4 (—) 11.2 (—)	35.0 (—) 36.3 (—) 36.0 (—) 38.0 (—) 39.0 (—)	19.0 (—) 19.9 (—) 22.0 (—) 21.4 (—) 23.0 (—)	27.6 (—) 29.9 (—) 33.3 (—) 31.2 (—) 34.1 (—)	13.2 (—) 13.2 (—) 13.6 (—) 13.8 (—) 15.4 (—)	6.1 (—) 6.5 (—) 6.6 (—) 7.0 (—) 7.9 (—)	3.2 (—) 2.7 (—) 4.0 (—) 3.9 (—) 4.8 (—)
1970 1971 1972 1973 1974	56.4 (0.22) 56.2 (0.22) 54.9 (0.22) 53.5 (0.22) 53.6 (0.22)	20.5 (0.7 21.2 (0.7 24.4 (0.8 24.2 (0.8 28.8 (0.8	6) 91.6 (0.50) 1) 91.9 (0.51) 0) 92.5 (0.50)	99.2 (0.08) 99.1 (0.08) 99.2 (0.08) 99.2 (0.08) 99.3 (0.08)	94.1 (0.27) 94.5 (0.26) 93.3 (0.28) 92.9 (0.29) 92.9 (0.29)	98.1 (0.22) 98.6 (0.19) 97.6 (0.24) 97.5 (0.25) 97.9 (0.23)	90.0 (0.50) 90.2 (0.49) 88.9 (0.51) 88.3 (0.52) 87.9 (0.52)	47.7 (0.87) 49.2 (0.85) 46.3 (0.84) 42.9 (0.82) 43.1 (0.81)	10.5 (0.53) 11.5 (0.54) 10.4 (0.51) 10.0 (0.50) 9.9 (0.49)	37.3 (0.84) 37.7 (0.83) 35.9 (0.81) 32.9 (0.78) 33.2 (0.77)	21.5 (0.48) 21.9 (0.47) 21.6 (0.46) 20.8 (0.44) 21.4 (0.45)	31.9 (0.87) 32.2 (0.85) 31.4 (0.81) 30.1 (0.79) 30.2 (0.77)	14.9 (0.53) 15.4 (0.52) 14.8 (0.51) 14.5 (0.50) 15.1 (0.51)	7.5 (0.33) 8.0 (0.33) 8.6 (0.34) 8.5 (0.33) 9.6 (0.34)	4.2 (0.27) 4.9 (0.29) 4.6 (0.28) 4.5 (0.27) 5.7 (0.29)
1975 1976 1977 1978 1979	53.7 (0.22) 53.1 (0.21) 52.5 (0.21) 51.2 (0.21) 50.3 (0.21)	31.5 (0.8 31.3 (0.9 32.0 (0.9 34.2 (0.9 35.1 (0.9	1) 95.5 (0.38) 4) 95.8 (0.38) 5) 95.3 (0.42)	99.3 (0.08) 99.2 (0.09) 99.4 (0.07) 99.1 (0.09) 99.2 (0.09)	93.6 (0.27) 93.7 (0.27) 93.7 (0.28) 93.7 (0.28) 93.6 (0.28)	98.2 (0.21) 98.2 (0.21) 98.5 (0.20) 98.4 (0.20) 98.1 (0.22)	89.0 (0.50) 89.1 (0.50) 88.9 (0.50) 89.1 (0.50) 89.2 (0.50)	46.9 (0.81) 46.2 (0.80) 46.2 (0.80) 45.4 (0.80) 45.0 (0.80)	10.2 (0.49) 10.2 (0.49) 10.4 (0.49) 9.8 (0.48) 10.3 (0.49)	36.7 (0.78) 36.0 (0.77) 35.7 (0.77) 35.6 (0.77) 34.6 (0.76)	22.4 (0.45) 23.3 (0.45) 22.9 (0.44) 21.8 (0.43) 21.7 (0.43)	31.2 (0.77) 32.0 (0.77) 31.8 (0.76) 29.5 (0.74) 30.2 (0.74)	16.2 (0.52) 17.1 (0.52) 16.5 (0.51) 16.3 (0.50) 15.8 (0.49)	10.1 (0.34) 10.0 (0.33) 10.8 (0.34) 9.4 (0.32) 9.6 (0.32)	6.6 (0.31) 6.0 (0.29) 6.9 (0.30) 6.4 (0.28) 6.4 (0.28)
1980 1981 1982 1983 1984	49.7 (0.21) 48.9 (0.21) 48.6 (0.22) 48.4 (0.22) 47.9 (0.22)	36.7 (0.9 36.0 (0.9 36.4 (0.9 37.5 (0.9 36.3 (0.9	3) 94.0 (0.46) 7) 95.0 (0.45) 6) 95.4 (0.43)	99.3 (0.09) 99.2 (0.09) 99.2 (0.10) 99.2 (0.10) 99.2 (0.10)	93.4 (0.29) 94.1 (0.28) 94.4 (0.29) 95.0 (0.28) 94.7 (0.29)	98.2 (0.22) 98.0 (0.24) 98.5 (0.22) 98.3 (0.23) 97.8 (0.26)	89.0 (0.51) 90.6 (0.47) 90.6 (0.51) 91.7 (0.50) 91.5 (0.51)	46.4 (0.80) 49.0 (0.81) 47.8 (0.86) 50.4 (0.87) 50.1 (0.89)	10.5 (0.49) 11.5 (0.51) 11.3 (0.54) 12.8 (0.58) 11.5 (0.57)	35.9 (0.77) 37.5 (0.78) 36.5 (0.83) 37.6 (0.84) 38.6 (0.87)	22.3 (0.43) 22.5 (0.42) 23.5 (0.45) 22.7 (0.45) 23.7 (0.46)	31.0 (0.75) 31.6 (0.74) 34.0 (0.81) 32.5 (0.80) 33.9 (0.82)	16.3 (0.49) 16.5 (0.48) 16.8 (0.51) 16.6 (0.51) 17.3 (0.52)	9.3 (0.31) 9.0 (0.30) 9.6 (0.32) 9.6 (0.32) 9.1 (0.30)	6.4 (0.27) 6.9 (0.27) 6.3 (0.28) 6.4 (0.28) 6.3 (0.27)
1985 1986 1987 1988 1989	48.3 (0.22) 48.2 (0.22) 48.6 (0.22) 48.7 (0.24) 49.0 (0.23)	38.9 (0.9 38.9 (0.9 38.3 (0.9 38.2 (1.0 39.1 (0.9	5) 95.3 (0.41) 5) 95.1 (0.42) 2) 96.0 (0.41)	99.2 (0.09) 99.2 (0.10) 99.5 (0.07) 99.7 (0.07) 99.3 (0.09)	94.9 (0.28) 94.9 (0.28) 95.0 (0.28) 95.1 (0.31) 95.7 (0.28)	98.1 (0.24) 97.6 (0.28) 98.6 (0.22) 98.9 (0.22) 98.8 (0.21)	91.7 (0.50) 92.3 (0.48) 91.7 (0.49) 91.6 (0.55) 92.7 (0.50)	51.6 (0.91) 54.6 (0.91) 55.6 (0.90) 55.6 (0.98) 56.0 (0.92)	11.2 (0.57) 13.1 (0.62) 13.1 (0.61) 13.9 (0.68) 14.4 (0.65)	40.4 (0.89) 41.5 (0.90) 42.5 (0.90) 41.8 (0.97) 41.6 (0.91)	24.0 (0.47) 23.6 (0.47) 25.5 (0.49) 26.1 (0.54) 27.0 (0.53)	35.3 (0.84) 33.0 (0.84) 38.7 (0.89) 39.1 (0.98) 38.5 (0.94)	16.9 (0.52) 17.9 (0.54) 17.5 (0.54) 18.2 (0.60) 19.9 (0.60)	9.2 (0.31) 8.8 (0.30) 9.0 (0.30) 8.3 (0.32) 9.3 (0.32)	6.1 (0.26) 6.0 (0.25) 5.8 (0.25) 5.9 (0.27) 5.7 (0.25)
1990 1991 1992 1993 1994	50.2 (0.23) 50.7 (0.23) 51.4 (0.23) 51.8 (0.23) 53.3 (0.23)	44.4 (0.9 40.5 (0.9 39.7 (0.9 40.4 (0.9 47.3 <sup>2</sup> (0.9	6) 95.4 (0.41) 5) 95.5 (0.41) 3) 95.4 (0.41)	99.5 (0.07)	95.8 (0.28) 96.0 (0.27) 96.7 (0.25) 96.5 (0.25) 96.6 (0.24)	99.0 (0.19) 98.8 (0.22) 99.1 (0.18) 98.9 (0.20) 98.8 (0.20)	92.5 (0.52) 93.3 (0.49) 94.1 (0.46) 94.0 (0.46) 94.4 (0.43)	57.2 (0.94) 59.6 (0.96) 61.4 (0.96) 61.6 (0.95) 60.2 (0.94)	14.5 (0.67) 15.6 (0.71) 17.1 (0.74) 17.2 (0.74) 16.2 (0.70)	42.7 (0.94) 44.0 (0.97) 44.3 (0.98) 44.4 (0.97) 43.9 (0.95)	28.6 (0.54) 30.2 (0.55) 31.6 (0.56) 30.8 (0.56) 32.0 (0.55)	39.7 (0.92) 42.0 (0.92) 44.0 (0.95) 42.7 (0.97) 44.9 (0.95)	21.0 (0.63) 22.2 (0.64) 23.7 (0.65) 23.6 (0.65) 24.0 (0.64)	9.7 (0.33) 10.2 (0.34) 9.8 (0.34) 10.2 (0.35) 10.8 (0.36)	5.8 (0.25) 6.2 (0.26) 6.1 (0.26) 5.9 (0.25) 6.7 (0.27)

Table 103.20. Percentage of the population 3 to 34 years old enrolled in school, by age group: Selected years, 1940 through 2018—Continued

					1	4 to 17 years old	d	18	3 and 19 years ol	d	2	) to 24 years old	d		
Year	Total, 3 to 34 years old	3 and 4 years old	5 and 6 years old	7 to 13 years old	Total	14 and 15	16 and 17	Total	In secondary education	In higher education	Total	20 and 21	22 to 24	25 to 29 years old	30 to 34 years old
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1995	53.7 (0.21)	48.7 <sup>2</sup> (0.87)	96.0 (0.34)	98.9 (0.10)	96.3 (0.23)	98.9 (0.18)	93.6 (0.42)	59.4 (0.86)	16.3 (0.64)	43.1 (0.86)	31.5 (0.52)	44.9 (0.90)	23.2 (0.60)	11.6 (0.34)	5.9 (0.24)
1996	54.1 (0.22)	48.3 <sup>2</sup> (0.91)	94.0 (0.43)	97.7 (0.15)	95.4 (0.26)	98.0 (0.24)	92.8 (0.45)	61.5 (0.87)	16.7 (0.67)	44.9 (0.89)	32.5 (0.55)	44.4 (0.93)	24.8 (0.65)	11.9 (0.36)	6.1 (0.25)
1997	55.6 (0.22)	52.6 <sup>2</sup> (0.92)	96.5 (0.33)	99.1 (0.09)	96.6 (0.22)	98.9 (0.18)	94.3 (0.40)	61.5 (0.86)	16.7 (0.66)	44.7 (0.88)	34.3 (0.55)	45.9 (0.91)	26.4 (0.66)	11.8 (0.36)	5.7 (0.25)
1998	55.8 (0.22)	52.1 <sup>2</sup> (0.92)	95.6 (0.37)	98.9 (0.10)	96.1 (0.24)	98.4 (0.22)	93.9 (0.41)	62.2 (0.84)	15.7 (0.63)	46.4 (0.86)	33.0 (0.54)	44.8 (0.91)	24.9 (0.65)	11.9 (0.36)	6.6 (0.27)
1999	56.0 (0.22)	54.2 <sup>2</sup> (0.93)	96.0 (0.36)	98.7 (0.11)	95.8 (0.24)	98.2 (0.23)	93.6 (0.42)	60.6 (0.84)	16.5 (0.64)	44.1 (0.85)	32.8 (0.54)	45.3 (0.90)	24.5 (0.64)	11.1 (0.36)	6.2 (0.27)
2000	55.9 (0.22)	52.1 <sup>2</sup> (0.93)	95.6 (0.38)	98.2 (0.13)	95.7 (0.25)	98.7 (0.20)	92.8 (0.45)	61.2 (0.84)	16.5 (0.64)	44.7 (0.85)	32.5 (0.53)	44.1 (0.88)	24.6 (0.63)	11.4 (0.37)	6.7 (0.27)
2001	56.4 (0.20)	52.4 <sup>2</sup> (0.88)	95.3 (0.37)	98.3 (0.12)	95.8 (0.23)	98.1 (0.22)	93.4 (0.40)	61.1 (0.79)	17.1 (0.61)	44.0 (0.80)	34.1 (0.50)	46.1 (0.82)	25.5 (0.61)	11.8 (0.36)	6.9 (0.26)
2002	56.2 (0.20)	56.3 <sup>2</sup> (0.89)	95.5 (0.37)	98.3 (0.12)	96.4 (0.21)	98.4 (0.20)	94.3 (0.37)	63.3 (0.79)	18.0 (0.63)	45.3 (0.82)	34.4 (0.50)	47.8 (0.83)	25.6 (0.59)	12.1 (0.35)	6.6 (0.25)
2003	56.2 (0.20)	55.1 <sup>2</sup> (0.85)	94.5 (0.40)	98.3 (0.12)	96.2 (0.21)	97.5 (0.25)	94.9 (0.34)	64.5 (0.80)	17.9 (0.64)	46.6 (0.84)	35.6 (0.50)	48.3 (0.83)	27.8 (0.59)	11.8 (0.34)	6.8 (0.26)
2004	56.2 (0.20)	54.0 <sup>2</sup> (0.85)	95.4 (0.37)	98.4 (0.12)	96.5 (0.21)	98.5 (0.19)	94.5 (0.36)	64.4 (0.80)	16.6 (0.62)	47.8 (0.83)	35.2 (0.49)	48.9 (0.82)	26.3 (0.58)	13.0 (0.35)	6.6 (0.26)
2005	56.5 (0.20)	53.6 <sup>2</sup> (0.86)	95.4 (0.37)	98.6 (0.11)	96.5 (0.20)	98.0 (0.22)	95.1 (0.33)	67.6 (0.79)	18.3 (0.65)	49.3 (0.84)	36.1 (0.49)	48.7 (0.80)	27.3 (0.59)	11.9 (0.34)	6.9 (0.27)
2006	56.0 (0.20)	55.7 <sup>2</sup> (0.86)	94.6 (0.39)	98.3 (0.12)	96.4 (0.21)	98.3 (0.21)	94.6 (0.36)	65.5 (0.77)	19.3 (0.64)	46.2 (0.81)	35.0 (0.49)	47.5 (0.81)	26.7 (0.58)	11.7 (0.33)	7.2 (0.27)
2007	56.1 (0.20)	54.5 <sup>2</sup> (0.86)	94.7 (0.39)	98.4 (0.12)	96.4 (0.21)	98.7 (0.18)	94.3 (0.36)	66.8 (0.75)	17.9 (0.61)	48.9 (0.80)	35.7 (0.49)	48.4 (0.81)	27.3 (0.59)	12.4 (0.33)	7.2 (0.27)
2008	56.2 (0.20)	52.8 <sup>2</sup> (0.85)	93.8 (0.42)	98.7 (0.11)	96.8 (0.20)	98.6 (0.19)	95.2 (0.34)	66.0 (0.75)	17.4 (0.60)	48.6 (0.79)	36.9 (0.49)	50.1 (0.81)	28.2 (0.59)	13.2 (0.34)	7.3 (0.27)
2009	56.5 (0.20)	52.4 <sup>2</sup> (0.85)	94.1 (0.40)	98.2 (0.12)	96.3 (0.22)	98.0 (0.23)	94.6 (0.36)	68.9 (0.73)	19.1 (0.62)	49.8 (0.79)	38.7 (0.50)	51.7 (0.81)	30.4 (0.60)	13.5 (0.34)	8.1 (0.28)
2010	56.6 (0.17)	53.2 <sup>2</sup> (0.89)	94.5 (0.46)	98.0 (0.16)	97.1 (0.21)	98.1 (0.25)	96.1 (0.33)	69.2 (0.92)	18.1 (0.71)	51.2 (1.05)	38.6 (0.71)	52.4 (1.08)	28.9 (0.79)	14.6 (0.47)	8.3 (0.39)
2011	56.8 (0.19)	52.4 <sup>2</sup> (0.90)	95.1 (0.43)	98.3 (0.14)	97.1 (0.22)	98.6 (0.21)	95.7 (0.38)	71.1 (0.95)	21.0 (0.78)	50.1 (1.08)	39.9 (0.68)	52.7 (1.05)	31.1 (0.82)	14.8 (0.44)	7.7 (0.32)
2012	56.6 (0.22)	53.5 <sup>2</sup> (1.11)	93.2 (0.49)	98.0 (0.17)	97.0 (0.28)	98.2 (0.31)	95.8 (0.40)	69.0 (0.98)	21.7 (0.77)	47.3 (0.96)	40.2 (0.72)	54.0 (1.04)	30.7 (0.84)	14.0 (0.48)	7.5 (0.33)
2013	55.8 (0.18)	54.9 <sup>2</sup> (1.00)	93.8 (0.45)	98.1 (0.16)	96.1 (0.28)	98.4 (0.27)	93.7 (0.50)	67.1 (0.97)	20.5 (0.80)	46.6 (1.00)	38.7 (0.76)	52.8 (1.24)	29.7 (0.81)	13.3 (0.44)	6.7 (0.32)
2014	55.2 (0.21)	54.5 <sup>2</sup> (0.98)	93.4 (0.53)	97.6 (0.19)	95.4 (0.29)	97.8 (0.26)	92.9 (0.51)	68.4 (0.92)	19.6 (0.79)	48.9 (1.09)	38.0 (0.76)	51.4 (1.24)	29.6 (0.80)	13.1 (0.44)	6.4 (0.31)
2015	55.2 (0.20)	52.7 <sup>2</sup> (1.02)	94.2 (0.46)	97.7 (0.17)	95.9 (0.28)	98.0 (0.27)	93.7 (0.49)	68.5 (0.86)	19.8 (0.79)	48.8 (0.98)	38.5 (0.80)	53.3 (1.14)	28.8 (0.81)	13.2 (0.50)	6.6 (0.30)
2016	55.2 (0.21)	53.8 <sup>2</sup> (1.04)	93.3 (0.58)	98.2 (0.15)	95.5 (0.30)	98.0 (0.27)	93.0 (0.55)	69.5 (1.05)	19.0 (0.76)	50.5 (1.15)	39.0 (0.78)	55.5 (1.12)	28.8 (0.85)	13.2 (0.46)	6.4 (0.31)
2017	54.6 (0.19)	53.8 <sup>2</sup> (1.08)	93.5 (0.54)	97.5 (0.20)	95.5 (0.31)	98.2 (0.25)	92.9 (0.55)	68.2 (1.08)	20.2 (0.85)	48.0 (1.21)	38.8 (0.71)	55.0 (1.13)	28.4 (0.92)	12.1 (0.45)	5.9 (0.31)
2018	54.6 (0.20)	54.0 <sup>2</sup> (1.19)	93.5 (0.60)	97.7 (0.19)	95.4 (0.34)	98.6 (0.27)	92.3 (0.58)	69.1 (1.01)	18.6 (0.78)	50.5 (1.09)	38.5 (0.82)	54.6 (1.18)	28.0 (0.88)	12.7 (0.44)	6.3 (0.33)

<sup>-</sup>Not available.

NOTE: Data for 1940 are for April. Data for all other years are as of October. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or

nursing facilities). Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary and secondary schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. SOURCE: U.S. Department of Commerce, Census Bureau, Historical Statistics of the United States, Colonial Times to 1970; Current Population Reports, Series P-20, various years; CPS Historical Time Series Tables on School Enrollment, retrieved June 6, 2012, from <a href="http://www.census.gov/hhes/school/data/cps/historical/index.html">http://www.census.gov/hhes/school/data/cps/historical/index.html</a>; and Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared November 2019.)

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>It is not possible to compute a 1964 enrollment percentage for the total 3- to 34-year-old population because, although enrollment percentages are available for each component age group, underlying data on population size are not available for 3- and 4-year-olds.

<sup>&</sup>lt;sup>2</sup>Beginning in 1994, preprimary enrollment data were collected using new procedures. Data may not be comparable to figures for earlier years.

Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2019

	Total, percent		[Standard err	ors appear in pa		ian/Pacific Island	ler	American	
Sex, high school or bachelor's degree attainment, and year	of all persons	White <sup>1</sup>	Black <sup>1</sup>	Hispanic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10
Total High school completion or higher <sup>2</sup> 1910 <sup>3</sup> 1920 <sup>3</sup> 1930 <sup>3</sup> 1940 1950 1960 1970 1975 1980 1985	13.5 (—) 16.4 (—) 19.1 (—) 24.5 (—) 34.3 (—) 41.1 (—) 55.2 (—) 68.6 (0.20) 73.9 (0.18) 74.7 (0.18)	(†) (†) 26.1 (-) 36.4 (-) 43.2 (-) 57.4 (-) 65.8 (-) 71.9 (0.21) 77.5 (0.19) 78.2 (0.19)	(†) (†) 7.7 (-) 13.7 (-) 21.7 (-) 36.1 (-) 42.6 (-) 51.4 (0.81) 59.9 (0.74) 62.5 (0.72)	(†) (†) (†) (†) (†) (†) (†) (†) (18) (1.18) (1.18) (1.18) (1.99) (48.5 (0.96)					- (†) - (†) - (†) - (†) - (†) - (†) - (†) - (†)
1987 1988 1989 1990	75.6 (0.17) 76.2 (0.17) 76.9 (0.17) 77.6 (0.17) 78.4 (0.16)	79.0 (0.18) 79.8 (0.18) 80.7 (0.18) 81.4 (0.17) 82.4 (0.17)	63.6 (0.71) 63.5 (0.70) 64.7 (0.69) 66.2 (0.67) 66.8 (0.66)	50.9 (0.94) 51.0 (0.92) 50.9 (0.89) 50.8 (0.88) 51.3 (0.86)	— (†) 82.3 (1.17) 84.2 (1.09) 84.2 (1.05)	- (†) - (†) - (†) - (†)	- (t) - (t) - (t) - (t)	- (t) - (t) - (t) - (t)	— (†) — (†) — (†) — (†)
1992 1993 1994 1995 1996 1997 1998	79.4 (0.16) 80.2 (0.16) 80.9 (0.15) 81.7 (0.15) 81.7 (0.16) 82.1 (0.14) 82.8 (0.14)	83.4 (0.16) 84.1 (0.16) 84.9 (0.16) 85.9 (0.16) 86.0 (0.16) 86.3 (0.15) 87.1 (0.14)	67.7 (0.65) 70.5 (0.63) 73.0 (0.61) 73.8 (0.61) 74.6 (0.53) 75.3 (0.52) 76.4 (0.50)	52.6 (0.85) 53.1 (0.83) 53.3 (0.78) 53.4 (0.78) 53.1 (0.68) 54.7 (0.54) 55.5 (0.53)	83.7 (1.02) 84.2 (1.00) 84.8 (0.98) 83.8 (1.06) 83.5 (0.82) 85.2 (0.75) 84.9 (0.74)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	(†) (†) (†) (†) (†) (†) (†)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	- (f) - (f) - (f) - (f) - (f) - (f) - (f)
1999 2000 2001 2002 2003 2004 2005 2006 2007	83.4 (0.14) 84.1 (0.13) 84.3 (0.13) 84.1 (0.09) 85.2 (0.09) 85.2 (0.14) 85.5 (0.15) 85.7 (0.15)	87.7 (0.14) 88.4 (0.14) 88.7 (0.13) 88.7 (0.10) 89.4 (0.09) 90.0 (0.09) 90.1 (0.16) 90.5 (0.15) 90.6 (0.15)	77.4 (0.49) 78.9 (0.48) 79.5 (0.47) 79.2 (0.34) 80.3 (0.33) 81.1 (0.32) 81.4 (0.44) 81.2 (0.43) 82.8 (0.39)	56.1 (0.52) 57.0 (0.51) 56.5 (0.50) 57.0 (0.34) 57.0 (0.33) 58.4 (0.32) 58.5 (0.53) 59.3 (0.58) 60.3 (0.56)	84.7 (0.73) 85.7 (0.71) 87.8 (0.60) 87.7 (0.44) 87.8 (0.43) 86.9 (0.43) 87.8 (0.62) 87.5 (0.71) 88.0 (0.79)	— (†) — (†) 87.8 (0.44) 86.9 (0.44) 87.7 (0.62) 87.5 (0.71) 87.9 (0.81)	— (†) — (†) 88.2 (1.87) 88.5 (1.91) 90.1 (2.69) 85.7 (2.51) 88.6 (2.30)	— (†) — (†) — (†) 77.2 (1.64) 77.8 (1.61) 75.6 (2.02) 78.5 (2.11) 80.3 (2.27)	(†) (†) (†) (†) 86.1 (0.97) 87.2 (0.91) 88.6 (0.83) 88.1 (0.90) 89.3 (0.87)
2008 2009 2010 2011 2012 2013 2014 2015 2016 2017	86.6 (0.15) 86.7 (0.15) 87.1 (0.13) 87.6 (0.13) 87.6 (0.15) 88.2 (0.14) 88.3 (0.15) 88.4 (0.12) 89.1 (0.13) 89.6 (0.12)	91.5 (0.15) 91.6 (0.15) 92.1 (0.14) 92.4 (0.14) 92.5 (0.14) 92.9 (0.13) 93.1 (0.17) 93.3 (0.13) 93.8 (0.13) 94.1 (0.13)	83.3 (0.40) 84.2 (0.44) 84.6 (0.41) 84.8 (0.41) 85.7 (0.40) 85.9 (0.42) 86.7 (0.45) 87.7 (0.37) 87.7 (0.34) 88.1 (0.37)	62.3 (0.58) 61.9 (0.56) 62.9 (0.53) 64.3 (0.54) 65.0 (0.59) 66.2 (0.52) 66.5 (0.57) 66.7 (0.48) 68.5 (0.48) 70.5 (0.47)	89.0 (0.62) 88.4 (0.61) 89.1 (0.67) 88.8 (0.55) 89.1 (0.59) 90.2 (0.51) 89.5 (0.62) 88.9 (0.49) 90.7 (0.49) 90.9 (0.47)	88.8 (0.64) 88.3 (0.63) 89.1 (0.68) 88.7 (0.57) 89.0 (0.61) 90.2 (0.53) 89.5 (0.64) 89.1 (0.51) 90.6 (0.51) 90.9 (0.49)	94.4 (1.00) 90.8 (1.76) 90.2 (1.95) 90.4 (1.61) 91.6 (1.33) 89.5 (1.72) 88.8 (2.15) 85.1 (2.04) 93.3 (1.38) 89.3 (2.03)	78.4 (2.74) 81.5 (1.83) 80.8 (1.76) 82.3 (1.77) 81.8 (1.69) 82.2 (1.68) 81.0 (2.01) 83.8 (1.64) 84.7 (1.35) 85.3 (1.36)	89.5 (1.12) 87.4 (0.96) 88.9 (0.90) 89.4 (1.00) 91.0 (0.89) 92.6 (0.75) 93.3 (0.88) 91.6 (0.87) 92.8 (0.83) 93.4 (0.71)
2018 2019 Bachelor's or higher degree <sup>4</sup> 1910 <sup>3</sup> 1920 <sup>3</sup> 1930 <sup>3</sup> 1940 1950	89.8 (0.12) 90.1 (0.12) 2.7 (—) 3.3 (—) 4.6 (—) 6.2 (—)	94.3 (0.13) 94.6 (0.11) — (†) — (†) 4.9 (—) 6.6 (—)	88.6 (0.33) 88.8 (0.38) — (†) — (†) 1.3 (—) 2.2 (—)	71.6 (0.40) 71.8 (0.48) — (†) — (†) — (†) — (†)	90.6 (0.40) 91.3 (0.45) — (†) — (†) — (†) — (†) — (†)	90.6 (0.41) 91.2 (0.46) — (†) — (†) — (†) — (†)	90.6 (1.77) 93.8 (1.32) — (†) — (†) — (†) — (†) — (†)	83.6 (1.32) 87.9 (1.31) — (†) — (†) — (†) — (†) — (†)	93.2 (0.61) 92.6 (0.84) — (†) — (†) — (†) — (†)
1960 1970 1975 1980 1985	7.7 (—) 11.0 (—) 13.9 (—) 17.0 (0.16) 19.4 (0.16) 19.4 (0.16)	8.1 (—) 11.6 (—) 14.9 (—) 18.4 (0.18) 20.8 (0.19) 20.9 (0.19)	3.5 (—) 6.1 (—) 6.4 (—) 7.9 (0.44) 11.1 (0.47) 10.9 (0.47)	— (†) 6.6 (—) 7.6 (0.63) 8.5 (0.55) 8.4 (0.53)	- (†) - (†) - (†) - (†) - (†)				
1986 1987 1988 1989 1990 1991	19.9 (0.16) 20.3 (0.16) 21.1 (0.16) 21.3 (0.16)	21.4 (0.19) 21.8 (0.19) 22.8 (0.19) 23.1 (0.19) 23.3 (0.19)	10.8 (0.46) 11.2 (0.46) 11.7 (0.46) 11.3 (0.45) 11.5 (0.45)	8.4 (0.53) 8.6 (0.53) 10.0 (0.55) 9.9 (0.53) 9.2 (0.51) 9.7 (0.51)	— (†) — (†) 41.5 (1.51) 41.7 (1.47)	- (†) - (†) - (†) - (†)	— (†) — (†) — (†) — (†)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†)
1991 1992 1993 1994 1995 1996 1997	21.4 (0.16) 21.9 (0.16) 22.2 (0.16) 23.0 (0.16) 23.6 (0.17)	23.2 (0.19) 23.8 (0.19) 24.3 (0.19) 25.4 (0.19) 25.9 (0.20)	11.9 (0.45) 12.2 (0.45) 12.9 (0.46) 13.3 (0.47) 13.8 (0.42)	9.3 (0.49) 9.0 (0.48) 9.1 (0.45) 9.3 (0.45) 9.3 (0.40)	39.3 (1.35) 42.1 (1.35) 41.3 (1.34) 38.5 (1.40) 42.3 (1.09)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†)	— (†) — (†) — (†) — (†)	- (†) - (†) - (†) - (†) - (†)
1998 1999 2000	24.4 (0.16) 25.2 (0.16) 25.6 (0.16)	26.2 (0.19) 26.6 (0.19) 27.7 (0.19) 28.1 (0.19)	13.3 (0.41) 14.8 (0.42) 15.5 (0.43) 16.6 (0.44) 16.1 (0.43)	11.0 (0.33) 10.9 (0.33) 10.6 (0.32)	42.6 (1.04) 42.3 (1.02) 42.4 (1.01) 44.4 (1.00) 48.0 (0.92)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	- (†) - (†) - (†) - (†)
2001 2002 2003 2004 2005	26.1 (0.16) 26.7 (0.11) 27.2 (0.11) 27.7 (0.11) 27.7 (0.23)	28.6 (0.19) 29.4 (0.14) 30.0 (0.14) 30.6 (0.14) 30.6 (0.29)	17.2 (0.31) 17.4 (0.31) 17.7 (0.31) 17.6 (0.45)	11.2 (0.32) 11.1 (0.21) 11.4 (0.21) 12.1 (0.21) 12.0 (0.31)	47.7 (0.66) 48.8 (0.65) 48.9 (0.64) 49.3 (0.91)	— (†) — (†) 50.0 (0.67) 49.7 (0.66) 50.4 (0.93)	— (†) 27.0 (2.56) 32.4 (2.81) 24.6 (3.67)	— (†) 12.6 (1.30) 14.3 (1.36) 14.5 (1.51)	— (†) 22.0 (1.17) 21.8 (1.13) 23.2 (1.19)

Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2019—Continued

Care bink asked as backdass	Total, percent				Asi	an/Pacific Islande	er	American	T
Sex, high school or bachelor's degree attainment, and year	of all persons age 25 and over	White <sup>1</sup>	Black <sup>1</sup>	Hispanic	Total	Asian I	Pacific Islander	Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10
2006	28.0 (0.20)	31.0 (0.25)	18.6 (0.47)	12.4 (0.32)	49.1 (1.04)	50.0 (1.06)	26.9 (3.42)	12.9 (1.60)	23.1 (1.28)
2007	28.7 (0.21)	31.8 (0.27)	18.7 (0.51)	12.7 (0.31)	51.2 (1.02)	52.5 (1.03)	23.8 (3.30)	13.1 (1.24)	23.7 (1.30)
2008	29.4 (0.21)	32.6 (0.26)	19.7 (0.51)	13.3 (0.29)	51.9 (0.95)	52.9 (0.97)	28.4 (2.86)	14.9 (1.52)	24.4 (1.36)
2009	29.5 (0.21)	32.9 (0.26)	19.4 (0.45)	13.2 (0.34)	51.6 (0.91)	52.8 (0.95)	28.3 (2.68)	17.5 (2.08)	25.5 (1.34)
2010	29.9 (0.19)	33.2 (0.24)	20.0 (0.51)	13.9 (0.31)	51.6 (1.04)	52.8 (1.09)	25.6 (2.89)	16.0 (1.77)	25.3 (1.30)
2011	30.4 (0.19)	34.0 (0.24)	20.2 (0.50)	14.1 (0.34)	49.5 (0.92)	50.8 (0.96)	22.1 (2.73)	16.1 (1.73)	27.4 (1.27)
2012	30.9 (0.21)	34.5 (0.27)	21.4 (0.53)	14.5 (0.35)	50.7 (0.92)	51.9 (0.94)	24.5 (2.75)	16.7 (1.82)	27.1 (1.34)
2013	31.7 (0.21)	35.2 (0.26)	22.0 (0.49)	15.1 (0.34)	52.5 (0.92)	53.9 (0.93)	25.6 (2.66)	15.4 (1.72)	30.6 (1.35)
2014	32.0 (0.27)	35.6 (0.35)	22.8 (0.66)	15.2 (0.39)	51.3 (1.00)	52.7 (1.02)	22.3 (3.27)	13.8 (1.43)	31.2 (1.81)
2015	32.5 (0.22)	36.2 (0.28)	22.9 (0.52)	15.5 (0.31)	52.9 (0.84)	54.4 (0.87)	22.8 (2.39)	19.8 (1.32)	30.6 (1.52)
2016	33.4 (0.24)	37.3 (0.31)	23.5 (0.46)	16.4 (0.40)	55.1 (0.87)	56.4 (0.89)	27.5 (2.92)	16.8 (1.39)	30.6 (1.52)
2017	34.2 (0.24)	38.1 (0.31)	24.3 (0.49)	17.2 (0.35)	53.9 (0.84)	55.4 (0.88)	25.1 (2.81)	20.5 (1.92)	32.6 (1.39)
2018	35.0 (0.26)	38.8 (0.34)	25.6 (0.53)	18.3 (0.37)	55.6 (0.81)	57.1 (0.80)	24.1 (2.34)	18.8 (1.72)	32.4 (1.40)
2019	36.0 (0.23)	40.1 (0.33)	26.3 (0.51)	18.8 (0.35)	57.3 (0.78)	58.6 (0.79)	28.1 (2.78)	16.8 (1.40)	34.1 (1.38)
Males High school completion or higher <sup>2</sup> 1940 1950 1960 1970 1980 1990 1995	22.7 (—) 32.6 (—) 39.5 (—) 55.0 (—) 69.2 (0.29) 77.7 (0.24) 81.7 (0.22)	24.2 (—) 34.6 (—) 41.6 (—) 57.2 (—) 72.4 (0.31) 81.6 (0.25) 86.0 (0.22)	6.9 (—) 12.6 (—) 20.0 (—) 35.4 (—) 51.2 (1.21) 65.8 (1.01) 73.5 (0.91)	— (†) — (†) — (†) — (†) 44.9 (1.71) 50.3 (1.25) 52.9 (1.11)	— (†) — (†) — (†) — (†) — (†) 86.0 (1.49) 85.8 (1.46)	- (†) - (†) - (†) - (†) - (†) - (†)	(†) (†) (†) (†) (†) (†) (†) (†)	(†) (†) (†) (†) (†) (†)	- (†) - (†) - (†) - (†) - (†) - (†)
1996 1997 1998 1999 2000	81.9 (0.23) 82.0 (0.21) 82.8 (0.20) 83.4 (0.20) 84.2 (0.19)	86.1 (0.23) 86.3 (0.21) 87.1 (0.21) 87.7 (0.20) 88.5 (0.20)	74.6 (0.80) 73.8 (0.79) 75.4 (0.77) 77.2 (0.74) 79.1 (0.72)	53.0 (0.97) 54.9 (0.76) 55.7 (0.74) 56.0 (0.75) 56.6 (0.73)	86.2 (1.10) 87.5 (1.00) 87.9 (0.98) 86.9 (1.00) 88.4 (0.94)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)
2001 2002 2003 2004 2005	84.4 (0.19) 83.8 (0.14) 84.1 (0.13) 84.8 (0.13) 84.9 (0.19)	88.6 (0.19) 88.5 (0.14) 89.0 (0.14) 89.9 (0.13) 89.9 (0.20)	80.6 (0.69) 79.0 (0.51) 79.9 (0.50) 80.8 (0.49) 81.4 (0.60)	55.6 (0.72) 56.1 (0.48) 56.3 (0.46) 57.3 (0.45) 57.9 (0.69)	90.6 (0.78) 89.8 (0.58) 89.8 (0.58) 88.8 (0.59) 90.4 (0.65)	— (†) 89.8 (0.59) 88.8 (0.60) 90.5 (0.66)	— (†) — (†) 89.8 (2.61) 88.9 (2.65) 88.5 (3.62)	— (†) — (†) 76.5 (2.33) 77.1 (2.31) 75.6 (2.57)	— (†) 87.2 (1.36) 87.8 (1.29) 89.0 (1.19)
2006	85.0 (0.20)	90.2 (0.21)	80.7 (0.63)	58.5 (0.77)	89.5 (0.84)	89.7 (0.86)	85.8 (3.10)	78.1 (2.77)	88.0 (1.36)
2007	85.0 (0.21)	90.2 (0.22)	82.5 (0.55)	58.2 (0.80)	90.0 (0.81)	90.1 (0.82)	88.1 (2.75)	78.3 (3.58)	89.4 (1.28)
2008	85.9 (0.19)	91.1 (0.20)	82.1 (0.61)	60.9 (0.72)	91.0 (0.66)	90.8 (0.69)	95.8 (1.40)	77.3 (3.37)	89.6 (1.21)
2009	86.2 (0.19)	91.4 (0.20)	84.2 (0.60)	60.6 (0.72)	90.8 (0.66)	90.7 (0.68)	92.1 (2.18)	80.0 (2.33)	87.3 (1.26)
2010	86.6 (0.17)	91.8 (0.19)	84.2 (0.57)	61.4 (0.68)	91.4 (0.78)	91.5 (0.79)	89.3 (2.84)	78.9 (2.46)	88.1 (1.36)
2011	87.1 (0.18)	92.0 (0.17)	84.2 (0.55)	63.6 (0.71)	90.6 (0.68)	90.6 (0.69)	91.5 (2.22)	80.6 (2.35)	88.1 (1.40)
2012	87.3 (0.19)	92.2 (0.18)	85.1 (0.56)	64.0 (0.73)	90.6 (0.68)	90.5 (0.70)	93.3 (1.84)	81.8 (2.39)	90.2 (1.45)
2013	87.6 (0.17)	92.7 (0.17)	84.9 (0.62)	64.6 (0.66)	91.6 (0.57)	91.7 (0.57)	89.3 (2.48)	81.0 (2.11)	93.3 (1.03)
2014	87.7 (0.19)	92.5 (0.22)	86.3 (0.58)	65.1 (0.74)	91.8 (0.70)	91.9 (0.72)	90.0 (2.68)	80.2 (2.30)	93.8 (1.08)
2015	88.0 (0.16)	93.0 (0.16)	87.2 (0.48)	65.5 (0.63)	90.9 (0.56)	91.3 (0.58)	84.9 (2.83)	81.9 (2.12)	92.5 (1.23)
2016	88.5 (0.17)	93.4 (0.19)	87.0 (0.51)	67.2 (0.63)	92.3 (0.58)	92.2 (0.60)	94.9 (1.58)	84.1 (2.07)	92.8 (1.15)
2017	89.1 (0.16)	93.7 (0.18)	87.4 (0.53)	69.5 (0.59)	92.5 (0.55)	92.7 (0.55)	89.1 (2.77)	83.0 (1.96)	93.2 (1.15)
2018	89.4 (0.16)	93.9 (0.18)	88.3 (0.48)	70.7 (0.53)	92.8 (0.48)	92.9 (0.49)	92.2 (2.31)	79.3 (1.93)	92.5 (1.02)
2019	89.6 (0.16)	94.2 (0.15)	88.1 (0.54)	70.8 (0.59)	92.8 (0.52)	92.8 (0.54)	93.3 (2.11)	84.1 (1.96)	91.0 (1.17)
Bachelor's or higher degree <sup>4</sup> 1940 1950 1960 1970 1980 1990 1995	5.5 (—) 7.3 (—) 9.7 (—) 14.1 (—) 20.9 (0.26) 24.4 (0.25) 26.0 (0.25)	5.9 (—) 7.9 (—) 10.3 (—) 15.0 (—) 22.7 (0.29) 26.7 (0.28) 28.9 (0.29)	1.4 (—) 2.1 (—) 3.5 (—) 6.8 (—) 7.7 (0.65) 11.9 (0.69) 13.7 (0.71)	— (†) — (†) — (†) — (†) 9.2 (0.99) 9.8 (0.74) 10.1 (0.67)	— (†) — (†) — (†) — (†) — (†) 45.9 (2.14) 42.3 (2.06)	- (†) - (†) - (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†) - (†) - (†)	- (t) - (t) - (t) - (t) - (t) - (t) - (t)	- (†) - (†) - (†) - (†) - (†) - (†)
1996 1997 1998 1999 2000	26.0 (0.26) 26.2 (0.24) 26.5 (0.24) 27.5 (0.24) 27.8 (0.24)	28.8 (0.30) 29.0 (0.28) 29.3 (0.28) 30.6 (0.28) 30.8 (0.28)	12.5 (0.61) 12.5 (0.60) 14.0 (0.62) 14.3 (0.62) 16.4 (0.65)	10.3 (0.59) 10.6 (0.47) 11.1 (0.47) 10.7 (0.46) 10.7 (0.45)	46.9 (1.59) 48.0 (1.51) 46.0 (1.50) 46.3 (1.48) 48.1 (1.47)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)
2001	28.0 (0.24)	30.9 (0.28)	15.9 (0.64)	11.1 (0.45)	52.9 (1.33)	— (†)	— (†)	— (†)	— (†)
2002	28.5 (0.17)	31.7 (0.20)	16.5 (0.47)	11.0 (0.30)	51.5 (0.96)	— (†)	— (†)	— (†)	— (†)
2003	28.9 (0.17)	32.3 (0.20)	16.8 (0.47)	11.2 (0.29)	52.8 (0.96)	54.2 (0.98)	25.7 (3.76)	13.1 (1.85)	21.9 (1.69)
2004	29.4 (0.17)	32.9 (0.20)	16.6 (0.46)	11.8 (0.30)	52.9 (0.93)	54.0 (0.95)	31.9 (3.94)	15.6 (1.99)	20.7 (1.60)
2005	28.9 (0.29)	32.4 (0.37)	16.0 (0.64)	11.8 (0.43)	53.0 (1.10)	54.3 (1.13)	25.1 (4.70)	17.0 (2.30)	23.1 (1.67)
2006	29.2 (0.24)	32.8 (0.31)	17.5 (0.63)	11.9 (0.40)	51.9 (1.33)	53.1 (1.35)	26.6 (4.67)	13.7 (2.07)	22.6 (1.75)
2007	29.5 (0.25)	33.2 (0.33)	18.1 (0.62)	11.8 (0.37)	54.2 (1.31)	55.8 (1.32)	19.2 (4.14)	12.7 (1.89)	21.5 (1.81)
2008	30.1 (0.25)	33.8 (0.33)	18.7 (0.67)	12.6 (0.39)	54.9 (1.24)	56.1 (1.24)	27.5 (3.64)	14.6 (2.15)	22.7 (1.62)
2009	30.1 (0.28)	33.9 (0.36)	17.9 (0.57)	12.5 (0.41)	54.8 (1.14)	56.5 (1.17)	23.0 (3.35)	16.1 (2.96)	24.4 (1.92)
2010	30.3 (0.23)	34.2 (0.30)	17.9 (0.59)	12.9 (0.37)	54.6 (1.26)	56.2 (1.30)	18.0 (3.74)	13.5 (2.61)	24.8 (1.86)
2011	30.8 (0.23)	35.0 (0.29)	18.4 (0.64)	13.1 (0.44)	52.4 (1.15)	54.0 (1.21)	19.1 (3.55)	14.1 (1.98)	25.7 (1.91)
2012	31.4 (0.27)	35.5 (0.33)	19.5 (0.62)	13.3 (0.45)	53.0 (1.26)	54.4 (1.29)	24.1 (3.34)	16.1 (2.27)	25.2 (1.85)
2013	32.0 (0.25)	36.0 (0.31)	20.2 (0.64)	13.9 (0.43)	55.1 (1.17)	56.9 (1.20)	23.1 (3.32)	14.0 (2.13)	29.0 (1.78)
2014	31.9 (0.32)	35.9 (0.41)	21.0 (0.88)	14.2 (0.51)	53.7 (1.33)	55.5 (1.34)	16.7 (3.42)	14.8 (2.46)	29.2 (2.56)
2015	32.3 (0.27)	36.3 (0.35)	21.1 (0.63)	14.3 (0.38)	55.6 (1.11)	57.3 (1.16)	24.4 (2.87)	18.1 (2.14)	27.2 (2.14)

Con bish sahaal ay baabalayis	Total, percent				Asi	an/Pacific Island	er	American	T
Sex, high school or bachelor's degree attainment, and year	of all persons age 25 and over	White <sup>1</sup>	Black <sup>1</sup>	Hispanic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10
2016	33.2 (0.29)	37.2 (0.37)	21.8 (0.62)	15.4 (0.48)	57.7 (1.05)	59.4 (1.10)	22.2 (3.65)	16.5 (1.87)	25.6 (2.06)
2017	33.7 (0.28)	37.8 (0.37)	22.6 (0.61)	15.8 (0.41)	55.7 (1.10)	57.2 (1.14)	26.2 (3.61)	17.7 (1.93)	30.3 (1.87)
2018	34.6 (0.30)	38.9 (0.40)	23.7 (0.73)	16.6 (0.45)	58.5 (1.01)	60.1 (1.02)	23.6 (3.59)	15.4 (1.78)	30.0 (2.05)
2019	35.4 (0.30)	39.9 (0.43)	24.4 (0.72)	16.9 (0.43)	59.4 (1.00)	60.9 (1.01)	24.8 (4.02)	12.9 (1.59)	31.1 (2.11)
Females High school completion or higher <sup>2</sup> 1940 1950 1960 1970 1980 1990 1995 1996 1997 1998 1999 2000	26.3 (—) 36.0 (—) 42.5 (—) 55.4 (—) 68.1 (0.28) 77.5 (0.23) 81.6 (0.21) 81.6 (0.22) 82.2 (0.20) 82.9 (0.19) 83.3 (0.19) 84.0 (0.19)	28.1 (—) 38.2 (—) 44.7 (—) 57.7 (—) 71.5 (0.30) 81.3 (0.24) 85.8 (0.22) 85.9 (0.22) 86.3 (0.20) 87.1 (0.20) 87.6 (0.19) 88.4 (0.19)	8.4 (—) 14.7 (—) 23.1 (—) 36.6 (—) 51.5 (1.08) 66.5 (0.90) 74.1 (0.81) 74.6 (0.71) 76.5 (0.68) 77.1 (0.67) 77.5 (0.66) 78.7 (0.64)	— (†) — (†) 44.2 (1.63) 51.3 (1.23) 53.8 (1.09) 53.3 (0.97) 54.6 (0.76) 55.3 (0.75) 56.3 (0.75) 56.3 (0.75)	— (†) — (†) — (†) — (†) 82.5 (1.57) 81.9 (1.54) 81.0 (1.21) 82.9 (1.11) 82.3 (1.09) 82.8 (1.06) 83.4 (1.03)				- (†) - (†) - (†) - (†) - (†) - (†) - (†) - (†) - (†) - (†) - (†) - (†)
2001 2002 2003 2004 2005	84.2 (0.18) 84.4 (0.13) 85.0 (0.13) 85.4 (0.12) 85.5 (0.15)	88.8 (0.19) 88.9 (0.13) 89.7 (0.13) 90.1 (0.12) 90.3 (0.18)	78.6 (0.64) 79.4 (0.45) 80.7 (0.44) 81.2 (0.43) 81.5 (0.53)	57.4 (0.70) 57.9 (0.48) 57.8 (0.46) 59.5 (0.46) 59.1 (0.63)	85.2 (0.91) 85.7 (0.64) 86.1 (0.62) 85.3 (0.63) 85.4 (0.76)	- (†) - (†) 86.1 (0.64) 85.1 (0.64) 85.2 (0.78)	(1) — (†) 86.9 (2.63) 88.1 (2.76) 91.7 (2.46)	77.9 (2.30) 78.6 (2.24) 75.6 (2.29)	(1) — (†) 85.1 (1.38) 86.5 (1.29) 88.1 (1.12)
2006	85.9 (0.16)	90.8 (0.17)	81.5 (0.51)	60.1 (0.59)	85.6 (0.82)	85.6 (0.81)	85.7 (3.08)	78.9 (2.18)	88.2 (1.11)
2007	86.4 (0.15)	91.0 (0.16)	83.0 (0.49)	62.5 (0.56)	86.1 (0.93)	86.0 (0.97)	89.1 (2.40)	81.9 (1.91)	89.2 (1.22)
2008	87.2 (0.17)	91.8 (0.18)	84.2 (0.49)	63.7 (0.61)	87.2 (0.75)	87.0 (0.78)	93.0 (1.57)	79.2 (2.95)	89.5 (1.53)
2009	87.1 (0.16)	91.9 (0.17)	84.2 (0.48)	63.3 (0.59)	86.4 (0.73)	86.3 (0.75)	89.7 (2.33)	82.7 (1.96)	87.6 (1.16)
2010	87.6 (0.15)	92.3 (0.17)	85.0 (0.46)	64.4 (0.59)	87.2 (0.72)	87.1 (0.75)	90.9 (2.41)	82.5 (1.95)	89.7 (1.13)
2011	88.0 (0.15)	92.8 (0.16)	85.3 (0.50)	65.1 (0.57)	87.1 (0.64)	87.0 (0.66)	89.5 (2.25)	83.8 (2.00)	90.7 (1.22)
2012	88.0 (0.17)	92.7 (0.18)	86.1 (0.46)	66.0 (0.65)	87.9 (0.64)	87.8 (0.66)	90.1 (2.11)	81.8 (1.84)	91.6 (1.13)
2013	88.6 (0.16)	93.2 (0.16)	86.6 (0.46)	67.9 (0.55)	89.0 (0.61)	88.9 (0.63)	89.6 (2.01)	83.1 (2.16)	92.0 (0.95)
2014	88.9 (0.17)	93.7 (0.20)	87.0 (0.55)	67.9 (0.61)	87.4 (0.76)	87.4 (0.77)	87.8 (2.98)	81.6 (2.78)	92.8 (1.28)
2015	88.8 (0.14)	93.5 (0.15)	88.2 (0.43)	67.8 (0.53)	87.1 (0.60)	87.2 (0.62)	85.3 (2.46)	85.6 (2.10)	90.9 (1.14)
2016	89.6 (0.14)	94.3 (0.15)	88.3 (0.39)	69.7 (0.53)	89.3 (0.55)	89.2 (0.56)	91.8 (2.26)	85.2 (1.69)	92.8 (1.07)
2017	90.0 (0.14)	94.5 (0.14)	88.6 (0.43)	71.6 (0.52)	89.4 (0.54)	89.4 (0.56)	89.5 (2.20)	87.2 (1.52)	93.6 (0.92)
2018	90.2 (0.13)	94.7 (0.15)	88.7 (0.41)	72.5 (0.48)	88.6 (0.51)	88.6 (0.52)	89.1 (2.77)	87.4 (1.51)	93.7 (0.86)
2019	90.5 (0.13)	95.0 (0.14)	89.3 (0.43)	72.8 (0.49)	90.0 (0.52)	89.8 (0.54)	94.2 (1.63)	91.3 (1.30)	93.9 (1.02)
Bachelor's or higher degree <sup>4</sup> 1940 1950 1960 1970 1980 1990 1995	3.8 (—) 5.2 (—) 5.8 (—) 8.2 (—) 13.6 (0.20) 18.4 (0.21) 20.2 (0.22)	4.0 (—) 5.4 (—) 6.0 (—) 8.6 (—) 14.4 (0.23) 19.8 (0.25) 22.1 (0.26)	1.2 (—) 2.4 (—) 3.6 (—) 5.6 (—) 8.1 (0.59) 10.8 (0.59) 13.0 (0.62)	— (†) — (†) — (†) 6.2 (0.79) 8.7 (0.69) 8.4 (0.61)	— (†) — (†) — (†) — (†) — (†) 37.8 (2.01) 35.0 (1.90)	(†) (†) (†) (†) (†) (†)	— (†) — (†) — (†) — (†) — (†) — (†)	- (†) - (†) - (†) - (†) - (†) - (†)	(†) (†) (†) (†) (†) (†)
1996 1997 1998 1999 2000	21.4 (0.23) 21.7 (0.21) 22.4 (0.21) 23.1 (0.22) 23.6 (0.22)	23.2 (0.27) 23.7 (0.25) 24.1 (0.25) 25.0 (0.26) 25.5 (0.26)	14.8 (0.58) 14.0 (0.56) 15.4 (0.58) 16.5 (0.59) 16.8 (0.59)	8.3 (0.53) 10.1 (0.46) 10.9 (0.47) 11.0 (0.46) 10.6 (0.44)	38.0 (1.50) 37.4 (1.43) 38.9 (1.39) 39.0 (1.37) 41.0 (1.37)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)
2001	24.3 (0.22)	26.5 (0.26)	16.3 (0.58)	11.3 (0.45)	43.4 (1.26)	— (†)	— (†)	— (†)	— (†)
2002	25.1 (0.15)	27.3 (0.19)	17.7 (0.42)	11.2 (0.31)	44.2 (0.91)	— (†)	— (†)	— (†)	— (†)
2003	25.7 (0.15)	27.9 (0.19)	18.0 (0.43)	11.6 (0.30)	45.3 (0.89)	46.3 (0.92)	28.0 (3.50)	12.2 (1.81)	22.2 (1.61)
2004	26.1 (0.15)	28.4 (0.19)	18.5 (0.43)	12.3 (0.31)	45.2 (0.88)	45.7 (0.90)	32.9 (4.01)	13.1 (1.84)	22.7 (1.59)
2005	26.5 (0.23)	28.9 (0.30)	18.9 (0.51)	12.1 (0.42)	46.0 (1.08)	46.8 (1.10)	24.1 (4.08)	12.2 (2.00)	23.3 (1.43)
2006	26.9 (0.22)	29.3 (0.28)	19.5 (0.55)	12.9 (0.39)	46.6 (1.11)	47.3 (1.15)	27.2 (4.03)	12.3 (1.81)	23.6 (1.70)
2007	28.0 (0.23)	30.6 (0.29)	19.2 (0.59)	13.7 (0.44)	48.6 (1.07)	49.5 (1.10)	27.9 (4.16)	13.4 (1.53)	25.8 (1.58)
2008	28.8 (0.24)	31.5 (0.29)	20.5 (0.58)	14.1 (0.37)	49.3 (0.99)	50.1 (1.02)	29.3 (3.82)	15.1 (1.75)	26.1 (1.92)
2009	29.1 (0.21)	31.9 (0.26)	20.6 (0.56)	14.0 (0.41)	48.8 (0.98)	49.7 (1.02)	32.9 (3.74)	18.8 (1.91)	26.6 (1.67)
2010	29.6 (0.21)	32.4 (0.26)	21.6 (0.63)	14.9 (0.42)	49.1 (1.12)	49.9 (1.19)	32.2 (4.11)	18.2 (1.83)	25.7 (1.59)
2011	30.1 (0.22)	33.1 (0.28)	21.7 (0.60)	15.2 (0.43)	47.0 (1.04)	48.0 (1.07)	24.7 (3.52)	17.9 (2.17)	28.9 (1.70)
2012	30.6 (0.23)	33.5 (0.30)	22.9 (0.61)	15.8 (0.45)	48.6 (0.93)	49.7 (0.94)	24.9 (3.70)	17.2 (2.13)	28.8 (1.88)
2013	31.4 (0.24)	34.4 (0.31)	23.4 (0.61)	16.2 (0.42)	50.2 (0.94)	51.3 (0.96)	28.0 (3.44)	16.6 (2.05)	32.0 (1.89)
2014	32.0 (0.32)	35.3 (0.42)	24.2 (0.75)	16.1 (0.50)	49.3 (1.12)	50.4 (1.15)	27.1 (4.38)	13.1 (1.92)	33.1 (2.08)
2015	32.7 (0.25)	36.1 (0.32)	24.3 (0.60)	16.6 (0.42)	50.4 (0.82)	51.8 (0.85)	21.3 (3.13)	21.3 (1.71)	33.4 (1.96)
2016	33.7 (0.27)	37.3 (0.32)	24.8 (0.54)	17.4 (0.47)	52.9 (0.96)	53.8 (0.97)	32.4 (3.94)	17.0 (1.78)	35.0 (2.17)
2017	34.6 (0.28)	38.3 (0.36)	25.7 (0.59)	18.6 (0.48)	52.3 (0.94)	53.8 (0.97)	24.2 (3.54)	22.9 (2.73)	34.6 (1.87)
2018	35.3 (0.30)	38.8 (0.37)	27.1 (0.63)	20.1 (0.47)	53.1 (0.90)	54.4 (0.88)	24.6 (3.34)	21.7 (2.26)	34.4 (1.84)
2019	36.6 (0.25)	40.3 (0.34)	27.9 (0.61)	20.8 (0.46)	55.4 (0.83)	56.6 (0.82)	30.8 (3.50)	20.2 (1.95)	36.8 (1.98)

<sup>-</sup>Not available.

NOTE: Prior to 2005, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. For 1960 and prior years, data were collected in April. For later years, data were collected in March. Race categories exclude persons of Hispanic ethnicity except where

SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1970 through 2019. (This table was prepared October 2019.)

Includes persons of Hispanic ethnicity for years prior to 1980.

Data for years prior to 1993 are for persons with 4 or more years of high school. Data for

later years are for high school completers—i.e., those persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.

<sup>&</sup>lt;sup>3</sup>Estimates based on Census Bureau reverse projection of 1940 census data on education

by age.

Data for years prior to 1993 are for persons with 4 or more years of college.

Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019

										As	ian/Paci	fic Island	er		An	nerican		
Sex, selected level of educational attainment, and year		Total		White <sup>1</sup>		Black <sup>1</sup>	Н	ispanic		Total		Asian	I	Pacific slander		Indian/ Native	mor	Two or e races
1		2		3		4		5		6		7		8		9		10
<b>Total</b> High school completion or higher <sup>2</sup> 1920 <sup>3</sup> 1940 1950 1960 1970	38.1 52.8 60.7 75.4	(†) (—) (—) (—)	22.0 41.2 56.3 63.7 77.8	() () () ()	6.3 12.3 23.6 38.6 58.4	() () () ()	_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)
1980 1990 1995 2000 2005	85.4 85.7 86.8 88.1 86.2	(0.40) (0.38) (0.39) (0.37) (0.42)	89.2 90.1 92.5 94.0 92.8	(0.40) (0.37) (0.36) (0.33) (0.39)	76.7 81.7 86.7 86.8 87.0	(1.64) (1.37) (1.23) (1.13) (1.03)	58.0 58.2 57.1 62.8 63.3	(2.59) (1.94) (1.80) (1.22) (1.32)	91.5 90.8 93.7 95.6	(†) (2.09) (2.26) (1.27) (0.88)	95.5	(†) (†) (†) (†) (0.92)	99.5	(†) (†) (†) (†) (0.54)	81.5 79.2 80.2	(†) (†) (6.97) (5.19) (4.77)	91.4	(†) (†) (†) (†) (1.93)
2006	86.4	(0.36)	93.4	(0.35)	86.3	(1.09)	63.2	(1.17)	96.4	(0.88)	96.6	(0.86)	93.4	(3.70)	79.8	(5.19)	89.3	(2.70)
2007	87.0	(0.36)	93.5	(0.33)	87.7	(1.16)	65.0	(1.06)	96.8	(0.91)	97.5	(0.73)	86.2	(7.36)	84.5	(4.41)	90.5	(2.19)
2008	87.8	(0.36)	93.7	(0.38)	87.5	(1.29)	68.3	(1.16)	95.9	(0.86)	95.8	(0.91)	97.5	(2.09)	86.7	(3.36)	94.2	(1.72)
2009	88.6	(0.36)	94.6	(0.33)	88.9	(0.98)	68.9	(1.16)	95.4	(0.91)	95.8	(0.95)	91.6	(3.46)	81.1	(4.26)	88.5	(2.40)
2010	88.8	(0.32)	94.5	(0.31)	89.6	(0.93)	69.4	(1.22)	93.7	(1.18)	94.0	(1.24)	89.7	(5.05)	89.9	(2.98)	88.5	(2.76)
2011	89.0	(0.34)	94.4	(0.34)	88.1	(0.98)	71.5	(1.12)	95.4	(0.87)	95.3	(0.91)	98.3	(1.23)	84.9	(3.95)	90.7	(2.15)
2012	89.7	(0.38)	94.6	(0.37)	88.5	(0.96)	75.0	(1.16)	96.2	(0.73)	96.1	(0.77)	98.6	(0.83)	84.5	(3.94)	92.8	(2.22)
2013	89.9	(0.35)	94.1	(0.35)	90.3	(0.92)	75.8	(1.10)	95.4	(0.77)	95.4	(0.81)	95.5	(2.71)	84.7	(3.47)	97.4	(1.11)
2014	90.8	(0.39)	95.6	(0.41)	91.9	(0.93)	74.7	(1.31)	96.6	(0.76)	96.6	(0.79)	96.0	(2.19)	83.9	(4.67)	96.0	(2.01)
2015	91.2	(0.31)	95.4	(0.32)	92.5	(0.78)	77.1	(1.02)	95.3	(0.92)	95.8	(0.87)	87.2	(6.60)	86.7	(2.65)	94.9	(1.54)
2016	91.7	(0.34)	95.2	(0.33)	91.1	(0.92)	80.6	(1.01)	96.7	(0.68)	96.8	(0.68)	94.0	(3.90)	84.5	(4.13)	94.8	(1.49)
2017	92.5	(0.32)	95.6	(0.30)	92.3	(0.89)	82.7	(0.92)	96.4	(0.76)	96.8	(0.76)	90.1	(4.96)	84.6	(4.34)	94.8	(2.01)
2018	92.9	(0.32)	95.6	(0.37)	92.0	(0.86)	85.2	(0.89)	97.0	(0.70)	97.5	(0.71)	90.7	(3.86)	89.1	(3.06)	93.3	(1.68)
2019	93.5	(0.29)	96.3	(0.32)	91.5	(0.91)	86.4	(0.80)	96.9	(0.71)	96.9	(0.76)	97.3	(2.00)	94.8	(2.27)	95.5	(1.76)
Associate's or higher degree 1995 2000 2005	33.0 37.7 37.3	(0.54) (0.55) (0.56)	38.3 43.7 43.9	(0.67) (0.70) (0.77)	22.5 26.0 26.5	(1.52) (1.47) (1.43)	13.0 15.4 17.3	(1.23) (0.91) (0.91)	51.1 60.8 66.4	(3.91) (2.55) (2.14)	— 68.7	(†) (†) (2.17)	  17.8!	(†) (†) (6.08)	11.6! 29.7 24.4	(5.75) (5.84) (4.13)	 36.8	(†) (†) (3.99)
2006	37.6	(0.51)	45.1	(0.75)	25.3	(1.48)	16.1	(0.77)	66.7	(2.27)	68.6	(2.33)	33.5	(8.26)	18.2	(5.17)	31.6	(3.67)
2007	38.6	(0.55)	45.8	(0.77)	27.3	(1.36)	18.1	(0.77)	66.2	(2.08)	68.0	(2.11)	37.1	(8.93)	14.6	(4.27)	35.3	(3.80)
2008	39.7	(0.55)	47.6	(0.72)	27.6	(1.39)	18.7	(0.90)	65.1	(2.21)	66.9	(2.19)	35.3	(7.53)	20.9	(3.60)	33.5	(3.84)
2009	39.3	(0.58)	47.1	(0.83)	27.8	(1.43)	18.4	(0.89)	63.0	(2.21)	66.7	(2.23)	20.9	(5.84)	20.8	(4.05)	35.6	(3.76)
2010	41.1	(0.51)	48.9	(0.69)	29.4	(1.41)	20.5	(0.99)	60.5	(2.33)	63.4	(2.45)	22.0!	(7.92)	28.9	(6.19)	36.9	(3.57)
2011	42.1	(0.65)	50.1	(0.85)	29.8	(1.50)	20.6	(0.87)	63.6	(2.36)	64.6	(2.35)	39.7	(9.75)	25.0	(4.52)	42.0	(4.33)
2012	42.8	(0.58)	49.9	(0.80)	31.6	(1.40)	22.7	(1.01)	66.3	(1.96)	68.3	(2.01)	32.4	(6.33)	23.6	(4.32)	47.6	(3.76)
2013	43.2	(0.57)	51.0	(0.79)	29.5	(1.42)	23.1	(0.87)	65.5	(1.93)	67.2	(1.96)	37.3	(7.84)	26.3	(5.70)	44.2	(3.81)
2014	44.1	(0.75)	51.9	(1.01)	32.0	(1.98)	23.4	(1.18)	67.8	(2.35)	70.3	(2.40)	‡	(†)	18.2	(4.23)	40.8	(4.46)
2015	45.7	(0.53)	54.0	(0.78)	31.1	(1.41)	25.7	(1.01)	68.9	(2.09)	71.7	(2.13)	24.9	(6.58)	22.3	(3.65)	38.4	(3.56)
2016	46.1	(0.62)	54.3	(0.82)	31.7	(1.46)	27.0	(1.19)	69.5	(2.07)	71.5	(2.15)	28.6	(8.03)	16.5	(3.47)	41.3	(4.10)
2017	46.1	(0.61)	53.5	(0.83)	32.7	(1.35)	27.7	(1.00)	68.0	(2.11)	69.9	(2.10)	35.8	(8.65)	27.1	(5.97)	45.6	(3.86)
2018	46.7	(0.65)	53.6	(0.89)	32.6	(1.54)	30.5	(1.17)	72.2	(1.90)	75.5	(1.83)	22.6	(5.98)	24.4	(4.14)	41.5	(3.50)
2019	49.1	(0.65)	55.7	(0.87)	39.6	(1.90)	31.3	(1.04)	75.0	(1.67)	77.5	(1.71)	36.5	(7.07)	22.7	(4.34)	44.7	(3.81)
Bachelor's or higher degree <sup>4</sup> 1920 <sup>3</sup> 1940 1950 1960 1970	5.9 7.7 11.0 16.4	(†) (_) (_) (_)	4.5 6.4 8.2 11.8 17.3		1.2 1.6 2.8 5.4 10.0		_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)	=	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†) (†)
1980 1990 1995 2000 2005	22.5 23.2 24.7 29.1 28.8	(0.47) (0.46) (0.49) (0.52) (0.55)	25.0 26.4 28.8 34.0 34.5	(0.55) (0.55) (0.62) (0.67) (0.78)	11.6 13.4 15.4 17.8 17.6	(1.24) (1.20) (1.31) (1.28) (1.21)	7.7 8.1 8.9 9.7 11.2	(1.39) (1.07) (1.04) (0.75) (0.81)	43.0 43.1 54.3 60.0	(†) (3.71) (3.87) (2.60) (2.20)	62.1	(†) (†) (†) (†) (2.25)	   17.0!	(†) (†) (†) (†) (6.01)	 ‡ 15.9 16.4	(†) (†) (†) (4.68) (3.56)		(†) (†) (†) (†) (3.79)
2006	28.4	(0.52)	34.3	(0.78)	18.7	(1.33)	9.5	(0.66)	59.6	(2.39)	61.9	(2.44)	20.7!	(6.70)	9.5!	(4.26)	23.3	(3.14)
2007	29.6	(0.54)	35.5	(0.75)	19.5	(1.21)	11.6	(0.61)	59.4	(2.24)	61.5	(2.26)	26.5!	(8.25)	6.4!	(2.99)	26.3	(3.44)
2008	30.8	(0.51)	37.1	(0.70)	20.4	(1.35)	12.4	(0.69)	57.9	(2.26)	60.2	(2.32)	20.2!	(6.75)	14.3	(3.17)	26.6	(3.75)
2009	30.6	(0.57)	37.2	(0.85)	18.9	(1.36)	12.2	(0.80)	56.4	(2.25)	60.3	(2.28)	12.5!	(4.44)	15.9	(3.73)	29.7	(3.84)
2010	31.7	(0.51)	38.6	(0.72)	19.4	(1.20)	13.5	(0.80)	52.5	(2.32)	55.8	(2.47)	10.0!	(4.40)	18.6	(4.80)	29.8	(3.22)
2011	32.2	(0.62)	39.2	(0.88)	20.1	(1.25)	12.8	(0.73)	56.0	(2.50)	57.2	(2.52)	28.8!	(9.04)	17.3	(4.45)	32.4	(3.85)
2012	33.5	(0.58)	39.8	(0.78)	23.2	(1.38)	14.8	(0.90)	59.6	(2.17)	61.7	(2.24)	25.5	(6.12)	10.4	(2.87)	32.9	(3.72)
2013	33.6	(0.55)	40.4	(0.77)	20.5	(1.38)	15.7	(0.82)	58.0	(2.16)	60.1	(2.18)	24.7!	(7.54)	16.6	(4.89)	29.6	(3.45)
2014	34.0	(0.75)	40.8	(1.05)	22.4	(1.82)	15.1	(0.97)	60.8	(2.44)	63.2	(2.50)	‡	(†)	5.6!	(2.24)	32.4	(4.12)
2015	35.6	(0.55)	43.0	(0.83)	21.3	(1.33)	16.4	(0.78)	62.8	(2.25)	66.0	(2.27)	11.4!	(4.64)	15.3	(3.21)	29.6	(3.62)
2016	36.1	(0.61)	42.9	(0.87)	22.7	(1.26)	18.7	(1.06)	63.5	(2.11)	65.6	(2.20)	20.4!	(6.62)	10.2	(2.57)	28.3	(3.76)
2017	35.7	(0.63)	42.1	(0.88)	22.8	(1.37)	18.5	(0.82)	60.6	(2.22)	62.7	(2.28)	25.3	(7.04)	16.3!	(5.22)	32.8	(3.84)
2018	37.0	(0.66)	43.5	(0.96)	22.6	(1.39)	20.7	(1.03)	67.1	(2.10)	70.5	(2.08)	15.1	(4.53)	15.5	(3.30)	26.9	(3.01)
2019	38.7	(0.62)	44.9	(0.88)	29.1	(1.64)	20.6	(0.86)	68.3	(1.94)	71.4	(1.96)	21.6	(6.22)	13.6	(3.59)	34.3	(3.68)

Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019—Continued

					[Otalic	iaiu eiio	- С цррос				sian/Paci	fic Island	ler		Ar	nerican		
Sex, selected level of educational attainment, and year		Total		White <sup>1</sup>		Black <sup>1</sup>	Н	lispanic		Total		Asian		Pacific Islander	Alaska	Indian/ Native	mor	Two or e races
Master's or higher degree		2		3		4		5		6		7		8		9		10
1995 2000 2005	4.5 5.4 6.3	(0.24) (0.26) (0.31)	5.3 5.8 7.5	(0.31) (0.33) (0.45)	1.8 3.7 2.6	(0.48) (0.63) (0.44)	1.6 2.1 2.1	(0.46) (0.36) (0.38)	10.9 15.5 16.9	(2.43) (1.89) (1.93)	 17.5	(†) (†) (2.01)	<u>_</u>	(†) (†) (†)	‡ ‡ ‡	(†) (†) (†)	 7.0!	(†) (†) (2.49)
2006 2007 2008 2009 2010	6.4 6.3 7.0 7.4 6.8	(0.29) (0.30) (0.28) (0.30) (0.26)	7.5 7.6 8.2 8.9 7.7	(0.42) (0.42) (0.40) (0.45) (0.38)	3.2 3.5 4.4 4.2 4.7	(0.58) (0.59) (0.64) (0.54) (0.60)	1.5 1.5 2.0 1.9 2.5	(0.25) (0.25) (0.28) (0.26) (0.37)	20.1 17.5 19.9 21.1 17.9	(2.00) (1.84) (1.84) (1.98) (1.87)	21.1 18.5 21.0 22.9 19.2	(2.10) (1.93) (1.96) (2.16) (1.99)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	7.1 6.2! 6.9! 6.5! 5.3!	(1.83) (2.38) (2.57) (2.02) (1.63)
2011 2012 2013 2014 2015	6.9 7.2 7.4 7.6 8.7	(0.32) (0.35) (0.31) (0.41) (0.33)	8.1 8.2 8.6 9.0 10.1	(0.45) (0.51) (0.50) (0.58) (0.51)	4.0 5.1 3.3 3.9 5.0	(0.52) (0.66) (0.50) (0.77) (0.60)	2.7 2.7 3.0 2.9 3.2	(0.37) (0.36) (0.37) (0.43) (0.41)	16.7 17.8 20.6 17.9 21.6	(1.78) (1.85) (1.73) (1.84) (1.85)	17.5 18.9 21.8 18.8 22.8	(1.85) (1.92) (1.79) (1.92) (1.97)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	2.6! ‡ ‡	(†) (1.28) (†) (†) (†)	6.1 4.1! 4.8! 7.1! 7.8	(1.59) (1.49) (1.54) (2.32) (1.79)
2016 2017 2018 2019	9.2 9.2 9.0 9.4	(0.33) (0.34) (0.36) (0.36)	10.5 10.1 10.1 10.3	(0.52) (0.55) (0.62) (0.52)	5.2 5.5 4.5 6.2	(0.69) (0.71) (0.65) (0.80)	4.1 3.9 3.4 3.4	(0.49) (0.40) (0.43) (0.40)	23.8 24.5 27.5 27.1	(1.95) (1.76) (1.87) (1.79)	24.9 25.6 29.2 28.9	(2.01) (1.89) (1.98) (1.90)	‡ ‡ ‡	(†) (†) (†) (†)	2.1! ‡ ‡	(0.85) (†) (†) (†)	5.3! 5.0! 2.9! 10.4	(1.74) (1.72) (1.44) (2.52)
Males High school completion or higher <sup>2</sup> 1980 1990 1995 2000 2005	85.4 84.4 86.3 86.7 85.0	(0.49) (0.56) (0.56) (0.55) (0.58)	89.1 88.6 92.0 92.9 91.8	(0.48) (0.57) (0.53) (0.51) (0.53)	74.7 81.4 88.4 87.6 86.6	(1.97) (2.03) (1.72) (1.67) (1.76)	57.0 56.6 55.7 59.2 63.2	(3.45) (2.69) (2.51) (1.76) (1.72)	95.3 90.5 92.1 96.8	(†) (1.78) (3.11) (2.03) (1.09)	— — — 96.7	(†) (†) (†) (†) (1.15)	   99.1	(†) (†) (†) (†) (0.94)	83.6 68.5 73.0	(†) (†) (9.73) (9.40) (8.43)		(†) (†) (†) (†) (3.07)
2006 2007 2008 2009 2010	84.4 84.9 85.8 87.5 87.4	(0.54) (0.50) (0.54) (0.51) (0.44)	92.3 92.7 92.6 94.4 94.6	(0.52) (0.48) (0.58) (0.46) (0.42)	84.2 87.4 85.7 88.8 87.9	(2.02) (1.65) (1.99) (1.56) (1.52)	60.5 60.5 65.6 66.2 65.7	(1.64) (1.59) (1.55) (1.54) (1.52)	97.2 95.9 95.6 96.4 93.8	(1.01) (1.13) (1.23) (1.17) (1.83)	97.2 96.3 95.4 96.2 93.5	(1.06) (1.10) (1.31) (1.25) (1.95)	97.8 ‡ 100.0 98.2 98.2	(1.60) (†) (0.00) (1.81) (1.35)	75.0 76.6 90.5 77.5 93.2	(6.34) (8.90) (4.04) (8.59) (3.47)	89.2 92.9 92.7 92.0 87.9	(3.81) (2.64) (2.68) (3.01) (4.32)
2011 2012 2013 2014 2015	87.5 88.4 88.3 90.1 90.5	(0.49) (0.51) (0.52) (0.53) (0.45)	93.4 93.8 93.3 95.4 95.1	(0.48) (0.50) (0.53) (0.60) (0.45)	88.0 86.2 87.8 93.5 91.8	(1.43) (1.58) (1.60) (1.18) (1.22)	69.2 73.3 73.1 72.4 75.7	(1.62) (1.57) (1.64) (1.76) (1.41)	94.2 96.1 94.4 96.1 95.9	(1.30) (1.04) (1.12) (1.10) (1.23)	93.9 96.0 94.3 96.1 97.1	(1.36) (1.09) (1.21) (1.14) (0.96)	98.5 97.3 96.3 ‡ 75.8	(1.46) (1.74) (3.04) (†) (12.49)	84.5 82.8 89.0 83.5 83.2	(5.28) (8.27) (3.25) (7.17) (4.73)	86.2 91.0 96.8 96.9 98.0	(4.41) (3.58) (1.77) (2.02) (1.27)
2016 2017 2018 2019	90.9 91.5 91.9 92.7	(0.46) (0.48) (0.44) (0.39)	94.8 94.8 95.0 96.2	(0.44) (0.46) (0.53) (0.42)	91.7 92.0 90.7 89.8	(1.19) (1.19) (1.37) (1.41)	78.3 80.7 83.4 84.6	(1.34) (1.31) (1.22) (1.11)	96.0 97.3 97.1 96.8	(1.06) (0.77) (0.92) (0.98)	96.2 97.7 97.6 96.9	(1.05) (0.75) (0.96) (1.00)	\$9.3 89.3 ‡	(†) (6.87) (6.35) (†)	84.4 76.5 82.9 92.1	(5.70) (8.11) (5.67) (4.18)	98.1 95.9 92.8 93.8	(1.22) (2.38) (2.42) (3.00)
Associate's or higher degree 1995 2000 2005	32.1 35.3 33.4	(0.76) (0.78) (0.74)	37.1 40.7 39.6	(0.94) (0.98) (1.05)	23.5 24.1 22.7	(2.28) (2.16) (1.77)	11.6 13.0 16.1	(1.62) (1.20) (1.12)	49.8 60.7 64.0	(5.30) (3.68) (3.16)	<u> </u>	(†) (†) (3.19)	 18.5!	(†) (†) (7.78)	‡ 17.6! 19.9!	(†) (7.71) (7.06)	 31.0	(†) (†) (5.10)
2006 2007 2008 2009 2010	33.8 34.1 34.7 34.5 36.1	(0.67) (0.76) (0.72) (0.66) (0.68)	41.5 40.8 42.2 41.8 44.5	(0.97) (1.01) (0.98) (1.04) (0.98)	21.3 26.4 24.2 21.9 22.9	(2.02) (2.06) (2.16) (1.97) (2.16)	12.8 13.8 15.2 15.9 16.0	(1.02) (0.96) (1.05) (1.16) (1.20)	65.4 64.5 61.5 63.0 57.4	(3.32) (3.04) (3.23) (2.86) (3.12)	67.9 66.3 62.8 66.6 61.1	(3.37) (3.12) (3.21) (2.99) (3.27)	25.6! ‡ 41.3 17.4! ‡	(†) (11.71)	18.9! 14.9! 22.0! 17.1! 30.1	(6.39) (6.95)	28.4 30.8 29.9 31.7 31.5	(5.26) (5.22) (4.62) (5.35) (5.23)
2011 2012 2013 2014 2015	37.0 38.2 38.5 39.4 41.3	(0.88) (0.81) (0.69) (0.95) (0.73)	45.2 44.8 46.0 47.4 49.3	(1.17) (1.11) (1.03) (1.35) (1.15)	25.9 25.3 24.8 28.9 24.6	(2.24) (1.92) (1.76) (2.66) (2.00)	16.1 20.6 20.0 18.2 22.7	(1.18) (1.45) (1.20) (1.40) (1.32)	57.9 63.4 61.2 63.5 67.1	(3.40) (3.00) (2.74) (3.37) (3.01)	58.8 65.5 62.6 66.0 69.5	(3.48) (2.94) (2.80) (3.41) (2.93)	42.9 28.8! 39.3 ‡ 26.0!	(12.13) (10.22) (11.03) (†) (9.45)	22.0 15.7! 27.5 23.7! 17.7!	(5.29) (5.97) (7.59) (8.06) (5.36)	38.4 46.3 42.8 33.5 37.7	(7.04) (5.90) (5.00) (6.67) (5.16)
2016 2017 2018 2019	41.8 41.3 42.0 44.9	(0.87) (0.86) (0.85) (0.86)	49.9 48.3 47.8 50.6	(1.19) (1.22) (1.22) (1.15)	28.3 29.5 29.1 37.6	(2.21) (2.22) (2.36) (2.75)	23.4 22.0 27.3 26.8	(1.56) (1.33) (1.49) (1.41)	66.1 64.8 71.2 73.8	(2.83) (2.85) (2.69) (2.46)	68.2 66.0 74.1 75.6	(2.90) (2.88) (2.67) (2.55)	‡ 38.6! 21.2! ‡	(†) (11.88) (8.56) (†)	19.4! 15.6!		27.7 41.0 34.9 45.2	(5.03) (5.82) (5.45) (5.46)
Bachelor's or higher degree <sup>4</sup> 1980 1990 1995 2000 2005	24.0 23.7 24.5 27.9 25.5	(0.59) (0.65) (0.70) (0.73) (0.68)	26.8 26.6 28.4 32.3 30.7	(0.69) (0.79) (0.88) (0.93) (0.98)	10.5 15.1 17.4 18.4 14.2	(1.39) (1.87) (2.04) (1.96) (1.57)	8.4 7.3 7.8 8.3 10.2	(1.94) (1.41) (1.35) (0.98) (0.99)	47.6 42.0 55.5 58.5	(†) (4.19) (5.23) (3.74) (3.11)	— — — 61.0	(†) (†) (†) (†) (3.17)	   17.2!	(†) (†) (†) (†) (7.62)	 _ ‡ 14.5!	(†) (†) (†) (†) (6.14)		(†) (†) (†) (†) (4.93)
2006 2007 2008 2009 2010	25.3 26.3 26.8 26.6 27.8	(0.67) (0.72) (0.64) (0.66) (0.68)	31.4 31.9 32.6 32.6 34.8	(0.98) (0.98) (0.89) (1.04) (0.96)	15.2 18.9 19.0 14.8 15.0	(1.66) (1.86) (1.94) (1.82) (1.72)	6.9 8.6 10.0 11.0 10.8	(0.70) (0.71) (0.86) (1.04) (1.06)	58.7 58.5 54.1 55.2 49.0	(3.46) (3.45) (3.41) (3.07) (3.12)	60.9 60.4 55.8 59.2 52.3	(3.52) (3.54) (3.53) (3.24) (3.31)	23.3! ‡ 26.1! ‡ ‡	(†)	‡ ‡ 17.7! 15.2! 18.9!		20.8 23.3 25.7 24.6 24.9	(4.65) (4.88) (4.45) (5.77) (4.91)
2011 2012 2013 2014 2015	28.4 29.8 30.2 30.9 32.4	(0.82) (0.82) (0.68) (0.93) (0.74)	35.5 36.0 37.1 37.7 39.5	(1.16) (1.06) (1.00) (1.36) (1.12)	17.0 19.1 17.4 20.8 17.6	(1.83) (1.74) (1.63) (2.40) (1.83)	9.6 12.5 13.1 12.4 14.5	(0.90) (1.20) (1.06) (1.22) (1.04)	50.8 55.0 53.0 56.9 60.9	(3.42) (3.15) (3.03) (3.55) (3.13)	52.1 56.9 55.1 59.0 63.8	(3.55) (3.16) (3.13) (3.59) (3.12)	24.3! 19.0! ‡		‡	(4.80) (†) (6.40) (†) (†)	34.1 30.4 29.3 26.4 26.7	(6.62) (5.43) (4.61) (6.13) (5.07)

Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019—Continued

										As	ian/Paci	fic Island	ler		Ar	nerican		
Sex, selected level of educational attainment, and year		Total 2		White <sup>1</sup>		Black <sup>1</sup>	Н	lispanic 5		Total 6		Asian		Pacific Islander 8	Alaska	Indian/ Native	mor	Two or e races
2016 2017 2018 2019	32.7 32.0 33.2 35.7	(0.80) (0.81) (0.85) (0.83)	39.5 37.7 38.8 40.8	(1.20) (1.19) (1.32) (1.17)	20.4 21.7 18.7 28.3	(1.87) (1.79) (1.95) (2.30)	16.2 15.0 18.4 18.2	(1.31) (1.13) (1.34) (1.23)	59.0 57.7 66.7 67.6	(2.86) (2.92) (2.97) (2.73)	61.4 59.2 69.6 70.1	(2.98) (3.00) (2.97) (2.79)	26.4! 17.3! ‡	(†) (10.58) (8.00) (†)	7.8! ‡ 8.4! 6.4!	(3.17) (†) (3.50)	19.7 26.1 25.1 36.7	(4.52) (5.48) (4.93) (5.14)
Master's or higher degree 1995 2000 2005	4.9 4.7 5.2	(0.35) (0.34) (0.38)	5.6 4.9 6.2	(0.45) (0.43) (0.55)	2.2! 2.1! 1.1!	(0.72)	2.0! 1.5 1.7	(0.70) (0.43) (0.46)	12.6 17.2 19.7	(3.52) (2.85) (3.13)	 20.5	(†) (†) (3.30)	_ ‡	(†) (†) (†)	‡ ‡ ‡	(†) (†) (†)	_ ‡	(†) (†) (†)
2006 2007 2008 2009 2010	5.1 5.0 5.3 6.1 5.2	(0.37) (0.39) (0.34) (0.37) (0.32)	5.8 5.7 5.9 7.4 6.3	(0.51) (0.50) (0.49) (0.60) (0.50)	1.7! 3.3 3.4 3.2 2.9	(0.52) (0.99) (0.90) (0.73) (0.69)	1.1 0.6! 1.2 1.2 1.5	(0.32) (0.19) (0.32) (0.28) (0.39)	20.5 18.4 20.9 20.4 15.0	(2.68) (2.89) (2.94) (2.48) (2.19)	21.8 19.3 22.1 22.0 16.2	(2.83) (3.00) (3.07) (2.69) (2.36)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	5.9! 9.8! 7.8! 5.0!	(2.66) (4.28) (2.85) (2.38) (†)
2011 2012 2013 2014 2015	5.1 5.6 5.7 5.9 7.0	(0.38) (0.42) (0.38) (0.51) (0.40)	5.9 6.3 6.3 7.0 8.2	(0.49) (0.59) (0.53) (0.72) (0.62)	1.9 2.7 1.5! 2.6! 2.5	(0.54) (0.72) (0.56) (0.82) (0.75)	1.8 2.4 2.1 2.2 2.3	(0.41) (0.50) (0.43) (0.52) (0.56)	18.0 16.2 20.8 15.9 21.1	(2.58) (2.46) (2.49) (2.56) (2.65)	19.1 17.2 22.1 16.6 22.4	(2.71) (2.60) (2.60) (2.65) (2.78)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	‡ 5.9! ‡ 5.6!	(†) (†) (2.47) (†) (2.37)
2016 2017 2018 2019	7.2 7.8 7.3 7.7	(0.43) (0.42) (0.44) (0.43)	8.7 8.5 7.7 8.0	(0.68) (0.64) (0.70) (0.61)	3.9 3.9 2.8 3.8	(0.87) (0.89) (0.74) (0.90)	2.1 2.8 3.1 2.2	(0.43) (0.52) (0.56) (0.45)	19.7 24.3 27.0 29.1	(2.73) (2.52) (2.81) (2.86)	20.6 25.4 28.6 30.3	(2.85) (2.63) (2.95) (2.96)	‡ ‡ ‡	(†) (†) (†) (†)	‡ ‡ ‡	(†) (†) (†) (†)	‡ ‡ 11.7!	(†) (†) (†) (3.59)
Females High school completion or higher <sup>2</sup> 1980 1990 1995 2000 2005	85.5 87.0 87.4 89.4 87.4	(0.48) (0.51) (0.54) (0.49) (0.44)	89.2 91.7 93.0 95.2 93.8	(0.48) (0.49) (0.50) (0.43) (0.47)	78.3 82.0 85.3 86.2 87.3	(1.71) (1.85) (1.75) (1.53) (1.22)	58.9 59.9 58.7 66.4 63.4	(3.38) (2.79) (2.60) (1.69) (1.54)	85.1 91.2 95.2 94.6	(†) (2.82) (3.28) (1.55) (1.36)		(†) (†) (†) (†) (1.41)	_ _ _ _ ‡	(†) (†) (†) (†) (†)	79.6 86.3 87.1	(†) (†) (9.88) (5.68) (5.12)	   94.2	(†) (†) (†) (†) (2.26)
2006 2007 2008 2009 2010	88.5 89.1 89.9 89.8 90.2	(0.44) (0.45) (0.39) (0.41) (0.39)	94.6 94.2 94.7 94.8 94.4	(0.41) (0.44) (0.44) (0.44) (0.42)	88.0 87.9 89.2 89.0 91.1	(1.14) (1.46) (1.43) (1.12) (0.96)	66.6 70.7 71.9 72.5 74.1	(1.41) (1.30) (1.34) (1.34) (1.53)	95.6 97.7 96.1 94.5 93.6	(1.44) (1.05) (1.12) (1.20) (1.25)	96.0 98.5 96.2 95.3 94.5	(1.31) (0.68) (1.18) (1.18) (1.27)	\$6.0 95.2 86.2 81.2	(†) (8.19) (4.01) (5.92) (9.50)	83.3 90.2 84.2 83.4 86.8	(6.55) (4.49) (4.68) (4.81) (4.80)	89.4 87.9 95.9 84.8 89.1	(3.81) (3.82) (2.44) (3.57) (3.55)
2011 2012 2013 2014 2015	90.7 91.1 91.5 91.5 91.8	(0.36) (0.44) (0.38) (0.50) (0.39)	95.5 95.3 94.9 95.9 95.8	(0.42) (0.46) (0.43) (0.54) (0.41)	88.2 90.6 92.5 90.5 93.2	(1.24) (1.11) (0.95) (1.62) (0.90)	74.3 76.9 78.8 77.4 78.6	(1.26) (1.39) (1.17) (1.56) (1.34)	96.6 96.3 96.2 97.1 94.8	(0.89) (0.98) (0.96) (0.96) (1.18)	96.6 96.1 96.3 97.1 94.6	(0.92) (1.04) (1.01) (0.99) (1.25)	‡ 100.0 94.8 ‡ 96.7	(†) (0.00) (2.88) (†) (1.86)	85.3 85.8 82.0 84.1 89.3	(6.02) (4.53) (5.40) (6.05) (3.52)	94.0 94.7 98.2 95.2 91.5	(2.52) (2.35) (1.15) (3.44) (2.99)
2016 2017 2018 2019	92.5 93.4 94.0 94.3	(0.40) (0.34) (0.39) (0.36)	95.7 96.4 96.3 96.4	(0.41) (0.39) (0.44) (0.41)	90.7 92.6 93.2 93.1	(1.33) (1.22) (0.95) (1.06)	83.2 84.8 87.2 88.4	(1.22) (1.04) (1.13) (0.98)	97.4 95.5 97.0 97.1	(0.76) (1.10) (0.91) (0.95)	97.4 95.8 97.4 96.9	(0.79) (1.16) (0.85) (1.02)	‡ 90.7 91.8 98.9	(†) (4.70) (6.23) (1.09)	84.6 90.9 95.1 97.5	(5.34) (3.70) (2.18) (1.87)	91.5 94.0 93.8 97.0	(2.76) (3.24) (2.49) (1.69)
Associate's or higher degree 1995 2000 2005	34.0 40.1 41.3	(0.77) (0.78) (0.72)	39.5 46.6 48.2	(0.95) (1.00) (0.99)	21.6 27.5 29.8	(2.03) (1.99) (1.81)	14.6 17.7 18.8	(1.86) (1.37) (1.23)	52.6 60.8 68.5	(5.77) (3.54) (2.86)	 70.4	(†) (†) (2.90)	_ ‡	(†) (†) (†)	‡ 37.7 28.7	(†) (8.00) (6.96)	 43.7	(†) (†) (6.04)
2006 2007 2008 2009 2010	41.5 43.2 44.9 44.4 46.3	(0.72) (0.72) (0.77) (0.75) (0.71)	48.8 50.8 53.0 52.5 53.5	(1.00) (1.02) (1.00) (1.02) (0.92)	28.8 28.0 30.7 33.0 35.2	(1.91) (1.61) (1.79) (1.79) (1.77)	20.3 23.5 23.2 21.7 26.2	(1.17) (1.25) (1.43) (1.22) (1.48)	68.0 67.7 68.5 63.0 63.3	(2.60) (2.73) (2.80) (3.19) (2.68)	69.4 69.6 70.8 66.8 65.6	(2.65) (2.88) (2.82) (3.13) (2.80)	29.5! 23.6!	(†) (11.79) (9.83) (8.47) (13.43)		(6.91) (5.53) (4.14) (5.09) (8.27)	34.7 40.2 37.6 39.8 41.8	(5.09) (5.87) (5.73) (5.19) (5.08)
2011 2012 2013 2014 2015	47.4 47.4 47.9 48.9 50.1	(0.74) (0.68) (0.77) (0.99) (0.72)	55.2 55.0 56.1 56.5 58.7	(1.00) (0.94) (0.99) (1.28) (0.98)	33.3 37.0 33.6 34.8 36.9	(1.92) (1.80) (1.99) (2.77) (1.78)	26.2 25.1 26.8 29.4 29.0	(1.29) (1.23) (1.30) (1.67) (1.47)	69.1 69.1 69.2 71.5 70.7	(2.50) (2.22) (2.29) (3.14) (2.55)	70.2 71.0 71.2 74.1 73.8	(2.48) (2.29) (2.33) (3.18) (2.61)	36.1 35.5 ‡ 24.0!	(†) (9.80) (10.28) (†) (9.77)	28.7 29.2 25.6 15.7! 25.8	(7.46) (6.04) (7.48) (5.27) (4.73)	44.5 49.0 46.0 48.2 39.2	(5.08) (5.15) (6.22) (6.06) (5.20)
2016 2017 2018 2019	50.5 51.0 51.5 53.5	(0.71) (0.73) (0.82) (0.77)	58.7 58.8 59.6 60.9	(0.95) (1.04) (1.17) (1.12)	34.8 35.5 35.8 41.4	(1.73) (1.69) (1.86) (2.20)	31.0 33.9 34.2 36.2	(1.51) (1.34) (1.56) (1.44)	72.6 71.2 73.1 76.1	(2.49) (2.77) (2.31) (2.03)	74.5 73.9 76.9 79.5	(2.56) (2.71) (2.21) (2.12)	‡ 34.0! 23.6! 38.1	(†) (10.51) (8.51) (8.05)	18.9 33.1 32.8 29.2	(4.75) (7.83) (6.29) (6.55)	54.5 49.6 48.2 44.2	(5.59) (5.82) (5.45) (5.30)
Bachelor's or higher degree <sup>4</sup> 1980 1990 1995 2000 2005	21.0 22.8 24.9 30.1 32.2	(0.56) (0.64) (0.70) (0.73) (0.75)	23.2 26.2 29.2 35.8 38.2	(0.65) (0.78) (0.89) (0.96) (1.00)	12.4 11.9 13.7 17.4 20.5	(1.36) (1.56) (1.70) (1.69) (1.68)	6.9 9.1 10.1 11.0 12.4	(1.74) (1.64) (1.59) (1.12) (1.07)	37.4 44.5 53.1 61.4	(†) (3.83) (5.74) (3.62) (3.06)		(†) (†) (†) (†) (3.11)	_ _ _ ‡	(†) (†) (†) (†) (†)	 ‡ 19.1! 18.2!		32.1	(†) (†) (†) (†) (5.70)
2006 2007 2008 2009 2010	31.6 33.0 34.9 34.8 35.7	(0.70) (0.72) (0.71) (0.78) (0.68)	37.2 39.2 41.7 42.0 42.4	(0.99) (1.03) (0.98) (1.12) (0.96)	21.7 20.0 21.6 22.6 23.3	(1.77) (1.38) (1.57) (1.75) (1.72)	12.8 15.4 15.5 13.8 16.8	(1.05) (1.10) (1.11) (1.09) (1.20)	60.4 60.3 61.6 57.6 55.8	(2.76) (2.83) (2.67) (3.00) (2.93)	62.8 62.5 64.4 61.3 58.9	(2.82) (2.88) (2.71) (3.03) (3.00)	‡ 18.2!	(†) (11.09) (†) (6.42) (†)	‡ ‡ 12.2! 16.3 18.4!	(†) (†) (3.69) (4.42) (6.68)	25.7 29.6 27.7 35.0 34.0	(4.72) (5.17) (5.57) (5.07) (4.96)

Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2019—Continued

										As	sian/Paci	fic Island	ler		An	nerican		
Sex, selected level of educational attainment, and year		Total		White <sup>1</sup>		Black <sup>1</sup>	Н	ispanic		Total		Asian		Pacific slander	l	Indian/ Native	mor	Two or e races
1		2		3		4		5		6		7		8		9		10
2011 2012 2013 2014 2015	36.1 37.2 37.0 37.2 38.9	(0.71) (0.69) (0.71) (1.00) (0.74)	43.0 43.6 43.8 43.9 46.6	(1.03) (0.97) (0.95) (1.36) (1.06)	22.9 26.7 23.2 23.8 24.6	(1.62) (1.78) (2.03) (2.61) (1.72)	16.8 17.4 18.6 18.3 18.5	(1.10) (1.10) (1.10) (1.40) (1.21)	61.0 64.0 62.4 64.3 64.5	(2.74) (2.38) (2.51) (3.23) (2.74)	62.0 66.2 64.3 66.9 68.1	(2.75) (2.45) (2.54) (3.29) (2.73)	26.8! 29.7! ‡	(†) (9.73) (10.58) (†) (†)	19.7! 14.0! 16.4! ‡ 21.8	(6.64) (4.55) (6.57) (†) (4.51)	31.2 35.5 30.0 38.4 32.9	(4.36) (5.50) (5.26) (5.96) (5.20)
2016 2017 2018 2019	39.5 39.3 40.8 41.8	(0.75) (0.78) (0.84) (0.76)	46.3 46.5 48.4 49.2	(1.03) (1.11) (1.24) (1.14)	24.9 23.8 26.2 29.8	(1.55) (1.79) (1.81) (1.97)	21.5 22.4 23.2 23.1	(1.44) (1.16) (1.43) (1.26)	67.7 63.5 67.4 69.0	(2.66) (2.88) (2.60) (2.38)	69.6 66.3 71.5 72.7	(2.72) (2.85) (2.55) (2.38)	‡ 24.6! 13.5! 27.0!	(†) (9.17) (6.42) (8.25)	12.2! 18.7! 22.5 20.6!	(4.00) (6.83) (5.87) (6.21)	36.8 38.5 28.7 32.1	(5.55) (5.84) (4.34) (4.87)
Master's or higher degree 1995 2000 2005	4.1 6.2 7.3	(0.32) (0.38) (0.44)	5.0 6.7 8.8	(0.42) (0.50) (0.64)	1.4! 4.9 4.0	(0.59) (0.96) (0.70)	1.2! 2.7 2.6	(0.58) (0.58) (0.51)	8.9! 13.9 14.4	(3.29) (2.51) (2.08)	 15.0	(†) (†) (2.15)	_ ‡	(†) (†) (†)	‡ ‡ ‡	(†) (†) (†)	_ 10.0!	(†) (†) (4.26)
2006 2007 2008 2009 2010	7.8 7.6 8.7 8.8 8.5	(0.42) (0.43) (0.44) (0.45) (0.39)	9.2 9.4 10.4 10.4 9.2	(0.63) (0.63) (0.64) (0.66) (0.56)	4.5 3.7 5.2 5.1 6.2	(0.93) (0.66) (0.87) (0.80) (0.94)	2.0 2.6 2.9 2.7 3.8	(0.41) (0.53) (0.46) (0.43) (0.56)	19.7 16.5 18.9 21.7 20.6	(2.33) (2.39) (2.30) (2.45) (2.60)	20.4 17.7 19.9 23.7 21.8	(2.44) (2.54) (2.44) (2.70) (2.75)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	8.3! ‡ ‡ 7.9! 10.0!	(2.89) (†) (†) (2.84) (3.06)
2011 2012 2013 2014 2015	8.8 8.8 9.2 9.3 10.4	(0.48) (0.45) (0.44) (0.56) (0.51)	10.4 10.0 10.8 11.1 12.0	(0.72) (0.67) (0.71) (0.84) (0.73)	5.8 7.1 4.8 5.0 7.2	(0.85) (1.00) (0.74) (1.17) (0.98)	3.8 3.0 4.0 3.6 4.1	(0.63) (0.45) (0.59) (0.63) (0.60)	15.4 19.3 20.4 19.7 22.0	(1.98) (2.23) (1.91) (2.33) (2.51)	15.9 20.4 21.6 20.8 23.2	(2.03) (2.31) (2.00) (2.47) (2.67)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	9.9 6.3! 3.3! 7.5! 10.2!	(2.61) (2.49) (1.56) (3.00) (3.20)
2016 2017 2018 2019	11.2 10.5 10.7 11.2	(0.51) (0.49) (0.50) (0.55)	12.3 11.8 12.6 12.6	(0.74) (0.75) (0.83) (0.81)	6.3 6.8 6.2 8.5	(1.02) (1.06) (1.02) (1.23)	6.3 5.0 3.8 4.6	(0.89) (0.67) (0.54) (0.62)	27.5 24.8 27.9 25.2	(2.51) (2.38) (2.40) (2.27)	28.8 25.8 29.9 27.5	(2.58) (2.54) (2.56) (2.47)	‡ ‡ ‡	(†) (†) (†) (†)	‡ ‡ ‡	(†) (†) (†) (†)	8.2! 5.4! ‡ 9.1!	(3.17) (2.45) (†) (3.32)

<sup>-</sup>Not available.

NOTE: Prior to 2005, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. For 1960 and prior years, data were collected in April. For later years, data were collected in March. Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); data include military personnel who live in households with civilians, but exclude those who live in military barracks. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.

SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1970 through 2019. (This table was prepared October 2019.)

tNot applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ‡Reporting standards not met. Either there are too few cases for a reliable estimate or the

coefficient of variation (CV) is 50 percent or greater.

<sup>\*\*</sup>Planta of Cyris Su percent of greater.\*\*

\*\*Includes persons of Hispanic ethnicity for years prior to 1980.

\*\*Data for years prior to 1993 are for persons with 4 or more years of high school. Data for later years are for high school completers—i.e., those persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.

\*\*Estimates based on Census Bureau reverse projection of 1940 census data on education by area.\*\*

by age.

Data for years prior to 1993 are for persons with 4 or more years of college.

Table 104.30. Number of persons age 18 and over, by highest level of educational attainment, sex, race/ethnicity, and age: 2019

[Numbers in thousands. Standard errors appear in parentheses]

						[Nullibe			dard errors	арреаі ІІІ	parentnese	<b>&gt;</b> ]								
				ry school			High s					1			ostsecondar		n			
Sex, race/ethnicity, and age		Total	,	ergarten– 8th grade)	1 1	to 3 years	no co	4 years, ompletion	Со	mpletion <sup>1</sup>		e college, no degree	As	sociate's degree	B	degree		degree	First-profe doctor	's degree
1		2		3		4		5		6		7		8		9		10		11
Total, 18 and over	250,563	(112.1)	8,879	(181.5)	13,976	(200.9)	3,705	(110.2)	70,947	(532.4)	45,028	(382.6)	24,550	(281.7)	53,312	(433.1)	22,459	(248.4)	7,707	(163.9)
18 and 19 years old 20 to 24 years old 25 years old and over 25 to 29 years old 30 to 34 years old 35 to 39 years old 40 to 49 years old 50 to 59 years old 60 to 64 years old 65 years old and over	7,831 21,254 221,478 23,277 21,932 21,443 39,929 41,518 20,592 52,788	(86.2) (30.8) (50.3) (42.7) (39.0) (39.7) (54.4) (161.7) (147.3) (159.2)	104 172 8,603 357 554 684 1,605 1,571 812 3,019	(16.5) (23.8) (173.6) (34.3) (36.8) (39.6) (65.0) (66.3) (44.5) (97.6)	2,429 845 10,701 857 930 1,085 1,908 2,040 991 2,890	(65.7) (47.6) (176.5) (49.9) (48.1) (49.4) (69.3) (70.4) (52.1) (81.1)	650 385 2,671 297 269 245 449 607 241 563	(36.7) (34.2) (91.0) (33.7) (26.0) (22.7) (36.8) (42.4) (23.4) (43.9)	2,271 6,417 62,259 6,089 5,549 5,184 10,289 12,205 6,423 16,519	(66.4) (151.0) (463.1) (128.6) (107.6) (102.8) (173.2) (173.1) (148.9) (207.5)	2,235 8,103 34,690 4,243 3,287 2,984 5,737 6,429 3,223 8,787	(70.3) (151.1) (330.2) (111.2) (82.9) (64.6) (110.1) (123.7) (92.1) (163.3)	101 1,711 22,738 2,416 2,323 2,274 4,311 4,521 2,280 4,613	(16.0) (71.8) (265.5) (87.3) (76.4) (70.0) (97.5) (120.4) (78.2) (111.2)	3,344 49,937 6,823 5,904 5,515 9,457 8,839 4,051 9,348	(†) (112.1) (397.8) (117.4) (107.1) (97.0) (152.8) (154.9) (102.1) (175.4)	234 22,214 1,803 2,294 2,643 4,590 3,983 1,867 5,034	(†) (27.9) (246.3) (75.3) (69.5) (73.7) (108.8) (107.2) (71.0) (128.7)	7,665 392 821 829 1,582 1,323 705 2,013	(†) (†) (160.5) (37.9) (51.2) (44.7) (66.3) (64.1) (46.5) (86.2)
Males, 18 and over 18 and 19 years old 20 to 24 years old 25 years old and over 25 to 29 years old 30 to 34 years old 35 to 39 years old 40 to 49 years old 50 to 59 years old 60 to 64 years old 65 years old	121,301 3,890 10,716 106,695 11,792 10,935 10,629 19,621 19,976 9,819 23,923	(98.0) (68.2) (30.5) (50.8) (44.0) (38.9) (39.5) (54.5) (156.9) (140.9) (159.2)	4,458 50 96 4,313 210 316 373 840 838 395 1,341	(104.8) (10.1) (15.9) (102.3) (24.5) (26.8) (29.5) (44.1) (45.4) (29.6) (56.5)	<b>7,156</b> 1,274 502 5,380 466 492 611 1,042 1,093 464 1,213	(137.6) (46.0) (33.6) (120.1) (33.3) (30.7) (38.2) (53.6) (48.8) (36.6) (51.6)	2,003 367 225 1,412 182 163 134 231 329 122 252	(80.6) (26.0) (25.3) (65.3) (24.7) (20.4) (18.3) (23.8) (29.5) (18.6) (28.4)	36,076 1,167 3,651 31,257 3,416 3,178 2,951 5,680 6,173 3,171 6,689	(347.6) (48.6) (101.0) (307.9) (99.1) (81.0) (81.9) (117.2) (122.9) (100.5) (124.1)	21,500 976 3,933 16,591 2,227 1,632 1,512 2,822 2,957 1,487 3,953	(260.7) (48.5) (94.5) (222.8) (83.1) (61.4) (56.5) (75.6) (88.7) (62.9) (104.3)	10,758 ‡ 783 9,936 1,079 1,000 1,018 2,053 1,935 972 1,879	(163.9) (†) (44.5) (159.5) (59.7) (51.1) (46.6) (62.0) (75.1) (48.3) (70.0)	25,206 ‡ 1,411 23,785 3,302 2,841 2,566 4,206 4,137 1,949 4,783	(269.8) (†) (72.2) (253.9) (90.7) (78.3) (71.6) (93.3) (98.0) (75.2) (116.2)	9,721 ‡ 93 9,621 734 858 1,068 1,952 1,755 817 2,437	(167.1) (†) (17.3) (166.0) (46.6) (41.3) (50.8) (62.6) (63.9) (49.6) (88.4)	4,423 ‡ 4,400 176 454 396 796 760 443 1,376	(111.4) (†) (110.6) (25.4) (39.4) (30.1) (42.4) (44.1) (32.7) (62.6)
Females, 18 and over 18 and 19 years old 20 to 24 years old 25 years old and over 25 to 29 years old 30 to 34 years old 35 to 39 years old 40 to 49 years old 50 to 59 years old 60 to 64 years old 65 years old and over	129,262 3,941 10,538 114,783 11,485 10,997 10,814 20,307 21,542 10,773 28,865	(62.6) (62.5) (3.5) (11.5) (7.4) (3.9) (6.1) (4.0) (44.9) (44.9) (0.8)	4,421 ‡ 76 4,290 147 237 312 766 734 417 1,678	(104.7) (†) (16.2) (98.4) (20.4) (23.5) (23.7) (37.0) (36.9) (26.4) (63.5)	6,820 1,155 344 5,321 391 439 475 866 947 527 1,678	(127.7) (46.5) (32.2) (105.7) (32.4) (32.5) (30.1) (38.2) (43.6) (37.7) (58.9)	1,702 283 160 1,259 116 106 111 217 278 119 311	(61.8) (22.8) (22.5) (51.7) (18.7) (16.2) (14.6) (24.0) (25.7) (17.7) (27.8)	34,872 1,104 2,766 31,002 2,674 2,372 2,232 4,609 6,032 3,252 9,830	(267.4) (43.8) (88.3) (246.9) (76.6) (62.6) (58.5) (90.6) (104.9) (85.6) (138.5)	23,528 1,258 4,171 18,099 2,015 1,655 1,472 2,915 3,472 1,736 4,834	(219.0) (52.3) (96.2) (206.8) (67.6) (53.0) (41.0) (71.6) (84.3) (60.0) (106.2)	13,792 61 928 12,802 1,337 1,323 1,256 2,258 2,586 1,308 2,735	(195.0) (12.7) (51.9) (183.5) (59.5) (51.1) (47.3) (73.0) (87.3) (54.5) (81.7)	28,106 ‡ 1,934 26,151 3,521 3,063 2,949 5,251 4,702 2,102 4,565	(264.8) (†) (73.8) (245.3) (85.4) (69.6) (62.6) (105.8) (102.5) (62.4) (106.9)	12,738 ‡ 141 12,593 1,069 1,436 1,574 2,639 2,228 1,050 2,597	(162.6) (†) (20.9) (160.2) (58.2) (54.0) (51.3) (80.7) (71.1) (53.2) (84.5)	3,284 ‡ 3,265 216 367 433 786 563 262 637	(95.6) (†) (93.5) (23.9) (28.1) (29.7) (41.6) (35.1) (27.9) (48.5)
White, 18 and over 18 and 19 years old 20 to 24 years old 25 years old and over 25 to 29 years old 30 to 34 years old 35 to 39 years old 40 to 49 years old 50 to 59 years old 60 to 64 years old 65 years old and over	158,197 4,215 11,425 142,557 12,558 12,333 12,190 23,196 27,443 14,620 40,218	(130.4) (65.2) (42.3) (111.7) (40.6) (47.7) (45.1) (55.1) (143.3) (131.8) (152.0)	1,951 58 ‡ 1,856 70 105 99 178 252 159 993	(92.5) (13.7) (†) (87.2) (16.9) (16.6) (16.4) (25.1) (28.0) (21.0) (61.7)	6,398 1,382 317 4,699 312 311 323 620 928 499 1,706	(139.4) (49.7) (29.8) (120.5) (31.3) (32.2) (28.5) (36.0) (49.8) (40.5) (66.3)	1,528 289 109 1,131 84 91 72 144 267 151 323	(73.3) (25.3) (19.4) (63.5) (16.7) (15.5) (14.4) (21.3) (30.0) (21.8) (35.8)	43,449 1,192 3,163 39,094 2,999 2,688 2,611 5,539 7,930 4,584 12,743	(423.1) (52.9) (101.2) (386.6) (93.0) (79.7) (71.5) (123.0) (159.1) (121.5) (183.0)	28,674 1,223 4,533 22,918 2,099 1,795 1,662 3,499 4,396 2,313 7,153	(293.6) (54.3) (106.2) (259.9) (81.6) (68.2) (52.6) (87.5) (101.3) (76.7) (147.4)	16,743 57 980 15,707 1,350 1,400 1,382 2,884 3,202 1,788 3,701	(244.1) (12.3) (58.3) (229.9) (66.7) (56.7) (57.3) (78.2) (106.3) (76.1) (100.4)	37,806 ‡ 2,150 35,642 4,353 3,902 3,758 6,301 6,601 3,091 7,636	(356.7) (†) (81.7) (337.8) (95.2) (90.0) (82.5) (119.0) (135.5) (91.0) (165.1)	16,000 ‡ 104 15,897 1,056 1,470 1,740 2,990 2,909 1,447 4,284	(223.0) (†) (19.3) (222.8) (60.2) (59.5) (64.2) (92.3) (88.0) (66.6) (118.0)	5,647 ‡ 5,614 234 572 543 1,040 958 588 1,679	(152.3) (†) (148.6) (31.1) (43.3) (36.4) (55.9) (55.0) (44.8) (80.2)
Black, 18 and over  18 and 19 years old  20 to 24 years old  25 years old and over  25 to 29 years old  30 to 34 years old  35 to 39 years old  40 to 49 years old  50 to 59 years old  60 to 64 years old  65 years old and over	29,618 1,015 2,875 25,728 3,322 2,870 2,624 4,864 4,999 2,247 4,803	(83.0) (31.7) (28.6) (70.5) (27.7) (24.4) (23.4) (29.6) (56.7) (63.7) (39.2)	666 ‡ 633 ‡ ‡ ‡ 95 52 343	(46.6) (†) (45.0) (†) (†) (†) (†) (†) (†) (17.9) (14.0) (28.9)	2,180 306 130 1,744 185 108 144 225 357 206 519	(76.8) (27.1) (18.5) (67.8) (24.9) (17.5) (17.8) (25.9) (31.8) (22.5) (31.9)	681 98 ‡ 516 ‡ ‡ 58 81 110 ‡	(51.6) (13.2) (†) (41.7) (†) (1) (11.8) (16.1) (17.5) (†) (16.3)	9,912 340 1,151 8,422 964 962 778 1,538 1,685 833 1,661	(163.2) (26.8) (55.1) (141.1) (54.8) (45.5) (42.1) (57.5) (56.3) (46.9) (51.4)	6,148 244 1,010 4,894 759 640 501 881 895 416 802	(125.3) (22.9) (52.5) (108.7) (46.9) (36.8) (30.8) (40.7) (41.8) (26.9) (41.7)	2,919 ‡ 154 2,754 349 298 343 519 598 232 415	(87.5) (†) (23.0) (83.7) (35.0) (27.4) (28.7) (35.7) (35.7) (38.2) (21.7) (27.3)	4,610 ‡ 321 4,285 758 531 472 918 761 285 560	(112.4) (†) (32.7) (106.8) (45.6) (36.7) (33.1) (45.3) (43.4) (24.2) (35.3)	2,036 ‡ 2,015 186 215 250 518 394 160 292	(73.5) (†) (†) (72.4) (25.7) (21.9) (22.7) (34.9) (33.3) (20.3) (24.8)	467 ‡ 466 ‡ 63 134 105 ‡ 84	(37.8) (†) (7) (37.7) (†) (12.4) (18.6) (19.9) (†) (14.5)

CHAPTER 1: All Levels of Education Educational Attainment

Table 104.30. Number of persons age 18 and over, by highest level of educational attainment, sex, race/ethnicity, and age: 2019—Continued

[Numbers in thousands. Standard errors appear in parentheses]

						-					•	•								
			Flements	ary school			High so	chool						P	ostseconda	ry educatio	n			
Sex, race/ethnicity, and age		Total	(kinde	ergarten– 8th grade)	11	o 3 years	no co	4 years, impletion	Co	mpletion <sup>1</sup>		e college, no degree	As	sociate's degree	E	Bachelor's degree		Master's degree	First-profe doctor	ssional or r's degree
1		2		3		4		5		6		7		8		9		10	-	11
Hispanic, 18 and over	41,217	(49.2)	5,482	(129.1)	4,461	(114.8)	1,188	(58.7)	13,029	(159.4)	6,915	(111.2)	3,236	(85.6)	4,900	(110.6)	1,555	(57.9)	452	(30.9)
18 and 19 years old	1,862	(44.1)	#	(†)	549	(30.3)	196	(22.0)	544	(30.8)	518	(29.4)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
20 to 24 years old	4,780	(8.8)	91	(13.9)	340	(28.9)	169	(20.8)	1,636	(55.0)	1,717	(54.1)	434	(28.8)	371	(31.5)	‡	(†)	‡	(†)
25 years old and over	34,575	(15.1)	5,367	(125.6)	3,572	(101.2)	823	(47.8)	10,848	(137.6)	4,680	(84.5)	2,775	(82.3)	4,527	(107.2)	1,532	(57.6)	452	(30.9)
25 to 29 years old	4,963	(31.3)	223	(25.6)	308	(25.9)	144	(19.8)	1,693	(54.5)	1,042	(46.5)	532	(35.5)	853	(42.5)	131	(17.3)	‡	(†)
30 to 34 years old	4,421	(30.1)	404	(30.3)	453	(31.2)	112	(16.5)	1,535	(50.1)	602	(32.4)	444	(33.2)	613	(39.2)	205	(23.1)	53	(10.3)
35 to 39 years old	4,480	(36.9)	530	(32.8)	564	(37.2)	91	(15.3)	1,434	(44.1)	585	(34.4)	383	(25.3)	596	(37.4)	244	(22.0)	.54	(11.2)
40 to 49 years old	7,931	(51.8)	1,283	(55.5)	952	(50.6)	186	(18.4)	2,491	(70.1)	929	(43.6)	591	(34.1)	1,004	(47.1)	379	(32.6)	117	(16.3)
50 to 59 years old	5,992	(62.2)	1,095	(50.5)	607	(38.1)	185	(22.1)	1,806	(59.7)	757	(35.7)	424	(32.0)	747	(38.7)	301	(22.5)	70	(11.1)
60 to 64 years old	2,244	(50.7)	517	(34.4)	218	(21.7)	_‡	(†)	630	(34.5)	305	(22.0)	145	(16.0)	264	(22.7)	95	(12.2)	, <del>‡</del>	(†)
65 years old and over	4,544	(6.2)	1,314	(51.5)	470	(26.8)	72	(13.1)	1,258	(44.1)	460	(27.9)	255	(23.3)	452	(29.6)	178	(17.9)	85	(11.6)
Asian, 18 and over	15,400	(105.1)	679	(44.8)	517	(40.7)	186	(21.8)	2,657	(85.2)	1,839	(62.2)	995	(51.3)	4,994	(106.6)	2,512	(88.7)	1,021	(51.3)
18 and 19 years old	390	(23.0)	#	(†)	92	(13.5)	‡	(†)	93	(14.6)	142	(15.4)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
20 to 24 years old	1,327	(32.4)	#	(†)	‡	(†)	‡	(†)	178	(21.5)	519	(33.5)	90	(16.3)	397	(35.3)	85	(17.4)	‡	(†)
25 years old and over	13,683	(99.1)	659	(42.6)	410	(38.4)	132	(17.9)	2,386	(80.2) (20.7)	1,178	(50.9)	899	(47.4)	4,589	(101.6)	2,416	(82.8)	1,014	(51.3)
25 to 29 years old	1,646	(37.8)	‡	(†)	‡	(†)	‡	(†)	162	(20.7)	157	(19.2)	101	(18.3)	699	(37.3)	391	(30.9)	85	(15.4)
30 to 34 years old	1,659	(37.8)	<b>‡</b>	(†)	‡	(†)		(†)	200	(22.1)	120	(17.0)	106	(15.4)	695	(39.5)	365	(29.6)	139	(18.6)
35 to 39 years old	1,596	(35.7)	_‡	(†)	.‡	(†)	‡	(†)	208	(22.1)	125	(17.5)	.98	(14.3)	577	(31.7)	363	(26.7)	150	(18.8)
40 to 49 years old	2,970	(56.5)	87	(14.2)	69	(14.6)	‡	(†)	457	(31.2)	232	(24.1)	197	(22.3)	1,031	(49.3)	598	(36.2)	271	(23.6)
50 to 59 years old	2,255	(50.0)	118	(16.4)	97	(16.5)	‡	(†)	516	(35.3)	210	(21.3)	183	(19.6)	622	(33.1)	313	(27.6)	166	(18.8)
60 to 64 years old	1,115	(42.6)	80	(13.7)	‡	(†)	‡	(†)	242	(23.1)	106	(15.1)	55	(10.8)	373	(30.4)	150	(20.9)	55	(10.1)
65 years old and over	2,443	(37.9)	313	(26.7)	131	(18.1)	‡	(†)	601	(39.0)	229	(23.8)	158	(20.4)	592	(37.3)	235	(24.9)	149	(20.0)

<sup>†</sup>Not applicable

NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2019. (This table was prepared January 2020.)

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Includes completion of high school through equivalency programs, such as a GED program.

Table 104.50. Persons age 25 and over who hold a bachelor's or higher degree, by sex, race/ethnicity, age group, and field of bachelor's degree: 2017

				S	ех					-	Race/ethn	icity							Αg	je		
Field of bachelor's degree		Total		Male		Female		White		Black	Н	ispanic	Pacific Is	Asian/ slander		nerican Indian/ Native		5 to 29 ears old		30 to 49 ears old	,	ears old
1		2		3		4		5		6		7		8		9		10		11		12
Total population, 25 and over (in thousands)	221,310	(21.0)	106,905	(24.7)	114,406	(21.0)	143,646	(27.3)	25,835	(9.8)	33,490	(8.9)	13,124	(9.2)	1,342	(1.3)	23,029	(10.1)	84,099	(23.7)	114,182	(19.8)
Percent of population with bachelor's degree	32.0	(0.07)	31.4	(0.08)	32.6	(0.07)	35.8	(80.0)	21.6	(0.12)	16.0	(0.11)	53.2	(0.20)	15.0	(0.36)	34.3	(0.18)	35.9	(0.10)	28.7	(0.06)
Bachelor's degree holders										Numbe	er (in thou	isands)										
Total	70,854	(164.9)	33,521	(87.4)	37,334	(87.7)	51,378	(110.8)	5,572	(31.1)	5,370	(39.3)	6,984	(27.5)	201	(5.5)	7,890	(42.2)	30,169	(84.5)	32,795	(76.3)
Agriculture Architecture Business/management Communications and communications technologies Computer and information sciences Criminal justice and fire protection Education Engineering and engineering technologies English language and literature Foreign languagese, literatures, and linguistics Health sciences Liberal arts and humanities Mathematics/statistics Natural sciences (biological, environmental, and physical)	715 507 14,355 2,737 2,276 1,262 8,973 6,357 2,254 736 5,365 982 1,071 5,974	(9.7) (8.7) (50.2) (19.5) (20.1) (15.1) (39.1) (35.0) (17.9) (10.7) (24.0) (12.7) (12.2)	468 340 7,912 1,129 1,626 745 2,129 5,359 762 200 954 388 614 3,339	(7.5) (6.7) (39.1) (12.9) (16.4) (10.1) (17.6) (30.3) (11.2) (5.2) (9.8) (7.9) (8.3)	247 167 6,443 1,608 650 517 6,844 998 1,492 536 4,411 594 456	(5.1) (4.7) (30.9) (15.2) (9.4) (10.5) (30.2) (12.0) (12.6) (9.9) (21.3) (9.3) (8.1)	598 339 10,231 2,087 1,238 843 7,255 4,076 1,807 535 3,792 710 782 4,258	(8.7) (6.3) (38.5) (16.8) (12.3) (11.6) (31.7) (26.2) (15.1) (9.6) (18.1) (10.0) (28.0)	24 26 1,300 244 224 203 677 310 124 31 482 71 64	(2.0) (2.4) (16.1) (6.6) (7.0) (6.4) (11.2) (7.4) (4.5) (2.8) (10.9) (3.4) (9.3)	35 63 1,225 213 165 144 577 548 110 77 356 89 51	(2.5) (3.2) (16.6) (6.8) (5.6) (5.3) (9.8) (10.7) (5.1) (3.5) (7.3) (3.6) (3.1)	47 68 1,313 133 584 385 325 1,294 162 75 622 85 152	(2.8) (2.7) (13.3) (4.1) (9.8) (2.5) (7.1) (13.5) (4.5) (2.9) (9.8) (3.7) (4.6)	‡ ‡ 41 6 3 6 35 11 4 ‡ 18 4 ‡	(†) (3.0) (0.9) (0.6) (0.9) (2.2) (1.2) (0.6) (†) (1.3) (0.9) (†)	75 54 1,381 427 318 209 559 705 217 75 618 85 107	(3.5) (3.6) (17.4) (7.8) (8.6) (6.4) (10.0) (10.1) (6.2) (2.8) (8.2) (3.6) (3.9)	274 218 6,378 1,424 1,302 693 2,775 2,657 920 291 2,252 432 375 2,552	(6.3) (6.1) (35.8) (15.6) (15.0) (10.9) (22.8) (23.7) (11.3) (5.9) (17.1) (7.8) (7.5)	366 235 6,596 886 656 361 5,639 2,995 1,117 369 2,496 465 589	(6.0) (5.8) (26.8) (9.6) (9.8) (6.4) (27.1) (19.8) (12.6) (7.5) (16.4) (7.1) (9.3)
Philosophy/religion/theology Psychology Social sciences and history Social work and public administration Visual and performing arts Other fields¹	941 3,403 6,638 1,005 2,914 2,389	(40.0) (13.5) (22.5) (35.1) (11.8) (21.0) (18.6)	3,339 646 1,024 3,701 220 1,104 861	(10.1) (12.3) (24.7) (5.7) (13.8) (11.3)	2,033 295 2,380 2,937 785 1,810 1,528	(6.8) (17.9) (21.0) (10.1) (16.7) (13.0)	721 2,462 4,990 652 2,239 1,761	(20.0) (10.4) (17.8) (27.3) (8.9) (18.1) (15.2)	80 333 485 182 154 196	(3.8) (7.0) (9.8) (6.4) (6.0) (6.5)	59 312 471 97 204 205	(7.4) (3.1) (7.5) (8.9) (4.0) (5.9) (5.1)	60 201 528 48 243 165	(3.2) (5.0) (9.2) (2.7) (6.5) (4.9)	10 10 16 6 7 9	(0.6) (1.3) (1.3) (0.9) (1.0) (1.1)	791 82 482 743 115 444 404	(3.7) (8.9) (11.6) (4.3) (9.7) (9.1)	353 1,607 2,767 437 1,324 1,139	(7.6) (14.6) (22.9) (8.6) (16.8) (14.6)	506 1,314 3,129 453 1,146 846	(7.7) (13.2) (20.5) (7.4) (11.6) (11.5)
	100.0	(1)	100.0	413	1000	(1)	1000	40			distributi			(1)	100.0	410	400.0	(1)	100.0	40	1000	
<b>Total</b> Agriculture	100.0 1.0	(0.01)	<b>100.0</b>	(0.02)	<b>100.0</b> 0.7	(0.01)	<b>100.0</b>	( <b>†)</b> (0.02)	<b>100.0</b> 0.4	<b>(†)</b> (0.04)	<b>100.0</b> 0.7	(0.05)	<b>100.0</b> 0.7	<b>(†)</b> (0.04)	<b>100.0</b>	(0.25)	<b>100.0</b> 0.9	( <b>†)</b> (0.04)	<b>100.0</b> 0.9	(0.02)	100.0 1.1	(0.02)
Agriculture Business/management Communications and communications technologies Computer and information sciences Criminal justice and fire protection Education Engineering and engineering technologies English language and literature Foreign languages, literatures, and linguistics Health sciences Liberal arts and humanities Mathematics/statistics Mathematics/statistics Matural sciences (biological, environmental, and	0.7 20.3 3.9 3.2 1.8 12.7 9.0 3.2 1.0 7.6 1.4	(0.01) (0.06) (0.03) (0.02) (0.04) (0.04) (0.02) (0.01) (0.03) (0.02) (0.02)	1.0 23.6 3.4 4.9 2.2 6.4 16.0 2.3 0.6 2.8 1.2	(0.02) (0.10) (0.10) (0.04) (0.05) (0.03) (0.05) (0.08) (0.03) (0.02) (0.02) (0.02)	0.4 17.3 4.3 1.7 1.4 18.3 2.7 4.0 1.4 11.8 1.6 1.2	(0.01) (0.08) (0.04) (0.03) (0.03) (0.06) (0.03) (0.03) (0.03) (0.06) (0.02) (0.02)	0.7 19.9 4.1 2.4 1.6 14.1 7.9 3.5 1.0 7.4 1.4	(0.01) (0.06) (0.03) (0.02) (0.02) (0.05) (0.05) (0.03) (0.02) (0.03) (0.02)	0.5 23.3 4.4 4.0 3.7 12.1 5.6 2.2 0.6 8.7 1.3	(0.04) (0.26) (0.12) (0.12) (0.11) (0.20) (0.13) (0.08) (0.05) (0.06) (0.05)	1.2 22.8 4.0 3.1 2.7 10.7 10.2 2.0 1.4 6.6 1.7 0.9	(0.06) (0.28) (0.12) (0.11) (0.10) (0.17) (0.18) (0.09) (0.06) (0.13) (0.07) (0.06)	1.0 18.8 1.9 8.4 0.5 4.6 18.5 2.3 1.1 8.9 1.2	(0.04) (0.17) (0.06) (0.14) (0.04) (0.10) (0.18) (0.06) (0.04) (0.05) (0.07)	0.4! 20.5 2.8 1.7 3.2 17.4 5.4 1.8 0.7! 9.2 2.1 0.9!	(0.14) (1.30) (0.45) (0.30) (0.42) (0.97) (0.60) (0.28) (0.22) (0.64) (0.46) (0.27)	0.7 17.5 5.4 4.0 2.6 7.1 8.9 2.8 1.0 7.8 1.1	(0.05) (0.19) (0.10) (0.11) (0.08) (0.12) (0.12) (0.08) (0.04) (0.04) (0.05)	0.7 21.1 4.7 4.3 2.3 9.2 8.8 3.0 1.0 7.5 1.4	(0.02) (0.12) (0.05) (0.05) (0.04) (0.07) (0.07) (0.04) (0.02) (0.06) (0.03) (0.02)	0.7 20.1 2.7 2.0 1.1 17.2 9.1 3.4 1.1 7.6 1.4	(0.02) (0.07) (0.03) (0.03) (0.02) (0.06) (0.05) (0.04) (0.02) (0.05) (0.02) (0.03)
Natura sciences (hological, environmental, and physical) Philosophy/religion/theology Psychology Social sciences and history Social work and public administration Visual and performing arts Other fields¹	8.4 1.3 4.8 9.4 1.4 4.1 3.4	(0.05) (0.02) (0.03) (0.04) (0.02) (0.03) (0.02)	10.0 1.9 3.1 11.0 0.7 3.3 2.6	(0.07) (0.03) (0.04) (0.07) (0.02) (0.04) (0.03)	7.1 0.8 6.4 7.9 2.1 4.8 4.1	(0.06) (0.02) (0.04) (0.05) (0.03) (0.04) (0.03)	8.3 1.4 4.8 9.7 1.3 4.4 3.4	(0.05) (0.02) (0.03) (0.05) (0.02) (0.04) (0.03)	6.5 1.4 6.0 8.7 3.3 2.8 3.5	(0.16) (0.07) (0.12) (0.17) (0.11) (0.11) (0.11)	6.9 1.1 5.8 8.8 1.8 3.8 3.8	(0.13) (0.06) (0.13) (0.15) (0.07) (0.10) (0.09)	12.1 0.9 2.9 7.6 0.7 3.5 2.4	(0.14) (0.05) (0.07) (0.13) (0.04) (0.09) (0.07)	8.0 1.4 4.9 8.1 2.9 3.4 4.3	(0.71) (0.29) (0.63) (0.64) (0.43) (0.51) (0.53)	10.0 1.0 6.1 9.4 1.5 5.6 5.1	(0.15) (0.05) (0.11) (0.13) (0.06) (0.12) (0.11)	8.5 1.2 5.3 9.2 1.4 4.4 3.8	(0.08) (0.03) (0.05) (0.07) (0.03) (0.05) (0.05)	8.0 1.5 4.0 9.5 1.4 3.5 2.6	(0.05) (0.02) (0.04) (0.06) (0.02) (0.03)

<sup>†</sup>Not applicable.

United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). The first bachelor's degree major reported by respondents was used to classify their field of study, even though they were able to report a second bachelor's degree major and may possess advanced degrees in other fields. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2017. (This table was prepared May 2019.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ‡Reporting standards not met (too few cases for a reliable estimate).

¹Includes area, ethnic, and civilization studies; family and consumer sciences; library sciences; military sciences; multi/ interdisciplinary studies; physical fitness, parks, recreation and leisure; precision production; transportation technologies; and other fields, not separately classified.

NOTE: Data are based on sample surveys of the entire population age 25 and over residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the

CHAPTER 1: All Levels of Education Educational Attainment

Table 104.80. Percentage of persons 18 to 24 years old and age 25 and over, by educational attainment and state: 2000 and 2018

[Standard errors appear in parentheses]

	1			-		Percent of population 25 years old and over, by educational attainment																				
				-	2000							of popula	tion 25 ye	ars old a	and over,	by educa	ational att	ainment		40						
		nt of 18- t re hiah sc							200		elor's or l	nighor do	aroo				High cel	nool comp	olotion1 o	20	18	Rach	olorie or	higher deg	aroo	
	WIIO WE	ie iligii sc	HOOF COIL	hierera		ess than		school . pletion¹		Dacii	_	chelor's		raduate		ss than . school	Tilgii Sci	iooi comp		school		Dacin		chelor's		raduate
State		2000		2018	9	npletion		r higher		Total	Du	degree		degree	3	pletion		Total	- Ingi	only		Total		degree		degree
1		2		3		4		5		6		7		8		9		10		11		12		13		14
United States	74.7	(0.02)	87.6	(0.08)	19.6	(0.01)	80.4	(0.01)	24.4	(0.01)	15.5	(0.01)	8.9	(#)	11.7	(0.04)	88.3	(0.04)	26.9	(0.05)	32.6	(0.07)	20.0	(0.04)	12.7	(0.04)
Alabama	72.2	(0.15)	87.2	(0.70)	24.7	(0.06)	75.3	(0.06)	19.0	(0.05)	12.1	(0.04)	6.9	(0.03)	13.5	(0.28)	86.5	(0.28)	30.8	(0.31)	25.3	(0.34)	15.8	(0.28)	9.5	(0.23)
Alaska	76.9	(0.40)	87.6	(1.67)	11.7	(0.12)	88.3	(0.12)	24.7	(0.16)	16.1	(0.13)	8.6	(0.10)	6.0	(0.52)	94.0	(0.52)	27.9	(0.95)	30.1	(1.13)	18.6	(0.88)	11.4	(0.79)
Arizona	69.2	(0.19)	84.9	(0.71)	19.0	(0.06)	81.0	(0.06)	23.5	(0.07)	15.1	(0.06)	8.4	(0.04)	12.4	(0.17)	87.6	(0.17)	24.1	(0.24)	29.6	(0.26)	18.5	(0.21)	11.1	(0.17)
Arkansas	75.4	(0.19)	88.5	(0.82)	24.7	(0.07)	75.3	(0.07)	16.7	(0.06)	11.0	(0.05)	5.7	(0.04)	12.7	(0.30)	87.3	(0.30)	34.3	(0.47)	23.3	(0.40)	14.8	(0.28)	8.5	(0.26)
California	70.7	(0.07)	89.9	(0.17)	23.2	(0.03)	76.8	(0.03)	26.6	(0.03)	17.1	(0.02)	9.5	(0.02)	16.1	(0.09)	83.9	(0.09)	20.7	(0.09)	34.4	(0.11)	21.4	(0.10)	13.0	(0.09)
Colorado	75.1	(0.15)	87.2	(0.63)	13.1	(0.05)	86.9	(0.05)	32.7	(0.06)	21.6	(0.06)	11.1	(0.04)	7.8	(0.19)	92.2	(0.19)	21.0	(0.34)	42.0	(0.29)	26.1	(0.27)	15.9	(0.22)
Connecticut	78.2	(0.21)	90.3	(0.74)	16.0	(0.06)	84.0	(0.06)	31.4	(0.08)	18.1	(0.07)	13.3	(0.06)	9.2	(0.24)	90.8	(0.24)	27.0	(0.37)	39.7	(0.35)	21.8	(0.27)	17.9	(0.27)
Delaware	77.6	(0.41)	86.2	(1.77)	17.4	(0.14)	82.6	(0.14)	25.0	(0.16)	15.6	(0.14)	9.4	(0.11)	10.4	(0.57)	89.6	(0.57)	32.9	(0.83)	31.2	(0.77)	18.2	(0.64)	13.0	(0.51)
District of Columbia	79.4	(0.40)	90.4	(1.42)	22.2	(0.18)	77.8	(0.18)	39.1	(0.21)	18.1	(0.17)	21.0	(0.18)	8.2	(0.57)	91.8	(0.57)	16.9	(0.67)	60.2	(0.61)	25.4	(0.62)	34.8	(0.62)
Florida	71.7	(0.11)	84.9	(0.37)	20.1	(0.04)	79.9	(0.04)	22.3	(0.04)	14.2	(0.03)	8.1	(0.02)	11.5	(0.09)	88.5	(0.09)	28.5	(0.16)	30.5	(0.15)	19.2	(0.14)	11.3	(0.09)
Georgia	70.0	(0.15)	84.9	(0.42)	21.4	(0.05)	78.6	(0.05)	24.3	(0.05)	16.0	(0.05)	8.3	(0.04)	12.5	(0.18)	87.5	(0.18)	27.7	(0.21)	32.0	(0.21)	19.5	(0.19)	12.5	(0.16)
Hawaii	85.8	(0.25)	90.0	(0.99)	15.4	(0.10)	84.6	(0.10)	26.2	(0.12)	17.8	(0.10)	8.4	(0.08)	8.3	(0.42)	91.7	(0.42)	26.9	(0.63)	33.2	(0.65)	21.7	(0.49)	11.5	(0.40)
Idaho	77.3	(0.25)	84.6	(1.48)	15.3	(0.09)	84.7	(0.09)	21.7	(0.10)	14.9	(0.09)	6.8	(0.06)	9.3	(0.39)	90.7	(0.39)	28.2	(0.63)	27.4	(0.52)	18.4	(0.49)	9.0	(0.41)
Illinois	76.0	(0.09)	88.4	(0.39)	18.6	(0.03)	81.4	(0.03)	26.1	(0.03)	16.6	(0.03)	9.5	(0.02)	10.6	(0.14)	89.4	(0.14)	26.2	(0.21)	35.2	(0.21)	21.1	(0.17)	14.0	(0.15)
Indiana	76.5	(0.15)	84.1	(0.66)	17.9	(0.05)	82.1	(0.05)	19.4	(0.05)	12.2	(0.04)	7.2	(0.04)	11.2	(0.22)	88.8	(0.22)	33.2	(0.28)	26.9	(0.29)	17.2	(0.21)	9.7	(0.19)
lowa Kansas Kentucky Louisiana Maine	81.4 78.3 74.9 72.3 78.9	(0.16) (0.18) (0.15) (0.15) (0.28)	88.6 88.5 83.5 90.1	(0.82) (0.85) (0.75) (0.81) (1.23)	13.9 14.0 25.9 25.2 14.6	(0.06) (0.06) (0.06) (0.06) (0.08)	86.1 86.0 74.1 74.8 85.4	(0.06) (0.06) (0.06) (0.06) (0.08)	21.2 25.8 17.1 18.7 22.9	(0.07) (0.08) (0.05) (0.05) (0.10)	14.7 17.1 10.2 12.2 15.0	(0.06) (0.06) (0.04) (0.04) (0.09)	6.5 8.7 6.9 6.5 7.9	(0.04) (0.05) (0.03) (0.03) (0.06)	7.8 9.1 12.9 14.0 7.2	(0.27) (0.27) (0.28) (0.33) (0.43)	92.2 90.9 87.1 86.0 92.8	(0.27) (0.27) (0.28) (0.33) (0.43)	31.0 25.6 32.3 34.6 31.0	(0.42) (0.38) (0.31) (0.41) (0.67)	28.6 33.4 25.2 24.3 30.6	(0.49) (0.38) (0.30) (0.31) (0.62)	19.4 20.9 14.8 15.9 19.1	(0.38) (0.34) (0.23) (0.28) (0.48)	9.2 12.5 10.4 8.4 11.5	(0.35) (0.30) (0.22) (0.19) (0.44)
Maryland	79.6	(0.16)	89.7	(0.58)	16.2	(0.05)	83.8	(0.05)	31.4	(0.07)	18.0	(0.06)	13.4	(0.05)	9.5	(0.21)	90.5	(0.21)	24.4	(0.31)	40.7	(0.33)	21.7	(0.26)	19.0	(0.28)
Massachusetts	82.2	(0.13)	89.7	(0.47)	15.2	(0.05)	84.8	(0.05)	33.2	(0.06)	19.5	(0.05)	13.7	(0.04)	9.2	(0.18)	90.8	(0.18)	23.5	(0.28)	44.4	(0.28)	24.4	(0.23)	20.1	(0.22)
Michigan	76.5	(0.10)	87.8	(0.48)	16.6	(0.03)	83.4	(0.03)	21.8	(0.04)	13.7	(0.03)	8.1	(0.02)	9.0	(0.16)	91.0	(0.16)	28.6	(0.22)	29.6	(0.27)	18.1	(0.20)	11.5	(0.16)
Minnesota	79.3	(0.13)	88.5	(0.66)	12.1	(0.04)	87.9	(0.04)	27.4	(0.06)	19.1	(0.05)	8.3	(0.03)	6.6	(0.20)	93.4	(0.20)	24.0	(0.34)	37.2	(0.40)	24.2	(0.36)	13.0	(0.26)
Mississippi	71.3	(0.18)	86.0	(0.94)	27.1	(0.08)	72.9	(0.08)	16.9	(0.06)	11.1	(0.05)	5.8	(0.04)	14.6	(0.34)	85.4	(0.34)	29.6	(0.45)	23.4	(0.43)	14.5	(0.34)	8.9	(0.26)
Missouri	76.5	(0.13)	88.1	(0.60)	18.7	(0.05)	81.3	(0.05)	21.6	(0.05)	14.0	(0.04)	7.6	(0.03)	9.7	(0.22)	90.3	(0.22)	30.0	(0.26)	29.6	(0.26)	17.8	(0.27)	11.7	(0.19)
Montana	78.6	(0.31)	87.5	(1.60)	12.8	(0.10)	87.2	(0.10)	24.4	(0.13)	17.2	(0.11)	7.2	(0.08)	6.6	(0.39)	93.4	(0.39)	28.3	(0.70)	30.4	(0.80)	20.0	(0.72)	10.4	(0.43)
Nebraska	80.0	(0.21)	89.1	(1.04)	13.4	(0.07)	86.6	(0.07)	23.7	(0.09)	16.4	(0.08)	7.3	(0.06)	8.2	(0.24)	91.8	(0.24)	25.4	(0.55)	32.9	(0.53)	21.8	(0.43)	11.1	(0.36)
Nevada	66.7	(0.32)	85.5	(0.97)	19.3	(0.10)	80.7	(0.10)	18.2	(0.10)	12.1	(0.08)	6.1	(0.06)	13.2	(0.29)	86.8	(0.29)	27.7	(0.46)	24.9	(0.41)	16.1	(0.33)	8.8	(0.25)
New Hampshire	77.8	(0.29)	90.5	(1.17)	12.6	(0.08)	87.4	(0.08)	28.7	(0.11)	18.7	(0.10)	10.0	(0.07)	7.1	(0.31)	92.9	(0.31)	27.4	(0.54)	37.2	(0.59)	22.5	(0.52)	14.7	(0.42)
New Jersey	76.3	(0.14)	89.5	(0.45)	17.9	(0.04)	82.1	(0.04)	29.8	(0.05)	18.8	(0.04)	11.0	(0.04)	9.9	(0.17)	90.1	(0.17)	26.3	(0.21)	40.6	(0.24)	24.5	(0.22)	16.1	(0.18)
New Mexico	70.5	(0.24)	82.3	(1.57)	21.1	(0.09)	78.9	(0.09)	23.5	(0.09)	13.7	(0.07)	9.8	(0.06)	14.7	(0.43)	85.3	(0.43)	26.6	(0.52)	27.5	(0.50)	15.8	(0.39)	11.7	(0.34)
New York	76.1	(0.09)	88.9	(0.31)	20.9	(0.03)	79.1	(0.03)	27.4	(0.04)	15.6	(0.03)	11.8	(0.03)	12.8	(0.12)	87.2	(0.12)	25.8	(0.16)	37.3	(0.18)	20.8	(0.15)	16.5	(0.14)
North Carolina	74.2	(0.11)	87.1	(0.52)	21.9	(0.04)	78.1	(0.04)	22.5	(0.04)	15.3	(0.04)	7.2	(0.03)	11.7	(0.17)	88.3	(0.17)	25.4	(0.20)	31.9	(0.23)	20.5	(0.17)	11.4	(0.15)
North Dakota	84.4	(0.24)	93.1	(1.03)	16.1	(0.10)	83.9	(0.10)	22.0	(0.12)	16.5	(0.10)	5.5	(0.06)	7.4	(0.51)	92.6	(0.51)	26.3	(0.80)	28.8	(1.00)	21.2	(0.87)	7.6	(0.40)
Ohio	76.8	(0.09)	87.7	(0.38)	17.0	(0.03)	83.0	(0.03)	21.1	(0.03)	13.7	(0.03)	7.4	(0.02)	9.5	(0.13)	90.5	(0.13)	32.8	(0.21)	28.8	(0.21)	17.6	(0.15)	11.2	(0.16)
Oklahoma	74.8	(0.16)	83.9	(0.91)	19.4	(0.06)	80.6	(0.06)	20.3	(0.06)	13.5	(0.05)	6.8	(0.04)	11.5	(0.28)	88.5	(0.28)	31.5	(0.41)	25.8	(0.38)	16.7	(0.33)	9.2	(0.28)
Oregon	74.2	(0.17)	86.8	(0.76)	14.9	(0.05)	85.1	(0.05)	25.1	(0.06)	16.4	(0.06)	8.7	(0.04)	9.8	(0.26)	90.2	(0.26)	21.9	(0.35)	34.2	(0.38)	21.1	(0.32)	13.1	(0.26)
Pennsylvania	79.8	(0.09)	88.2	(0.44)	18.1	(0.03)	81.9	(0.03)	22.4	(0.03)	14.0	(0.03)	8.4	(0.02)	8.9	(0.15)	91.1	(0.15)	34.9	(0.20)	31.8	(0.22)	19.0	(0.19)	12.9	(0.15)
Rhode Island	81.3	(0.32)	91.3	(1.32)	22.0	(0.13)	78.0	(0.13)	25.6	(0.14)	15.9	(0.12)	9.7	(0.10)	11.2	(0.45)	88.8	(0.45)	28.4	(0.68)	34.5	(0.71)	20.0	(0.50)	14.5	(0.53)
South Carolina	74.3	(0.18)	86.5	(0.70)	23.7	(0.07)	76.3	(0.07)	20.4	(0.07)	13.5	(0.06)	6.9	(0.04)	11.9	(0.25)	88.1	(0.25)	29.9	(0.36)	28.2	(0.31)	17.8	(0.27)	10.5	(0.19)
South Dakota	78.2	(0.33)	83.7	(1.65)	15.4	(0.12)	84.6	(0.12)	21.5	(0.13)	15.5	(0.12)	6.0	(0.08)	7.8	(0.46)	92.2	(0.46)	30.5	(0.97)	28.9	(0.92)	20.1	(0.71)	8.7	(0.60)
Tennessee	75.1	(0.16)	87.5	(0.58)	24.1	(0.06)	75.9	(0.06)	19.6	(0.06)	12.8	(0.05)	6.8	(0.03)	12.2	(0.20)	87.8	(0.20)	32.0	(0.28)	27.4	(0.29)	17.4	(0.20)	10.0	(0.21)
Texas	68.6	(0.08)	85.6	(0.28)	24.3	(0.03)	75.7	(0.03)	23.2	(0.03)	15.6	(0.03)	7.6	(0.02)	16.1	(0.13)	83.9	(0.13)	25.0	(0.14)	30.3	(0.14)	19.6	(0.11)	10.7	(0.10)
Utah	80.3	(0.16)	89.6	(0.70)	12.3	(0.07)	87.7	(0.07)	26.1	(0.09)	17.8	(0.08)	8.3	(0.06)	7.3	(0.33)	92.7	(0.33)	22.8	(0.44)	35.0	(0.51)	22.9	(0.38)	12.2	(0.33)
Vermont	83.0	(0.28)	91.3	(1.85)	13.6	(0.10)	86.4	(0.10)	29.4	(0.13)	18.3	(0.11)	11.1	(0.09)	6.6	(0.61)	93.4	(0.61)	29.0	(0.81)	39.1	(1.00)	23.4	(0.83)	15.7	(0.58)
Virginia	79.4	(0.13)	89.7	(0.46)	18.5	(0.05)	81.5	(0.05)	29.5	(0.06)	17.9	(0.05)	11.6	(0.04)	10.0	(0.17)	90.0	(0.17)	24.0	(0.24)	39.5	(0.29)	22.3	(0.26)	17.2	(0.22)
Washington	75.3	(0.16)	87.2	(0.57)	12.9	(0.05)	87.1	(0.05)	27.7	(0.06)	18.4	(0.05)	9.3	(0.04)	8.4	(0.15)	91.6	(0.15)	21.8	(0.23)	36.7	(0.31)	22.7	(0.24)	13.9	(0.19)
West Virginia	78.2	(0.22)	87.3	(1.26)	24.8	(0.09)	75.2	(0.09)	14.8	(0.07)	8.9	(0.06)	5.9	(0.05)	11.9	(0.39)	88.1	(0.39)	40.1	(0.59)	21.4	(0.56)	12.7	(0.38)	8.6	(0.32)
Wisconsin	78.9	(0.13)	89.2	(0.52)	14.9	(0.04)	85.1	(0.04)	22.4	(0.05)	15.2	(0.04)	7.2	(0.03)	7.7	(0.19)	92.3	(0.19)	30.9	(0.32)	30.2	(0.37)	19.8	(0.28)	10.4	(0.21)
Wyoming	79.0	(0.41)	88.2	(2.02)	12.1	(0.13)	87.9	(0.13)	21.9	(0.16)	14.9	(0.14)	7.0	(0.10)	7.3	(0.60)	92.7	(0.60)	28.9	(1.03)	27.0	(0.83)	17.3	(0.81)	9.7	(0.73)

<sup>#</sup>Rounds to zero.

through equivalency programs, such as a GED program. NOTE: Data for 2018 are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare

facilities), while data for 2000 are based on sample surveys of the population residing in individual housing units only. Caution should be used when comparing data between these two years. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Census 2000 Summary File 3, retrieved October 11, 2006, from https://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\_00\_SF3\_QTP20&prodType=table; Census Briefs, Educational Attainment: 2000; and American Community Survey (ACS), 2018. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>1</sup>High school completers include those graduating from high school with a diploma as well as those completing high school

Table 104.85. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and state: 2018

				Perce	ent with h	igh schoo	school completion¹ or higher									P	ercent wi	th bachelo	or's or hig	her degre	e			
Olale		Total <sup>2</sup>		White		Black		Hispanic		Asian	moi	Two or re races		Total <sup>2</sup>		White		Black		Hispanic		Asian	mı	Two or ore races
State		2		3		A DIACK	'	5		6	11101	7		8		VVIIILE		10		11		12	1110	13
United States	88.3	(0.04)	93.1	(0.04)	86.6	(0.09)	69.7	(0.15)	87.7	(0.12)	92.0	(0.22)	32.6	(0.07)	36.3	(0.08)	22.1	(0.14)	17.0	(0.12)	55.3	(0.21)	35.9	(0.39)
Alabama	86.5	(0.28)	88.6	(0.31)	83.4	(0.56)	65.9	(2.38)	84.3	(2.45)	88.2	(2.32)	25.3	(0.34)	28.0	(0.41)	17.2	(0.58)	18.3	(2.13)	52.9	(3.14)	25.6	(2.89)
Alaska	94.0	(0.52)	96.5	(0.48)	98.2	(1.53)	88.5	(4.23)	91.6	(3.68)	95.7	(1.78)	30.1	(1.13)	36.5	(1.39)	23.5	(6.04)	23.1	(4.42)	24.6	(4.05)	24.6	(3.95)
Arizona	87.6	(0.17)	94.6	(0.18)	89.8	(1.02)	71.3	(0.51)	89.3	(1.05)	93.7	(1.04)	29.6	(0.26)	36.0	(0.31)	25.0	(1.33)	13.7	(0.40)	57.7	(1.84)	37.7	(2.76)
Arkansas	87.3	(0.30)	89.5	(0.33)	86.2	(0.79)	59.7	(2.38)	88.7	(3.40)	85.3	(2.59)	23.3	(0.40)	25.0	(0.46)	16.8	(1.02)	11.5	(1.40)	44.3	(3.84)	20.4	(2.72)
California	83.9	(0.09)	95.1	(0.08)	91.0	(0.30)	66.1	(0.23)	88.4	(0.19)	93.4	(0.37)	34.4	(0.11)	44.6	(0.17)	27.0	(0.54)	13.6	(0.19)	53.8	(0.33)	41.9	(0.84)
Colorado	92.2	(0.19)	96.8	(0.14)	90.4	(1.14)	73.7	(0.79)	90.4	(0.98)	95.4	(0.84)	42.0	(0.29)	48.3	(0.32)	28.6	(1.94)	17.0	(0.64)	56.6	(1.54)	44.2	(2.24)
Connecticut	90.8	(0.24)	94.6	(0.23)	88.0	(0.83)	73.9	(1.10)	89.4	(1.04)	89.6	(2.38)	39.7	(0.35)	44.6	(0.43)	22.9	(1.19)	16.9	(0.82)	65.3	(1.70)	45.4	(4.54)
Delaware	89.6	(0.57)	93.2	(0.52)	88.7	(1.15)	61.9	(3.18)	85.3	(4.30)	89.2	(4.91)	31.2	(0.77)	34.2	(0.93)	22.1	(1.65)	17.2	(2.24)	55.2	(4.92)	23.4	(5.21)
District of Columbia	91.8	(0.57)	99.3	(0.23)	87.6	(1.05)	76.0	(3.32)	96.8	(1.72)	96.2	(1.82)	60.2	(0.61)	92.9	(0.62)	27.8	(1.29)	53.9	(3.67)	88.9	(2.61)	70.4	(5.35)
Florida	88.5	(0.09)	93.1	(0.12)	83.7	(0.41)	80.0	(0.28)	87.9	(0.63)	92.2	(0.88)	30.5	(0.15)	34.0	(0.17)	20.0	(0.48)	25.5	(0.29)	50.0	(1.16)	35.0	(1.57)
Georgia	87.5	(0.18)	90.8	(0.20)	87.6	(0.27)	61.8	(1.05)	87.1	(0.88)	92.6	(1.31)	32.0	(0.21)	35.9	(0.26)	24.6	(0.47)	18.1	(0.75)	56.4	(1.17)	39.5	(2.41)
Hawaii	91.7	(0.42)	97.1	(0.42)	95.8	(2.16)	89.1	(1.37)	88.9	(0.78)	95.3	(0.64)	33.2	(0.65)	44.1	(1.56)	30.8	(4.63)	27.2	(2.02)	35.0	(1.01)	26.3	(1.39)
Idaho	90.7	(0.39)	93.8	(0.34)	92.4	(5.30)	64.3	(2.56)	90.2	(3.78)	96.8	(1.73)	27.4	(0.52)	29.3	(0.56)	24.5	(7.26)	11.0	(1.42)	41.5	(5.73)	22.8	(4.37)
Illinois	89.4	(0.14)	94.2	(0.11)	86.7	(0.46)	69.2	(0.70)	90.9	(0.62)	91.5	(1.47)	35.2	(0.21)	39.5	(0.24)	22.1	(0.57)	14.4	(0.43)	66.4	(0.97)	41.0	(2.25)
Indiana	88.8	(0.22)	90.5	(0.21)	86.0	(0.74)	68.6	(1.81)	83.5	(1.94)	88.2	(2.08)	26.9	(0.29)	27.7	(0.33)	18.6	(0.90)	14.0	(1.07)	58.8	(2.45)	31.2	(2.68)
lowa	92.2	(0.27)	94.3	(0.24)	81.5	(3.21)	62.1	(2.73)	82.3	(2.95)	93.1	(2.23)	28.6	(0.49)	29.4	(0.47)	12.0	(2.22)	14.3	(1.79)	48.0	(3.98)	26.6	(5.26)
Kansas	90.9	(0.27)	94.4	(0.26)	86.5	(1.83)	63.8	(1.68)	87.7	(2.08)	94.2	(1.57)	33.4	(0.38)	35.9	(0.45)	20.3	(2.07)	13.8	(1.29)	58.1	(2.42)	25.4	(3.29)
Kentucky	87.1	(0.28)	87.7	(0.27)	87.0	(0.98)	70.6	(2.65)	82.1	(2.61)	86.4	(2.35)	25.2	(0.30)	25.6	(0.33)	17.0	(1.25)	21.1	(2.30)	50.6	(3.39)	28.5	(3.78)
Louisiana	86.0	(0.33)	89.3	(0.32)	81.5	(0.57)	73.2	(1.90)	83.4	(2.09)	91.1	(2.15)	24.3	(0.31)	28.4	(0.43)	15.3	(0.48)	19.1	(1.61)	44.7	(2.86)	29.8	(2.86)
Maine	92.8	(0.43)	93.0	(0.44)	74.0	(11.31)	92.1	(2.27)	87.0	(4.35)	98.1	(1.24)	30.6	(0.62)	30.7	(0.61)	20.2!	(7.30)	41.3	(6.33)	34.8	(6.26)	24.1	(5.34)
Maryland	90.5	(0.21)	94.2	(0.21)	90.0	(0.34)	68.5	(1.15)	89.9	(1.06)	92.4	(1.11)	40.7	(0.33)	46.3	(0.40)	30.0	(0.53)	23.3	(0.99)	64.4	(1.34)	43.2	(2.14)
Massachusetts	90.8	(0.18)	94.3	(0.18)	86.6	(0.83)	70.5	(0.85)	86.6	(0.80)	92.6	(1.57)	44.4	(0.28)	47.3	(0.31)	30.2	(1.07)	21.5	(0.86)	62.7	(1.24)	47.8	(2.63)
Michigan	91.0	(0.16)	92.8	(0.16)	86.2	(0.49)	75.1	(1.28)	89.8	(0.99)	88.2	(1.50)	29.6	(0.27)	30.7	(0.27)	17.8	(0.73)	19.7	(1.15)	65.5	(1.54)	26.8	(1.94)
Minnesota	93.4	(0.20)	96.0	(0.14)	81.7	(1.65)	70.6	(2.42)	84.0	(1.30)	91.7	(2.05)	37.2	(0.40)	38.5	(0.45)	23.0	(1.98)	21.9	(1.61)	48.1	(2.19)	35.3	(3.68)
Mississippi	85.4	(0.34)	88.4	(0.39)	81.4	(0.60)	68.0	(3.11)	88.8	(2.33)	88.1	(3.25)	23.4	(0.43)	27.2	(0.53)	16.7	(0.54)	17.8	(2.69)	47.4	(4.15)	33.5	(5.85)
Missouri	90.3	(0.22)	91.4	(0.21)	86.6	(0.78)	75.6	(1.93)	91.8	(1.32)	89.1	(2.10)	29.6	(0.26)	30.4	(0.33)	19.2	(0.93)	23.1	(1.42)	63.0	(2.72)	26.5	(2.12)
Montana	93.4	(0.39)	94.2	(0.40)	‡	(†)	90.3	(3.20)	80.9	(7.21)	88.8	(4.05)	30.4	(0.80)	31.4	(0.78)	‡	(†)	31.2	(7.44)	40.5	(11.17)	13.8	(3.51)
Nebraska	91.8	(0.24)	95.0	(0.22)	88.6	(2.13)	66.0	(2.15)	80.3	(3.10)	84.3	(4.77)	32.9	(0.53)	35.2	(0.55)	22.6	(3.13)	13.8	(1.65)	44.7	(4.58)	25.4	(4.45)
Nevada	86.8	(0.29)	93.9	(0.27)	89.5	(1.09)	67.3	(0.89)	90.3	(0.88)	91.9	(1.67)	24.9	(0.41)	29.6	(0.59)	17.3	(1.29)	11.6	(0.64)	38.3	(1.54)	28.4	(2.87)
New Hampshire	92.9	(0.31)	94.0	(0.30)	72.8	(5.01)	74.6	(3.34)	89.4	(2.42)	90.2	(4.02)	37.2	(0.59)	37.3	(0.61)	13.8!	(4.81)	20.4	(3.30)	62.7	(3.85)	35.0	(5.51)
New Jersey	90.1	(0.17)	94.7	(0.14)	88.0	(0.55)	75.2	(0.63)	92.4	(0.39)	94.1	(0.95)	40.6	(0.24)	44.8	(0.29)	25.4	(0.71)	20.6	(0.52)	70.9	(0.74)	48.9	(2.15)
New Mexico	85.3	(0.43)	95.5	(0.28)	89.1	(3.37)	76.5	(0.84)	87.1	(3.02)	95.3	(1.68)	27.5	(0.50)	42.2	(0.78)	22.6	(3.61)	15.3	(0.64)	56.2	(4.40)	33.7	(4.10)
New York	87.2	(0.12)	93.5	(0.12)	84.7	(0.42)	71.7	(0.44)	80.0	(0.47)	89.9	(0.95)	37.3	(0.18)	43.5	(0.21)	25.0	(0.46)	20.1	(0.42)	48.5	(0.66)	44.8	(1.52)
North Carolina	88.3	(0.17)	91.7	(0.17)	86.6	(0.35)	62.7	(1.16)	86.5	(1.31)	90.2	(1.47)	31.9	(0.23)	35.8	(0.25)	21.4	(0.54)	16.2	(0.88)	58.6	(1.68)	34.2	(2.07)
North Dakota	92.6	(0.51)	94.1	(0.41)	80.4	(7.18)	86.6	(4.34)	67.6	(8.97)	91.0	(5.22)	28.8	(1.00)	29.8	(1.11)	23.3!	(8.35)	19.4	(4.75)	38.2	(8.59)	23.2!	(7.29)
Ohio	90.5	(0.13)	91.9	(0.13)	85.4	(0.57)	77.4	(1.26)	86.8	(1.18)	89.1	(1.50)	28.8	(0.21)	29.9	(0.21)	17.6	(0.57)	20.3	(1.28)	59.6	(1.67)	27.7	(1.75)
Oklahoma	88.5	(0.28)	91.3	(0.25)	90.6	(0.89)	61.7	(1.67)	86.0	(2.16)	89.3	(1.01)	25.8	(0.38)	28.3	(0.44)	19.4	(1.39)	9.9	(0.98)	53.5	(3.84)	25.2	(1.82)
Oregon	90.2	(0.26)	94.0	(0.22)	88.6	(2.22)	62.5	(1.58)	86.9	(1.29)	90.5	(1.43)	34.2	(0.38)	36.1	(0.42)	27.6	(2.61)	15.9	(0.96)	51.0	(1.88)	30.6	(1.95)
Pennsylvania	91.1	(0.15)	93.2	(0.10)	87.6	(0.59)	71.4	(1.03)	85.7	(1.03)	92.1	(1.25)	31.8	(0.22)	33.3	(0.24)	19.8	(0.79)	16.8	(0.79)	59.2	(1.36)	28.7	(2.17)
Rhode Island	88.8	(0.45)	91.7	(0.40)	87.7	(1.94)	73.6	(2.30)	86.5	(2.81)	88.8	(4.31)	34.5	(0.71)	37.9	(0.81)	23.6	(2.99)	16.1	(1.75)	45.7	(4.23)	35.3	(5.65)
South Carolina	88.1	(0.25)	91.0	(0.28)	83.5	(0.66)	69.2	(1.73)	91.7	(1.83)	90.2	(1.78)	28.2	(0.31)	33.0	(0.40)	15.6	(0.65)	18.3	(1.35)	52.4	(3.04)	31.5	(3.14)
South Dakota	92.2	(0.46)	94.7	(0.39)	76.1	(7.61)	68.5	(6.39)	68.3	(9.62)	83.8	(7.59)	28.9	(0.92)	31.1	(0.99)	12.1!	(5.65)	15.0	(4.32)	44.5	(8.72)	25.8!	(7.75)
Tennessee	87.8	(0.20)	89.4	(0.20)	85.9	(0.54)	65.0	(1.66)	83.4	(1.83)	90.6	(1.52)	27.4	(0.29)	28.7	(0.31)	20.0	(0.72)	17.4	(1.25)	51.4	(2.45)	35.7	(2.39)
Texas	83.9	(0.13)	94.4	(0.10)	90.0	(0.27)	66.7	(0.28)	87.7	(0.47)	93.7	(0.72)	30.3	(0.14)	39.3	(0.20)	25.1	(0.44)	15.1	(0.21)	59.8	(0.71)	39.6	(1.21)
Utah	92.7	(0.33)	95.7	(0.24)	88.5	(4.08)	73.7	(1.79)	91.4	(1.79)	96.2	(1.74)	35.0	(0.51)	37.8	(0.54)	22.5	(5.57)	16.6	(1.23)	51.1	(3.62)	35.5	(3.63)
Vermont Virginia Washington West Virginia Wisconsin Wyoming	93.4 90.0 91.6 88.1 92.3 92.7	(0.61) (0.17) (0.15) (0.39) (0.19) (0.60)	93.6 93.1 95.2 88.0 94.3 93.8	(0.61) (0.15) (0.14) (0.40) (0.16) (0.53)	\$6.1 90.0 91.4 85.2 ‡	(†) (0.47) (1.02) (1.78) (1.10) (†)	89.0 72.0 66.8 76.2 71.6 81.0	(4.72) (1.13) (0.93) (5.27) (1.77) (3.83)	90.1 90.7 89.6 98.7 83.0 ‡	(7.83) (0.52) (0.48) (1.06) (2.13) (†)	85.6 92.2 94.0 82.0 95.3 95.1	(6.87) (1.10) (0.69) (4.38) (1.65) (3.64)	39.1 39.5 36.7 21.4 30.2 27.0	(1.00) (0.29) (0.31) (0.56) (0.37) (0.83)	38.2 43.0 37.9 21.4 31.6 28.5	(0.97) (0.32) (0.32) (0.58) (0.37) (0.94)	24.5 27.3 13.4 15.8 ‡	(†) (0.65) (1.55) (1.77) (1.45) (†)	35.9 24.9 16.2 24.4 16.5 10.1	(8.92) (0.92) (0.63) (4.66) (1.34) (2.12)	80.9 63.5 55.0 61.6 45.8	(6.90) (1.01) (1.03) (7.39) (2.92) (†)	51.8 39.6 36.7 18.3 36.8	(10.40) (2.03) (1.58) (4.52) (3.72) (†)

†Not applicable.

NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2018 (This table was prepared February 2020.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Includes completion of high school through equivalency programs, such as a GED program.

<sup>&</sup>lt;sup>2</sup>Total includes racial/ethnic groups not shown separately.

Table 105.10. Projected number of participants in educational institutions, by level and control of institution: Fall 2019
[In millions]

	All levels	Elemen	tary and secondary	schools	Degree-grar	nting postsecondary	institutions
Participants	(elementary, secondary, and degree-granting postsecondary)		Public	Private	Total	Public	Private
1	2	3	4	5	6	7	8
Total	86.5	63.8	57.2	6.6	22.7	16.6	6.2
Enrollment	76.1	56.3	50.6	5.7	19.7	14.6	5.1
Teachers and faculty	4.7	3.7	3.2	0.5	1.1	0.7	0.4
Other professional, administrative, and support staff	5.7	3.8	3.4	0.4	1.9	1.3	0.7

NOTE: Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes federal Bureau of Indian Education schools and Department of Defense Education Activity schools. Excludes private preprimary enrollment in schools that do not offer kindergarten or above. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data for teachers and other staff in public and private elementary and secondary schools and colleges and universities are reported in terms of full-time equivalents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029; Elementary and Secondary Teacher Projection Model, 1973 through 2029; and unpublished projections and estimates. (This table was prepared January 2020.)

Table 105.20. Enrollment in elementary, secondary, and degree-granting postsecondary institutions, by level and control of institution, enrollment level, and attendance status and sex of student: Selected years, fall 1990 through fall 2029

[In thousands]

Level and control of institution,		Act	ual							Proje	cted					
enrollment level, and attendance status and sex of student	1990	2000	2010	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All levels	60,683	68,685	75,886	76,184¹	76,013	76,070	76,112	76,122	76,247	76,342	76,386	76,397	76,441	76,538	76,714	76,921
Elementary and secondary schools <sup>2</sup>	46,864	53,373	54,867	56,406 <sup>1</sup>	56,367	56,350	56,368	56,343	56,434	56,480	56,460	56,404	56,370	56,439	56,605	56,806
Public	41,217	47,204	49,484	50,686 <sup>1</sup>	50,650	50,634	50,654	50,643	50,721	50,768	50,758	50,704	50,672	50,734	50,885	51,068
Private	5,648 <sup>3</sup>	6,169 <sup>3</sup>	5,382 <sup>3</sup>	5,720	5,717	5,716	5,714	5,700	5,713	5,712	5,702	5,700	5,699	5,704	5,720	5,738
Prekindergarten to grade 8	34,388	38,592	38,708	39,748 <sup>1</sup>	39,656	39,605	39,476	39,256	39,190	39,196	39,309	39,470	39,676	39,886	40,082	40,268
Public <sup>4</sup>	29,876	33,686	34,625	35,496 <sup>1</sup>	35,443	35,402	35,293	35,094	35,019	35,022	35,123	35,267	35,452	35,641	35,818	35,987
Private	4,512 <sup>3</sup>	4,906 <sup>3</sup>	4,084 <sup>3</sup>	4,252	4,213	4,203	4,183	4,161	4,171	4,174	4,187	4,204	4,224	4,245	4,263	4,281
Grades 9 to 12	12,476	14,781	16,159	16,658	16,711	16,745	16,892	17,088	17,245	17,285	17,150	16,934	16,694	16,553	16,523	16,539
Public <sup>4,5</sup>	11,341	13,517	14,860	15,190	15,206	15,232	15,361	15,549	15,703	15,746	15,635	15,438	15,220	15,093	15,067	15,081
Private	1,136 <sup>3</sup>	1,264 <sup>3</sup>	1,299 <sup>3</sup>	1,468	1,504	1,512	1,531	1,539	1,542	1,538	1,515	1,496	1,474	1,460	1,456	1,457
Degree-granting post- secondary institutions	13,819	15,312	21,019	19,778	19,646 <sup>6</sup>	19,720	19,744	19,778	19,813	19,862	19,926	19,993	20,070	20,099	20,110	20,115
Undergraduate	11,959	13,155	18,082	16,773	16,610 <sup>6</sup>	16,673	16,692	16,721	16,750	16,790	16,845	16,901	16,967	16,991	16,999	17,003
Full-time	6,976	7,923	11,457	10,372	10,267 <sup>6</sup>	10,296	10,293	10,292	10,297	10,312	10,341	10,377	10,415	10,419	10,410	10,397
Part-time	4,983	5,232	6,625	6,401	6,343 <sup>6</sup>	6,377	6,399	6,428	6,452	6,478	6,504	6,524	6,551	6,572	6,589	6,606
Male	5,380	5,778	7,836	7,351	7,226 <sup>6</sup>	7,250	7,254	7,263	7,273	7,288	7,312	7,338	7,367	7,378	7,383	7,385
Female	6,579	7,377	10,246	9,422	9,384 <sup>6</sup>	9,423	9,438	9,457	9,477	9,503	9,533	9,564	9,600	9,613	9,616	9,618
2-year	5,240	5,948	7,684	5,953	5,745 <sup>6</sup>	5,770	5,783	5,799	5,814	5,832	5,853	5,872	5,895	5,907	5,915	5,922
4-year	6,719	7,207	10,399	10,820	10,865 <sup>6</sup>	10,902	10,910	10,921	10,936	10,958	10,992	11,030	11,072	11,083	11,084	11,080
Public	9,710	10,539	13,703	13,113	13,049 <sup>6</sup>	13,100	13,118	13,142	13,167	13,201	13,244	13,289	13,340	13,361	13,370	13,375
Private	2,250	2,616	4,379	3,660	3,561 <sup>6</sup>	3,573	3,575	3,578	3,582	3,590	3,600	3,613	3,626	3,630	3,629	3,628
Postbaccalaureate	1,860	2,157	2,937	3,005	3,036 <sup>6</sup>	3,048	3,052	3,058	3,064	3,071	3,081	3,092	3,104	3,109	3,111	3,112
Full-time	845	1,087	1,630	1,704	1,725 <sup>6</sup>	1,729	1,729	1,729	1,730	1,732	1,737	1,743	1,750	1,750	1,749	1,747
Part-time	1,015	1,070	1,307	1,301	1,311 <sup>6</sup>	1,318	1,323	1,329	1,334	1,339	1,344	1,349	1,354	1,358	1,362	1,365
Male	904	944	1,209	1,220	1,217 <sup>6</sup>	1,221	1,222	1,223	1,225	1,228	1,232	1,236	1,241	1,243	1,244	1,245
Female	955	1,213	1,728	1,785	1,819 <sup>6</sup>	1,827	1,830	1,834	1,838	1,844	1,850	1,856	1,863	1,865	1,866	1,867

¹Includes imputations for public school prekindergarten enrollment in California and Oregon. ²Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes homeschooled children who were not also enrolled animated and private schools. Private elementary enrollment includes preprimary students in schools offering kindergarten or higher grades.

NOTE: Postsecondary data for 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1990–91 through 2017–18; Private School Universe Survey (PSS), 1995–96 through 2017–18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:p0-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

in schools offering kindergarten or higher grades.

\*Sestimated.

\*Includes prorated proportion of students classified as ungraded. The total ungraded counts of students were prorated to the elementary level (prekindergarten to grade 8) and the secondary level (grades 9 to 12) based on prior reports.

\*In addition to students in grades 9 to 12 and ungraded secondary students, includes a small number of students reported as being enrolled in grade 13.

\*Data are actual.

Table 105.30. Enrollment in elementary, secondary, and degree-granting postsecondary institutions, by level and control of institution: Selected years, 1869-70 through fall 2029

[In thousands]

-				lic elementary a			ate elementary a econdary schools	I		Degree-granting econdary institut	tions <sup>2</sup>
Year	Total enrollment, all levels	Elementary and secondary, total	Total	Prekinder- garten through grade 8 <sup>3</sup>	Grades 9 through 12 <sup>3</sup>	Total	Prekinder- garten through grade 8	Grades 9 through 12	Total	Public	Private
1	2	3	4	5	6	7	8	9	10	11	12
1869–70 1879–80 1889–90 1899–1900 1909–10 1919–20	14,491 17,092 19,728 23,876	14,334 16,855 19,372 23,278	6,872 9,868 12,723 15,503 17,814 21,578	6,792 9,757 12,520 14,984 16,899 19,378	80 110 203 519 915 2,200	1,611 1,352 1,558 1,699	1,516 1,241 1,441 1,486	95 111 117 214	52 116 157 238 355 598		
1929–30 1939–40 1949–50 Fall 1959 Fall 1969 Fall 1985	29,430 29,539 31,151 44,497 59,055 57,226	28,329 28,045 28,492 40,857 51,050 44,979	25,678 25,434 25,111 35,182 45,550 39,422	21,279 18,832 19,387 26,911 32,513 27,034	4,399 6,601 5,725 8,271 13,037 12,388	2,651 2,611 3,380 5,675 5,500 <sup>4</sup> 5,557	2,310 2,153 2,708 4,640 4,200 <sup>4</sup> 4,195	341 458 672 1,035 1,300 <sup>4</sup> 1,362	1,101 1,494 2,659 3,640 8,005 12,247	797 1,355 2,181 5,897 9,479	698 1,304 1,459 2,108 2,768
Fall 1990	60,683	46,864	41,217	29,876	11,341	5,648 <sup>4</sup>	4,512 <sup>4</sup>	1,136 <sup>4</sup>	13,819	10,845	2,974
Fall 1991	62,087	47,728	42,047	30,503	11,544	5,681	4,550	1,131	14,359	11,310	3,049
Fall 1992	63,181	48,694	42,823	31,086	11,737	5,870 <sup>4</sup>	4,746 <sup>4</sup>	1,125 <sup>4</sup>	14,487	11,385	3,103
Fall 1993	63,837	49,532	43,465	31,502	11,963	6,067	4,950	1,118	14,305	11,189	3,116
Fall 1994	64,385	50,106	44,111	31,896	12,215	5,994 <sup>4</sup>	4,856 <sup>4</sup>	1,138 <sup>4</sup>	14,279	11,134	3,145
Fall 1995	65,020	50,759	44,840	32,338	12,502	5,918	4,756	1,163	14,262	11,092	3,169
Fall 1996	65,911	51,544	45,611	32,762	12,849	5,933 <sup>4</sup>	4,755 <sup>4</sup>	1,178 <sup>4</sup>	14,368	11,120	3,247
Fall 1997	66,574	52,071	46,127	33,071	13,056	5,944	4,759	1,185	14,502	11,196	3,306
Fall 1998	67,033	52,526	46,539	33,344	13,195	5,988 <sup>4</sup>	4,776 <sup>4</sup>	1,212 <sup>4</sup>	14,507	11,138	3,369
Fall 1999	67,725	52,875	46,857	33,486	13,371	6,018	4,789	1,229	14,850	11,376	3,474
Fall 2000	68,685	53,373	47,204	33,686	13,517	6,169 <sup>4</sup>	4,906 <sup>4</sup>	1,264 <sup>4</sup>	15,312	11,753	3,560
Fall 2001	69,920	53,992	47,672	33,936	13,736	6,320	5,023	1,296	15,928	12,233	3,695
Fall 2002	71,015	54,403	48,183	34,114	14,069	6,220 <sup>4</sup>	4,915 <sup>4</sup>	1,306 <sup>4</sup>	16,612	12,752	3,860
Fall 2003	71,551	54,639	48,540	34,201	14,339	6,099	4,788	1,311	16,911	12,859	4,053
Fall 2004	72,154	54,882	48,795	34,178	14,618	6,087 <sup>4</sup>	4,756 <sup>4</sup>	1,331 <sup>4</sup>	17,272	12,980	4,292
Fall 2005	72,674	55,187	49,113	34,204	14,909	6,073	4,724	1,349	17,487	13,022	4,466
Fall 2006	73,061	55,307	49,316	34,235	15,081	5,991 <sup>4</sup>	4,631 <sup>4</sup>	1,360 <sup>4</sup>	17,754	13,175	4,579
Fall 2007	73,459	55,201	49,291	34,204	15,086	5,910	4,546	1,364	18,258	13,501	4,757
Fall 2008	74,055	54,973	49,266	34,286	14,980	5,707 <sup>4</sup>	4,365 <sup>4</sup>	1,342 <sup>4</sup>	19,082	13,971	5,111
Fall 2009	75,163	54,849	49,361	34,409	14,952	5,488	4,179	1,309	20,314	14,811	5,503
Fall 2010	75,886	54,867	49,484	34,625	14,860	5,382 <sup>4</sup>	4,084 <sup>4</sup>	1,299 <sup>4</sup>	21,019	15,142	5,877
Fall 2011	75,800	54,790	49,522	34,773	14,749	5,268	3,977	1,291	21,011	15,116	5,894
Fall 2012	75,748	55,104	49,771	35,018	14,753	5,333 <sup>4</sup>	4,031 <sup>4</sup>	1,302 <sup>4</sup>	20,644	14,885	5,760
Fall 2013	75,817	55,440	50,045	35,251	14,794	5,396	4,084	1,312	20,377	14,747	5,630
Fall 2014	76,097	55,888	50,313	35,370	14,943	5,575 <sup>4</sup>	4,202 <sup>4</sup>	1,373 <sup>4</sup>	20,209	14,655	5,554
Fall 2015	76,177 <sup>5</sup>	56,189 <sup>5</sup>	50,438 <sup>5</sup>	35,388 <sup>5</sup>	15,050	5,751	4,304	1,446	19,988	14,573	5,415
Fall 2016	76,216 <sup>6</sup>	56,369 <sup>6</sup>	50,615 <sup>6</sup>	35,477 <sup>6</sup>	15,138	5,754 <sup>4</sup>	4,272 <sup>4</sup>	1,482 <sup>4</sup>	19,847	14,586	5,261
Fall 2017	76,184 <sup>5</sup>	56,406 <sup>5</sup>	50,686 <sup>5</sup>	35,496 <sup>5</sup>	15,190	5,720	4,252	1,468	19,778	14,572	5,206
Fall 2018 <sup>7</sup>	76,013	56,367	50,650	35,443	15,206	5,717	4,213	1,504	19,646	14,529	5,117
Fall 2019 <sup>7</sup>	76,070	56,350	50,634	35,402	15,232	5,716	4,203	1,512	19,720	14,586	5,135
Fall 2020 <sup>7</sup> Fall 2021 <sup>7</sup> Fall 2022 <sup>7</sup> Fall 2023 <sup>7</sup> Fall 2024 <sup>7</sup>	76,112	56,368	50,654	35,293	15,361	5,714	4,183	1,531	19,744	14,605	5,139
	76,122	56,343	50,643	35,094	15,549	5,700	4,161	1,539	19,778	14,633	5,145
	76,247	56,434	50,721	35,019	15,703	5,713	4,171	1,542	19,813	14,661	5,152
	76,342	56,480	50,768	35,022	15,746	5,712	4,174	1,538	19,862	14,698	5,163
	76,386	56,460	50,758	35,123	15,635	5,702	4,187	1,515	19,926	14,747	5,179
Fall 2025 <sup>7</sup> Fall 2026 <sup>7</sup> Fall 2027 <sup>7</sup> Fall 2028 <sup>7</sup> Fall 2029 <sup>7</sup>	76,397	56,404	50,704	35,267	15,438	5,700	4,204	1,496	19,993	14,796	5,197
	76,441	56,370	50,672	35,452	15,220	5,699	4,224	1,474	20,070	14,854	5,217
	76,538	56,439	50,734	35,641	15,093	5,704	4,245	1,460	20,099	14,877	5,222
	76,714	56,605	50,885	35,818	15,067	5,720	4,263	1,456	20,110	14,887	5,223
	76,921	56,806	51,068	35,987	15,081	5,738	4,281	1,457	20,115	14,893	5,222

<sup>-</sup>Not available

higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual

SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 to 1910; Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of Public Elementary and Secondary School Systems, 1959 through 1979; Statistics of Nonpublic Elementary and Secondary Schools, 1959 through 1980; 1985–86 Private School Survey; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985–86 through 2017–18; Private School Universe Survey (PSS), 1991–92 through 2017–18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; Opening (Fall) Enrollment in Higher Education, 1959; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1969 and 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90–99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Beginning in fall 1985, data include estimates for an expanded universe of private schools. Therefore, direct comparisons with earlier years should be avoided.
2 Data for 1869–70 through 1949–50 include resident degree-credit students enrolled at any time during the academic year. Beginning in 1959, data include all resident and extension

Students enrolled at the beginning of the fall term.

Total counts of ungraded students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on prior reports.

Estimated.

Fincludes imputations for public school prekindergarten enrollment in California and Oregon.

Includes imputations for public school prekindergarten enrollment in California.

Projected data. Fall 2017 data for degree-granting institutions are actual.

NOTE: Data for 1869–70 through 1949–50 reflect enrollment for the entire school year.

Elementary and secondary enrollment includes students in local public school systems and in most private schools (religiously affiliated and nonsectarian), but generally excludes homeschooled children and students in subcollegiate departments of colleges and in federal schools. Excludes preprimary students in private schools that do not offer kindergarten or higher grades. Postsecondary data through 1995 are for institutions of

Table 105.40. Number of teachers in elementary and secondary schools, and faculty in degree-granting postsecondary institutions, by control of institution: Selected years, fall 1970 through fall 2029

[In thousands]

				[					
		All levels		Elementa	ry and secondary t	teachers1	Degree-granti	ng institutions instru	uctional staff <sup>2</sup>
Year	Total	Public	Private	Total	Public	Private	Total	Public	Private
1	2	3	4	5	6	7	8	9	10
1970 1975	2,766 3,081	2,373 2,641	393 440	2,292 2,453	2,059 2,198	233 255³	474 628	314 443	160 185
1980 1981 1982 1983 1984	3,171 3,145 3,168 3,200 3,225	2,679 2,636 2,639 2,651 2,673	492 509 529 549 552	2,485 2,440 2,458 2,476 2,508	2,184 2,127 2,133 2,139 2,168	301 313 <sup>3</sup> 325 <sup>3</sup> 337 340 <sup>3</sup>	686 <sup>3,4</sup> 705 710 <sup>3,4</sup> 724 717 <sup>3,4</sup>	495 <sup>3,4</sup> 509 506 <sup>3,4</sup> 512 505 <sup>3,4</sup>	191 <sup>3,4</sup> 196 204 <sup>3,4</sup> 212 212 <sup>3,4</sup>
1985 1986 1987 1988 1989	3,264 3,314 3,424 3,472 3,537	2,709 2,754 2,832 2,882 2,934	555 560 592 590 603	2,549 2,592 2,631 2,668 2,713	2,206 2,244 2,279 2,323 2,357	343 348 <sup>3</sup> 352 345 356	715 <sup>3,4</sup> 722 <sup>3,4</sup> 793 804 <sup>3</sup> 824	503 <sup>3,4</sup> 510 <sup>3,4</sup> 553 559 <sup>3</sup> 577	212 <sup>3,4</sup> 212 <sup>3,4</sup> 240 245 <sup>3</sup> 247
1990 1991 1992 1993 1994	3,577 3,623 3,700 3,784 3,846	2,972 3,013 3,080 3,154 3,205	604 610 621 629 640	2,759 2,797 2,823 2,868 2,922	2,398 2,432 2,459 2,504 2,552	361 <sup>3</sup> 365 364 <sup>3</sup> 364 370 <sup>3</sup>	817 <sup>3</sup> 826 877 <sup>3</sup> 915 923 <sup>3</sup>	574 <sup>3</sup> 581 621 <sup>3</sup> 650 653 <sup>3</sup>	244 <sup>3</sup> 245 257 <sup>3</sup> 265 270 <sup>3</sup>
1995 1996 1997 1998 1999	3,906 4,006 4,127 4,230 4,347	3,255 3,339 3,441 3,527 3,624	651 666 687 703 723	2,974 3,051 3,138 3,230 3,319	2,598 2,667 2,746 2,830 2,911	376 384 <sup>3</sup> 391 400 <sup>3</sup> 408	932 954 <sup>3</sup> 990 999 <sup>3</sup> 1,028	657 672 <sup>3</sup> 695 697 <sup>3</sup> 713	275 282 <sup>3</sup> 295 303 <sup>3</sup> 315
2000 2001 2002 2003 2004	4,432 4,554 4,631 4,663 4,773	3,683 3,771 3,829 3,840 3,909	750 783 802 823 863	3,366 3,440 3,476 3,490 3,536	2,941 3,000 3,034 3,049 3,091	424 <sup>3</sup> 441 442 <sup>3</sup> 441 445 <sup>3</sup>	1,067 <sup>3</sup> 1,113 1,155 <sup>3</sup> 1,174 1,237 <sup>3</sup>	741 <sup>3</sup> 771 794 <sup>3</sup> 792 818 <sup>3</sup>	325 <sup>3</sup> 342 361 <sup>3</sup> 382 418 <sup>3</sup>
2005 2006 2007 2008 2009	4,883 4,944 5,028 5,063 5,086	3,984 4,020 4,077 4,106 4,123	899 924 951 957 963	3,593 3,622 3,656 3,670 3,647	3,143 3,166 3,200 3,222 3,210	450 456 <sup>3</sup> 456 448 <sup>3</sup> 437	1,290 1,322 <sup>3</sup> 1,372 1,393 <sup>3</sup> 1,439	841 853 <sup>3</sup> 877 884 <sup>3</sup> 914	449 468 <sup>3</sup> 495 509 <sup>3</sup> 525
2010 2011 2012 2013 2014	5,022 5,032 5,049 5,101 5,146	4,044 4,057 4,067 4,082 4,102	978 975 981 1,018 1,044	3,512 3,508 3,517 3,555 3,594	3,099 3,103 3,109 3,114 3,132	413 <sup>3</sup> 405 408 <sup>3</sup> 441 461 <sup>3</sup>	1,510 <sup>3</sup> 1,524 1,531 <sup>3</sup> 1,545 1,552 <sup>3</sup>	945 <sup>3</sup> 954 958 <sup>3</sup> 969 970 <sup>3</sup>	565 <sup>3</sup> 570 573 <sup>3</sup> 577 582 <sup>3</sup>
2015 2016 2017 2018 <sup>5</sup> 2019 <sup>6</sup>	5,185 5,199 5,198 5,182	4,122 4,144 4,142 4,137	1,063 1,055 1,055 1,044 —	3,633 3,653 3,652 3,639 3,661	3,151 3,169 3,170 3,157 3,176	482 483 <sup>3</sup> 482 482 485	1,552 1,546 1,546 1,543	971 974 973 981	581 572 573 562
2020 <sup>6</sup> 2021 <sup>6</sup> 2022 <sup>6</sup> 2023 <sup>6</sup> 2024 <sup>6</sup>	=======================================	_ _ _		3,670 3,684 3,708 3,731 3,758	3,184 3,197 3,217 3,237 3,260	486 488 491 494 498			_ _ _
2025 <sup>6</sup> 2026 <sup>6</sup> 2027 <sup>6</sup> 2028 <sup>6</sup> 2029 <sup>6</sup>	=======================================	_ _ _	_ _ _ _	3,786 3,813 3,842 3,880 3,909	3,284 3,307 3,332 3,364 3,390	502 506 510 516 520	_ _ _ _		_ _ 

<sup>-</sup>Not available

## <sup>6</sup>Projected

NOTE: Detail may not sum to totals because of rounding. Some data have been revised

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1970 and 1975; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1980 through 2017; Private School Universe Survey (PSS), 1989–90 through 2017–18; Elementary and Secondary Teacher Projection Model, 1973 through 2029; Higher Education General Information Survey (HEGIS), "Flal Staff" survey, 1970 and 1975; Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:87–99); IPEDS Winter 2001–02 through Winter 2011–12, Human Resources component, Fall Staff section; IPEDS Spring 2014 through Spring 2019, Human Resources component, Fall Staff Staff section; U.S. Spring 2014 through Spring 2019, Human Resources component, Fall Staff section; U.S. Equal Opportunity Commission, EEO-6, 1981 and 1983; and unpublished data. (This table was prepared December 2019.)

<sup>—</sup>Not available.

'Includes teachers in local public school systems and in most private schools (religiously affiliated and nonsectarian). Teachers are reported in terms of full-time equivalents.

'Includes full-time and part-time faculty with the rank of instructor or above in colleges, universities, professional schools, and 2-year colleges. Excludes teaching assistants. Headcounts are used to report data for faculty. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.

'Estimated on the basis of enrollment and staff counts in adjacent years.

'Inclusion of institutions is not consistent with surveys for 1987 and later years.

'Data for elementary and secondary schools are projected: data for decree-granting

<sup>&</sup>lt;sup>5</sup>Data for elementary and secondary schools are projected; data for degree-granting institutions are actual.

Table 105.50. Number of educational institutions, by level and control of institution: Selected years, 1980-81 through 2017-18

Level and control of institution	1980-81	1990–91	1999– 2000	2007–08	2008-09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
All institutions	_	_	131,414	139,207	_	138,925	_	136,423	_	139,126	_	139,874	_	137,432
Elementary and secondary schools	106,746	109,228	125,007	132,656	_	132,183	_	129,189	_	131,890	_	132,853	_	130,930
Elementary Secondary Combined Other <sup>1</sup>	72,659 24,856 5,202 4,029	74,716 23,602 8,847 2,063	86,433 24,903 12,197 1,474	88,982 27,575 14,837 1,262	=	88,565 27,427 14,895 1,296	=	86,386 27,034 14,799 971	=	89,543 26,767 14,599 981	_ _ _	88,665 26,986 16,511 691	_ _ _	87,498 26,727 15,804 901
Public schools Elementary Secondary Combined Other¹	85,982 59,326 22,619 1,743 2,294	84,538 59,015 21,135 2,325 2,063	92,012 64,131 22,365 4,042 1,474	98,916 67,112 24,643 5,899 1,262	98,706 67,148 24,348 5,623 1,587	98,817 67,140 24,651 5,730 1,296	98,817 67,086 24,544 6,137 1,050	98,328 66,689 24,357 6,311 971	98,454 66,708 24,294 6,329 1,123	98,271 67,034 24,067 6,189 981	98,176 67,073 24,181 6,347 575	98,277 66,758 24,040 6,788 691	98,158 66,837 23,814 6,783 724	98,469 67,408 23,882 6,278 901
Private schools <sup>2</sup> Elementary Schools with highest grade of	20,764 13,333	24,690 15,701	32,995 22,302	33,740 21,870	_	33,366 21,425	_	30,861 19,697	_	33,619 22,509	_	34,576 21,907	_	32,461 20,090
kindergarten Secondary Combined Other¹	2,237 3,459 1,735	2,467 6,522 (³)	5,952 2,538 8,155 (³)	5,522 2,932 8,938 (³)	_ _ _	5,275 2,776 9,165 (³)	_ _ _ _	4,658 2,677 8,488 (³)	_ _ _ _	5,255 2,700 8,410 (³)	_ _ _ _	5,147 2,946 9,723 (³)	_ _ _ _	4,320 2,845 9,526 (³)
Postsecondary Title IV institutions	_	_	6,407	6,551	6,632	6,742	7,021	7,234	7,253	7,236	7,151	7,021	6,606	6,502
Public Private Nonprofit For-profit	_ _ _	_ _ _	2,078 4,329 1,936 2,393	2,004 4,547 1,815 2,732	1,997 4,635 1,809 2,826	1,989 4,753 1,809 2,944	2,015 5,006 1,812 3,194	2,011 5,223 1,830 3,393	1,981 5,272 1,820 3,452	1,980 5,256 1,834 3,422	1,964 5,187 1,827 3,360	1,965 5,056 1,859 3,197	1,958 4,648 1,823 2,825	1,955 4,547 1,826 2,721
Title IV non-degree-granting institutions Public Private Nonprofit For-profit	_ _ _ _	_ _ _ _ _	2,323 396 1,927 255 1,672	2,199 319 1,880 191 1,689	2,223 321 1,902 180 1,722	2,247 317 1,930 185 1,745	2,422 359 2,063 182 1,881	2,528 362 2,166 177 1,989	2,527 358 2,169 168 2,001	2,512 355 2,157 159 1,998	2,524 343 2,181 155 2,026	2,438 345 2,093 158 1,935	2,246 335 1,911 141 1,770	2,189 329 1,860 137 1,723
Title IV degree-granting institutions 2-year colleges Public Private Nonprofit For-profit	3,231 1,274 945 329 182 147	3,559 1,418 972 446 167 279	4,084 1,721 1,068 653 150 503	4,352 1,677 1,032 645 92 553	4,409 1,690 1,024 666 92 574	4,495 1,721 1,000 721 85 636	4,599 1,729 978 751 87 664	4,706 1,738 967 771 100 671	4,726 1,700 934 766 97 669	4,724 1,685 934 751 88 663	4,627 1,616 920 696 88 608	4,583 1,579 910 669 107 562	4,360 1,528 886 642 101 541	4,313 1,485 876 609 99 510
4-year colleges Public Private Nonprofit For-profit	1,957 552 1,405 1,387 18	2,141 595 1,546 1,482 64	2,363 614 1,749 1,531 218	2,675 653 2,022 1,532 490	2,719 652 2,067 1,537 530	2,774 672 2,102 1,539 563	2,870 678 2,192 1,543 649	2,968 682 2,286 1,553 733	3,026 689 2,337 1,555 782	3,039 691 2,348 1,587 761	3,011 701 2,310 1,584 726	3,004 710 2,294 1,594 700	2,832 737 2,095 1,581 514	2,828 750 2,078 1,590 488

<sup>-</sup>Not available.

to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1989–90 through 2017–18; *Private Schools in American Education; Statistics of Public Elementary and Secondary Day Schools, 1980–81*; Schools and Staffing Survey (SASS), "Private School Data File," 1990–91; Private School Universe Survey (PSS), 1995–96 through 2017–18; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" survey, 1980–81; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-I-C190–99); and IPEDS Fall 2001 through Fall 2017, Institutional Characteristics component. (This table was prepared January 2020.)

<sup>—</sup>Not available.

\*Not applicable.

\*Includes special education, alternative, and other schools not classified by grade span.

Because of changes in survey definitions, figures for "other" schools are not comparable from year to year.

\*Data for 1980–81 and 1990–91 include schools with first or higher grades. Data for later

vears include schools with kindergarten or higher grades.

Included in the elementary, secondary, and combined categories.

NOTE: Postsecondary data for 1980–81 and 1990–91 are for institutions of higher education, while later data are for Title IV degree-granting and non-degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar

Table 106.10. Expenditures of educational institutions related to the gross domestic product, by level of institution: Selected years, 1929-30 through 2018-19

				Ехр	penditures for educat	tion in current dollars		
	Gross domestic product (GDP)		All educational	institutions	All element secondary	,	All degree- postsecondary	, ,
Year	(in billions of current dollars)	School year	Amount (in millions)	As a percent of GDP	Amount (in millions)	As a percent of GDP	Amount (in millions)	As a percent of GDP
1	2	3	4	5	6	7	8	9
1929 1939 1949 1959 1961	\$104.6 93.4 272.5 521.7 562.2	1929–30 1939–40 1949–50 1959–60 1961–62	\$8,494 22,314 26,828	3.1 4.3 4.8	\$6,249 16,713 19,673	2.3 3.2 3.5	\$632 758 2,246 5,601 7,155	0.6 0.8 0.8 1.1 1.3
1963	637.5	1963–64	32,003	5.0	22,825	3.6	9,178	1.4
1965	742.3	1965–66	40,558	5.5	28,048	3.8	12,509	1.7
1967	860.0	1967–68	51,558	6.0	35,077	4.1	16,481	1.9
1969	1,017.6	1969–70	64,227	6.3	43,183	4.2	21,043	2.1
1970	1,073.3	1970–71	71,575	6.7	48,200	4.5	23,375	2.2
1971	1,164.9	1971–72	76,510	6.6	50,950	4.4	25,560	2.2
1972	1,279.1	1972–73	82,908	6.5	54,952	4.3	27,956	2.2
1973	1,425.4	1973–74	91,084	6.4	60,370	4.2	30,714	2.2
1974	1,545.2	1974–75	103,903	6.7	68,846	4.5	35,058	2.3
1975	1,684.9	1975–76	114,004	6.8	75,101	4.5	38,903	2.3
1976	1,873.4	1976–77	121,793	6.5	79,194	4.2	42,600	2.3
1977	2,081.8	1977–78	132,515	6.4	86,544	4.2	45,971	2.2
1978	2,351.6	1978–79	143,733	6.1	93,012	4.0	50,721	2.2
1979	2,627.3	1979–80	160,075	6.1	103,162	3.9	56,914	2.2
1980	2,857.3	1980–81	176,378	6.2	112,325	3.9	64,053	2.2
1981	3,207.0	1981–82	190,825	6.0	120,486	3.8	70,339	2.2
1982	3,343.8	1982–83	204,661	6.1	128,725	3.8	75,936	2.3
1983	3,634.0	1983–84	220,993	6.1	139,000	3.8	81,993	2.3
1984	4,037.6	1984–85	239,351	5.9	149,400	3.7	89,951	2.2
1985	4,339.0	1985–86	259,336	6.0	161,800	3.7	97,536	2.2
1986	4,579.6	1986–87	280,964	6.1	175,200	3.8	105,764	2.3
1987	4,855.2	1987–88	301,786	6.2	187,999	3.9	113,787	2.3
1988	5,236.4	1988–89	333,245	6.4	209,377	4.0	123,867	2.4
1989	5,641.6	1989–90	365,825	6.5	231,170	4.1	134,656	2.4
1990	5,963.1	1990–91	395,318	6.6	249,230	4.2	146,088	2.4
1991 1992 1993 1994 1995	6,158.1 6,520.3 6,858.6 7,287.2 7,639.7	1991–92 1992–93 1993–94 1994–95 1995–96	417,944 439,676 460,756 485,169 508,523	6.8 6.7 6.7 6.7	261,755 274,435 287,407 302,200 318,046	4.3 4.2 4.2 4.1 4.2	156,189 165,241 173,351 182,969 190,476	2.5 2.5 2.5 2.5 2.5
1996	8,073.1	1996–97	538,854	6.7	338,951	4.2	199,903 <sup>1</sup>	2.5
1997	8,577.6	1997–98	570,471	6.7	361,615	4.2	208,856 <sup>1</sup>	2.4
1998	9,062.8	1998–99	603,847	6.7	384,638	4.2	219,209	2.4
1999	9,630.7	1999–2000	649,322	6.7	412,538	4.3	236,784	2.5
2000	10,252.3	2000–01	705,017	6.9	444,811	4.3	260,206	2.5
2001	10,581.8	2001–02	752,780	7.1	472,064	4.5	280,715	2.7
2002	10,936.4	2002–03	795,691	7.3	492,807	4.5	302,884	2.8
2003	11,458.2	2003–04	830,293	7.2	513,542	4.5	316,751	2.8
2004	12,213.7	2004–05	875,988	7.2	540,969	4.4	335,019	2.7
2005	13,036.6	2005–06	925,249	7.1	571,669	4.4	353,580	2.7
2006	13,814.6	2006–07	984,048	7.1	608,495	4.4	375,553	2.7
2007	14,451.9	2007–08	1,054,901	7.3	646,414	4.5	408,487	2.8
2008	14,712.8	2008–09	1,089,683	7.4	658,926	4.5	430,757	2.9
2009	14,448.9	2009–10	1,100,897	7.6	654,418	4.5	446,479	3.1
2010	14,992.1	2010–11	1,124,352	7.5	652,356	4.4	471,997	3.1
2011	15,542.6	2011–12	1,136,876	7.3	648,794	4.2	488,083	3.1
2012	16,197.0	2012–13	1,153,874	7.1	655,013	4.0	498,861	3.1
2013	16,784.9	2013–14	1,192,886	7.1	675,818	4.0	517,067	3.1
2014	17,527.3	2014–15	1,241,626	7.1	706,135	4.0	535,491	3.1
2015	18,224.8	2015–16	1,296,371	7.1	736,905	4.0	559,466	3.1
2016	18,715.0	2016–17	1,352,976	7.2	769,401	4.1	583,574	3.1
2017	19,519.4	2017–18 <sup>2</sup>	1,404,000	7.2	800,000	4.1	604,000	3.1
2018	20,580.2	2018–19 <sup>3</sup>	1,453,000	7.1	832,000	4.0	620,000	3.0

–Not available.

"Estimated by the National Center for Education Statistics based on teacher and enrollment data, and actual expenditures for prior years.

NOTE: Total expenditures for public elementary and secondary schools include current expenditures, interest on school debt, and capital outlay. Data for private elementary and secondary schools are estimated. Expenditures for colleges and universities in 1929–30 and 1939–40 include current-fund expenditures and additions to plant value. Public and private degree-granting institutions data for 1949–50 through 1995–96 are for current-fund expenditures. Data for private degree-granting institutions for 1996–97 and later years are for total expenditures. Data for public degree-granting institutions for 1996–97 through 2000–01 are for current expenditures; data for later years are for total expenditures. Postsecondary data through 1995–96 are for institutions of higher education,

while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Detail may not sum to

totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1929–30 through 1949–50; Statistics of State School Systems, 1959–60 through 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1986–87; Common Core of Data (CCD), "National Public Education Financial Survey," 1987–88 through 2016–17; Higher Education General Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education, 1965–66 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Finance Survey" (IPEDS-F:FY87–99); and IPEDS Spring 2001 through Spring 2019, Finance component. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved December 31, 2019, from https://apns.bas.org/itsplk/index.pfm (This table was reparated December 2011) from https://apps.bea.gov/itable/index.cfm. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Estimated by the National Center for Education Statistics based on enrollment data for

the given year and actual expenditures for prior years. 
<sup>2</sup>Data for elementary and secondary education are estimated; data for degree-granting institutions are actual.

Table 106.20. Expenditures of educational institutions, by level and control of institution: Selected years, 1899-1900 through 2018-19 [In millions]

				Current dollars	lin millior			Constant 2018	L_10 dollare1		
	Total   Total   Public   Pri				Degree-granti	ng postseconda	ry institutions		Elementa secondary	ary and	Degree- granting
Year	Total	Total	Public	Private <sup>2</sup>	Total	Public	Private	Total	Total	Public	postsecondary institutions
1	2	3	4	5	6	7	8	9	10	11	12
1899–1900 1909–10 1919–20 1929–30 1939–40 1949–50 1959–60	\$8,494		426 1,036 2,317 2,344 5,838	\$411 1,100	\$632 758 2,246 5,601	\$292 392 1,154 3,131	\$341 367 1,092 2,470	\$90,839 192,337	\$66,824 144,061	\$13,770 34,280 42,481 62,428 134,579	\$9,355 13,745 24,015 48,276
1969–70 1970–71 1971–72 1972–73 1973–74	71,575 76,510 82,908	48,200 50,950 54,952	45,500 48,050 51,852	2,500 2,700 2,900 3,100 3,400	21,043 23,375 25,560 27,956 30,714	13,250 14,996 16,484 18,204 20,336	7,794 8,379 9,075 9,752 10,377	430,616 456,329 470,899 490,514 494,770	289,530 307,300 313,586 325,118 327,933	272,768 290,086 295,738 306,777 309,464	141,087 149,029 157,313 165,396 166,837
1974–75 1975–76 1976–77 1977–78 1978–79	114,004	75,101	70,601	4,000 4,500 5,000 5,700 6,300	35,058 38,903 42,600 45,971 50,721	23,490 26,184 28,635 30,725 33,733	11,568 12,719 13,965 15,246 16,988	508,098 520,637 525,564 535,849 531,429	336,663 342,973 341,737 349,958 343,896	317,103 322,422 320,161 326,909 320,603	171,435 177,665 183,827 185,891 187,533
1979–80	160,075	103,162	95,962	7,200	56,914	37,768	19,146	522,225	336,552	313,063	185,673
1980–81	176,378	112,325	104,125	8,200	64,053	42,280	21,773	515,681	328,408	304,433	187,273
1981–82	190,825	120,486	111,186	9,300	70,339	46,219	24,120	513,559	324,258	299,229	189,301
1982–83	204,661	128,725	118,425	10,300	75,936	49,573	26,363	528,110	332,164	305,586	195,946
1983–84	220,993	139,000	127,500	11,500	81,993	53,087	28,907	549,901	345,876	317,260	204,025
1984–85	239,351	149,400	137,000	12,400	89,951	58,315	31,637	573,147	357,751	328,058	215,396
1985–86	259,336	161,800	148,600	13,200	97,536	63,194	34,342	603,595	376,584	345,862	227,011
1986–87	280,964	175,200	160,900	14,300	105,764	67,654	38,110	639,730	398,915	366,355	240,815
1987–88	301,786	187,999	172,699	15,300	113,787	72,641	41,145	659,802	411,026	377,576	248,776
1988–89	333,245	209,377	192,977	16,400	123,867	78,946	44,922	696,417	437,559	403,286	258,859
1989–90	365,825	231,170	212,770	18,400	134,656	85,771	48,885	729,685	461,097	424,396	268,588
1990–91	395,318	249,230	229,430	19,800	146,088	92,961	53,127	747,637	471,351	433,905	276,286
1991–92	417,944	261,755	241,055	20,700	156,189	98,847	57,342	765,888	479,669	441,736	286,219
1992–93	439,676	274,435	252,935	21,500	165,241	104,570	60,671	781,307	487,673	449,467	293,635
1993–94	460,757	287,407	265,307	22,100	173,351	109,310	64,041	798,095	497,828	459,548	300,267
1994–95	485,169	302,200	279,000	23,200	182,969	115,465	67,504	816,963	508,867	469,801	308,096
1995–96	508,523	318,046	293,646	24,400	190,476	119,525	70,952	833,609	521,366	481,367	312,243
1996–97	538,854	338,951	313,151	25,800	199,903 <sup>2</sup>	125,978	73,925 <sup>2</sup>	858,827	540,221	499,101	318,606 <sup>2</sup>
1997–98	570,471	361,615	334,315	27,300	208,856 <sup>2</sup>	132,846	76,010 <sup>2</sup>	893,287	566,244	523,496	327,043 <sup>2</sup>
1998–99	603,847	384,638	355,838	28,800	219,209	140,539	78,670	929,459	592,046	547,716	337,413
1999–2000	649,322	412,538	381,838	30,700	236,784	152,325	84,459	971,414	617,175	571,246	354,239
2000–01	705,017	444,811	410,811	34,000	260,206	170,345	89,861	1,019,796	643,413	594,232	376,384
2001–02	752,780	472,064	435,364	36,700	280,715	183,436	97,280	1,069,941	670,955	618,792	398,987
2002–03	795,691	492,807	454,907	37,900	302,884	197,026	105,858	1,106,613	685,375	632,665	421,239
2003–04	830,293	513,542	474,242	39,300	316,751	205,069	111,682	1,130,014	698,921	645,435	431,093
2004–05	875,988	540,969	499,569	41,400	335,019	215,794	119,225	1,157,376	714,741	660,042	442,635
2005–06	925,249	571,669	528,269	43,400	353,580	226,550	127,030	1,177,615	727,594	672,357	450,021
2006–07	984,048	608,495	562,195	46,300	375,553	238,829	136,724	1,220,879	754,942	697,499	465,938
2007–08	1,054,901	646,414	597,314	49,100	408,487	261,046	147,441	1,262,022	773,332	714,592	488,690
2008–09	1,089,683	658,926	610,326	48,600	430,757	273,019	157,739	1,285,682	777,445	720,104	508,237
2009–10	1,100,897	654,418	607,018	47,400	446,479	281,390	165,088	1,286,465	764,727	709,338	521,737
2010–11	1,124,352	652,356	604,356	48,000	471,997	296,863	175,134	1,288,011	747,312	692,325	540,699
2011–12	1,136,876	648,794	601,994	46,800	488,083	305,538	182,545	1,265,284	722,073	669,988	543,211
2012–13	1,153,874	655,013	606,813	48,200	498,861	311,421	187,439	1,263,180	717,063	664,297	546,118
2013–14	1,192,886	675,818	625,018	50,800	517,067	323,893	193,174	1,285,802	728,459	673,702	557,343
2014–15	1,241,626	706,135	651,135	55,000	535,491	335,630	199,861	1,328,664	755,635	696,780	573,028
2015–16	1,296,371	736,905	677,605	59,300	559,466	354,776	204,690	1,377,954	783,280	720,248	594,674
2016–17	1,352,976	769,401	707,601	61,800	583,574	371,705	211,869	1,412,145	803,049	738,547	609,096
2017–18 <sup>3</sup>	1,404,000	800,000	736,000	64,000	604,000	385,000	219,000	1,433,000	817,000	751,000	617,000
2018–19 <sup>4</sup>	1,453,000	832,000	765,000	67,000	620,000	395,000	225,000	1,453,000	832,000	765,000	620,000

<sup>—</sup>Not available.

"Estimated by the National Center for Education Statistics based on teacher and enrollment data, and actual expenditures for prior years.

NOTE: Total expenditures for public elementary and secondary schools include current expenditures, interest on school debt, and capital outlay. Expenditures for public and private colleges and universities in 1929–30 and 1939–40 include current-fund expenditures and additions to plant value. Public and private degree-granting institutions data for 1949–50 through 1995–96 are for current-fund expenditures. Data for private degree-granting institutions for 1996–97 and later years are for total expenditures. Data for public degree-granting institutions for 1996–97 through 2000–01 are for current expenditures; data for later

years are for total expenditures. Postsecondary data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Detail may

aid programs. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1899–1900 and 1909–10; Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of State School Systems, 1959–60 and 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1986–87; Common Core of Data (CCD), "National Public Education Financial Survey," 1987–88 through 2016–17; Higher Education General Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education General Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education, 1965–66 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Finance Survey," (IPEDS-F:FY87–99); IPEDS Spring 2001 through Spring 2019, Finance component; and unpublished tabulations. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Estimated by the National Center for Education Statistics based on enrollment data for

the given year and actual expenditures for prior years. 
<sup>3</sup>Data for elementary and secondary education are estimated; data for degree-granting

institutions are actual

<sup>&</sup>lt;sup>4</sup>Estimated by the National Center for Education Statistics based on teacher and enrollment

Table 106.30. Amount and percentage distribution of direct general expenditures of state and local governments, by function: Selected years, 1970–71 through 2016–17

years, 1970–71 thr										1	
Function	1970–71	1980-81	1990–91	2000-01	2010–11	2011–12		2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	Amount (in r	7		9	10	11	12
Total direct general expenditures	\$150,674	\$407,449	\$908.109	\$1.621.757		millions of cu \$2.589.246	\$2,623,305	\$2.710.967	\$2,839,458	\$2,961,032	\$3,071,187
Education and public libraries Education Public libraries	60,174 59,413 761	147,649 145,784 1,865	313,744 309,302 4,442	571,374 563,572 7,802	872,969 862,271 10,699	879,294 867,839 11,455	888,240 877,059	916,301 905,213 11,088	947,318 935,754 11,564	985,051 973,025 12,026	1,022,721 1,010,131 12,590
Social services and income maintenance Public welfare Hospitals and health Social insurance administration Veterans' services	30,376 18,226 11,205 945 †	92,555 54,121 36,101 2,276 57	214,919 130,402 81,110 3,250 157	396,086 257,380 134,010 4,359 337	729,846 490,645 233,018 5,256 927	732,663 484,025 242,684 5,116 838	765,511 515,296 244,290 4,901 1,024	805,538 543,511 256,553 4,415 1,060	883,060 614,553 263,420 4,114 973	935,325 652,514 277,324 4,107 1,381	973,903 678,238 290,962 3,914 789
Transportation <sup>1</sup>	19,819	39,231	75,410	130,422	183,282	188,344	186,324	191,924	198,621	210,140	216,458
Public safety Police and fire protection Correction Protective inspection and regulation	9,416 7,531 1,885 †	31,233 21,283 7,393 2,557	79,932 46,568 27,356 6,008	146,544 84,554 52,370 9,620	225,202 138,147 73,243 13,812	225,666 139,344 72,766 13,556	228,400 141,308 73,040 14,052	235,042 145,952 74,943 14,147	241,787 151,011 77,058 13,718	249,346 157,098 77,885 14,363	257,967 164,961 78,733 14,273
Environment and housing Natural resources, parks, and recreation Housing and community development Sewerage and sanitation	11,832 5,191 2,554 4,087	35,223 13,239 7,086 14,898	76,167 28,505 16,648 31,014	124,203 50,082 27,402 46,718	200,491 67,053 56,284 77,154	196,193 66,455 53,647 76,090	190,321 65,472 50,586 74,263	190,175 65,544 50,244 74,387	193,912 68,358 49,916 75,638	202,636 72,553 49,871 80,213	211,184 77,037 52,401 81,746
Governmental administration Financial administration General control <sup>2</sup>	6,703 2,271 4,432	20,001 7,230 12,771	48,461 16,995 31,466	85,910 30,007 55,903	123,851 39,351 84,500	123,245 38,620 84,624	123,580 39,785 83,796	127,676 40,501 87,175	130,458 41,920 88,538	139,139 44,187 94,952	144,245 45,508 98,738
Interest on general debt	5,089	17,131	52,234	73,836	108,478	110,219	108,614	106,940	105,258	105,221	106,323
Other direct general expenditures	7,265	24,426	47,242	93,382	135,388	133,622	132,314 2018–19 doll	137,371	139,043	134,174	138,387
Total direct general expenditures	\$960,627	\$1,191,270	\$1,717,444				\$2,871,811		\$3,038,504	\$3,147,376	\$3,205,499
Education and public libraries Education Public libraries	383,641 378,789 4,852	431,686 426,233 5,453	593,362 584,962 8,401	826,484 815,199 11,286	1,000,037 987,781 12,256	978,609 965,860 12,749	972,383 960,143 12,240	987,673 975,722 11,951	1,013,725 1,001,350 12,375	1,047,042 1,034,259 12,783	1,067,448 1,054,307 13,140
Social services and income maintenance Public welfare Hospitals and health Social insurance administration Veterans' services	193,663 116,200 71,438 6,025	270,606 158,235 105,550 6,654 167	406,462 246,620 153,398 6,147 297	572,932 372,297 193,844 6,305 487	836,081 562,062 266,936 6,021 1,062	815,416 538,695 270,094 5,694 933	838,028 564,110 267,431 5,365 1,122	868,284 585,846 276,536 4,759 1,142	944,963 657,633 281,886 4,402 1,041	994,187 693,578 294,776 4,366 1,468	1,016,494 707,899 303,687 4,085 823
Transportation <sup>1</sup>	126,357	114,701	142,618	188,654	209,960	209,617	203,975	206,873	212,544	223,364	225,924
Public safety Police and fire protection Correction Protective inspection and regulation	60,032 48,014 12,018	91,317 62,226 21,615 7,476	151,170 88,071 51,737 11,363	211,974 122,307 75,753 13,915	257,982 158,255 83,905 15,822	251,154 155,082 80,985 15,087	250,037 154,694 79,959 15,383	253,350 157,320 80,781 15,249	258,736 161,597 82,459 14,680	265,038 166,985 82,786 15,267	269,248 172,175 82,176 14,897
Environment and housing Natural resources, parks, and recreation Housing and community development Sewerage and sanitation	75,435 33,095 16,283 26,057	102,982 38,707 20,718 43,558	144,049 53,910 31,485 58,655	179,658 72,444 39,637 67,577	229,674 76,814 64,476 88,385	218,352 73,961 59,707 84,685	208,350 71,674 55,378 81,298	204,988 70,649 54,157 80,181	207,505 73,150 53,415 80,940	215,389 77,119 53,009 85,261	220,420 80,406 54,693 85,321
Governmental administration Financial administration General control <sup>2</sup>	42,735 14,479 28,256	58,477 21,139 37,339	91,651 32,141 59,509	124,267 43,405 80,862	141,879 45,079 96,800	137,165 42,982 94,183	135,287 43,553 91,734	137,621 43,656 93,965	139,604 44,859 94,745	147,895 46,967 100,928	150,554 47,498 103,056
Interest on general debt	32,445	50,086	98,787	106,803	124,268	122,668	118,903	115,270	112,637	111,843	110,973
Other direct general expenditures	46,318	71,415	89,346	135,076	155,095	148,714	144,848	148,072	148,790	142,617	144,439
Total direct general expenditures	100.0	100.0	100.0	100.0	Perce 100.0	entage distrib	1	100.0	100.0	100.0	100.0
Education and public libraries Education Public libraries	39.9 39.4 0.5	36.2 35.8 0.5	34.5 34.1 0.5	35.2 34.8 0.5	33.8 33.4 0.4	34.0 33.5 0.4	33.9 33.4 0.4	33.8 33.4 0.4	33.4 33.0 0.4	33.3 32.9 0.4	33.3 32.9 0.4
Social services and income maintenance Public welfare Hospitals and health Social insurance administration Veterans' services	20.2 12.1 7.4 0.6	22.7 13.3 8.9 0.6 #	23.7 14.4 8.9 0.4 #	24.4 15.9 8.3 0.3 #	28.3 19.0 9.0 0.2 #	28.3 18.8 9.3 0.2 #		29.7 20.0 9.5 0.2 #	31.1 21.6 9.3 0.1 #	31.6 22.0 9.4 0.1	31.7 22.1 9.5 0.1 #
Transportation <sup>1</sup>	13.2	9.6	8.3	8.0	7.1	7.3	7.1	7.1	7.0	7.1	7.0
Public safety Police and fire protection Correction Protective inspection and regulation	6.2 5.0 1.3 †	7.7 5.2 1.8 0.6	8.8 5.1 3.0 0.7	9.0 5.2 3.2 0.6	8.7 5.4 2.8 0.5	8.7 5.4 2.8 0.5		8.7 5.4 2.8 0.5	8.5 5.3 2.7 0.5	8.4 5.3 2.6 0.5	8.4 5.4 2.6 0.5
Environment and housing Natural resources, parks, and recreation Housing and community development Sewerage and sanitation	7.9 3.4 1.7 2.7	8.6 3.2 1.7 3.7	8.4 3.1 1.8 3.4	7.7 3.1 1.7 2.9	7.8 2.6 2.2 3.0	7.6 2.6 2.1 2.9	1.9	7.0 2.4 1.9 2.7	6.8 2.4 1.8 2.7	6.8 2.5 1.7 2.7	6.9 2.5 1.7 2.7

Table 106.30. Amount and percentage distribution of direct general expenditures of state and local governments, by function: Selected years, 1970-71 through 2016-17-Continued

Function	1970-71	1980-81	1990-91	2000-01	2010-11	2011-12	2012-13	2013-14	2014–15	2015-16	2016-17
1	2	3	4	5	6	7	8	9	10	11	12
Governmental administration Financial administration General control <sup>2</sup>	4.4 1.5 2.9	4.9 1.8 3.1	5.3 1.9 3.5	5.3 1.9 3.4	4.8 1.5 3.3	4.8 1.5 3.3	4.7 1.5 3.2	4.7 1.5 3.2	4.6 1.5 3.1	4.7 1.5 3.2	4.7 1.5 3.2
Interest on general debt	3.4	4.2	5.8	4.6	4.2	4.3	4.1	3.9	3.7	3.6	3.5
Other direct general expenditures	4.8	6.0	5.2	5.8	5.2	5.2	5.0	5.1	4.9	4.5	4.5

†Not applicable. #Rounds to zero.

#Hounds to zero.

'Includes highways, air transportation (airports), parking facilities, and sea and inland port facilities. For 2000–01 and earlier years, also includes transit subsidies.

'Includes judicial and legal expenditures, expenditures on general public buildings, and other governmental administration expenditures.

Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Excludes monies paid by states to the federal government. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Governmental Finances. Retrieved April 15, 2020, from <a href="https://www.census.gov/data/datasets/2017/econ/local/public-use-datasets.html">https://www.census.gov/data/datasets/2017/econ/local/public-use-datasets.html</a>. (This table was prepared April 2020.)

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Table 106.40. Direct general expenditures of state and local governments for all functions and for education, by level of education and state: 2015–16 and 2016–17

[In millions of current dollars. Standard errors appear in parentheses]

			Direct general expenditures, 20							2016–17			
									For edu	ıcation			
	Direct	general expendit	ures, 2015–16				Elementar	y and secondary	education	Colle	ges and univers	ities	
State		Total <sup>1</sup>	F	or education	Total <sup>1</sup>	Total for education	Total for elementary and secondary	Current expenditure	Capital outlay	Total for colleges and universities	Current expenditure	Capital outlay	Other education <sup>2</sup>
1		2		3	4	5	6	7	8	9	10	11	12
United States	\$2,961,032	(1,480.5)	\$973,025	(389.2)	\$3,071,187	\$1,010,131	\$660,443	\$596,772	\$63,671	\$296,452	\$262,477	\$33,975	\$53,236
Alabama Alaska Arizona Arkansas California	40,186 13,642 45,853 23,797 444,897	(84.4) (24.6) (82.5) (42.8) (934.3)	13,602 3,543 14,540 8,359 124,675	(9.5) (16.6) (#) (#) (149.6)	41,515 12,723 48,201 24,703 455,469	14,067 3,279 15,107 8,310 131,236	8,244 5,132	7,218 2,177 7,670 4,613 75,980	636 170 574 519 7,397	5,112 847 6,052 2,635 41,476	4,497 692 5,392 2,414 37,667	615 155 660 221 3,809	1,101 85 811 542 6,383
Colorado Connecticut Delaware District of Columbia Florida	47,388 34,774 9,939 12,771 145,405	(199.0) (69.5) (#) (#) (290.8)	16,331 13,639 3,678 2,766 41,501	(#) (57.3) (#) (#) (#)	50,315 33,914 10,688 13,255 154,092	17,409 13,481 3,984 2,907 42,787	9,950 9,358 2,052 2,782 28,350	8,780 8,905 1,921 2,360 26,055	1,170 453 131 422 2,295	6,452 3,400 1,453 125 11,010	5,576 2,851 1,281 125 10,262	876 549 172 0 748	1,007 723 479 0 3,427
Georgia Hawaii Idaho Illinois Indiana	68,700 13,708 11,009 111,475 51,842	(158.0) (#) (30.8) (345.6) (124.4)	26,726 3,390 3,357 37,607 17,490	(#) (#) (#) (#) (#)	71,554 14,006 11,630 117,229 53,022	28,063 3,410 3,563 37,803 17,820	2,205 26,590	17,920 1,871 2,093 24,704 9,171	1,949 198 111 1,886 1,049	6,013 1,207 1,127 9,200 6,427	5,207 1,031 1,079 8,616 5,672	806 176 47 584 755	2,181 134 232 2,013 1,173
lowa Kansas Kentucky Louisiana Maine	30,565 25,208 38,917 40,616 11,364	(103.9) (93.3) (46.7) (28.4) (27.3)	11,006 9,391 12,550 12,307 3,418	(#) (#) (#) (#) (15.4)	31,010 26,928 39,402 42,713 11,619	11,067 9,811 12,876 12,351 3,549	6,682 6,026 7,322 8,085 2,561	5,875 5,170 6,566 7,411 2,413	807 856 756 674 148	3,868 3,491 4,480 3,478 782	3,404 2,845 3,872 3,142 733	464 647 608 336 50	517 294 1,074 788 206
Maryland Massachusetts Michigan Minnesota Mississippi	58,597 75,269 82,626 56,579 25,830	(29.3) (143.0) (272.7) (147.1) (43.9)	20,041 21,962 29,997 18,246 8,273	(#) (107.6) (#) (#) (#)	60,525 77,578 85,081 59,022 26,154	20,807 23,162 30,736 19,717 8,180	13,005	12,459 15,001 16,108 10,863 4,242	1,239 1,239 1,326 2,141 379	6,276 5,542 11,861 5,693 3,020	5,572 4,577 10,176 5,256 2,653	704 965 1,685 437 367	833 1,380 1,441 1,020 538
Missouri Montana Nebraska Nevada New Hampshire	45,936 8,707 17,154 20,279 10,792	(119.4) (15.7) (72.0) (137.9) (14.0)	15,082 2,880 7,198 6,085 4,131	(#) (#) (#) (#) (8.3)	47,162 9,443 17,597 21,947 11,098	15,328 2,942 7,325 6,676 4,160		9,634 1,682 4,019 4,169 2,828	799 182 689 463 144	3,979 972 2,365 1,498 940	3,611 876 2,101 1,334 830	369 96 264 164 110	915 106 252 546 248
New Jersey New Mexico New York North Carolina North Dakota	92,683 21,893 269,058 78,824 9,487	(231.7) (10.9) (269.1) (228.6) (17.1)	36,311 6,671 82,516 25,803 3,221	(39.9) (#) (82.5) (183.2) (#)	93,169 21,367 281,743 80,603 9,698	36,871 6,814 85,161 27,126 3,044		25,482 3,164 63,617 13,714 1,521	1,784 550 5,284 1,330 287	7,457 2,680 14,180 10,175 1,113	6,232 2,291 12,526 9,373 1,006	1,226 389 1,654 802 107	2,147 420 2,080 1,906 124
Ohio Oklahoma Oregon Pennsylvania Rhode Island	103,095 29,318 43,542 122,289 10,618	(309.3) (67.4) (91.4) (207.9) (6.4)	34,100 10,556 13,380 41,545 3,340	(112.5) (#) (#) (4.2) (#)	107,318 29,331 44,814 129,206 10,884	35,724 10,474 13,631 43,396 3,451	24,341 5,753 7,582 29,533 2,510	22,414 5,121 6,755 27,646 2,428	1,927 633 827 1,887 82	9,866 4,103 4,777 11,091 692	8,481 3,524 4,112 9,797 683	1,386 578 665 1,294	1,517 618 1,273 2,771 248
South Carolina South Dakota Tennessee Texas Utah	40,754 6,991 45,045 214,444 23,939	(65.2) (18.2) (202.7) (321.7) (150.8)	14,309 2,454 13,914 83,343 9,533	(#) (#) (153.1) (16.7) (#)	43,253 7,066 46,413 226,090 26,000	15,061 2,424 14,513 89,473 9,949	56,489	7,837 1,362 9,011 46,657 4,293	1,181 151 777 9,832 830	4,444 749 3,752 30,528 4,573	3,887 668 3,380 26,623 4,067	556 81 372 3,905 506	1,599 162 973 2,455 253

CHAPTER 1: All Levels of Education Summary of Finances

Table 106.40. Direct general expenditures of state and local governments for all functions and for education, by level of education and state: 2015–16 and 2016–17—Continued
[In millions of current dollars. Standard errors appear in parentheses]

								Direct gener	al expenditures, 2	2016–17			
									For edu	cation			
	Direct gene	eral expend	litures, 2015–16				Elementar	y and secondary	education	Coll	eges and univers	sities	
State		Total <sup>1</sup>		For education	Total <sup>1</sup>	Total for education	Total for elementary and secondary	Current		Total for colleges and universities	Current		Other education <sup>2</sup>
1		2		3	4	5	6	7	8	9	10	11	12
Vermont Virginia Washington West Virginia Wisconsin Wyoming	7,232 71,279 70,327 16,227 51,084 9,079	(12.3) (256.6) (211.0) (26.0) (122.6) (30.0)	2,752 25,549 23,368 5,359 18,086 3,149	(#) (150.7) (39.7) (#) (5.4) (#)	7,353 73,689 74,531 16,375 53,799 8,889	26,959 24,596 5,394 18,251	1,651 17,618 15,749 3,100 11,351 1,909	1,595 15,994 13,409 2,900 10,415 1,558	200 936	893 8,199 7,464 1,769 6,254 911	7,259 6,480	940 984 187 595	296 1,141 1,383 524 647 246

## #Rounds to zero.

NOTE: Current expenditure data in this table differ from figures appearing in other tables because of slightly varying definitions used in the Governmental Finances and Common Core of Data surveys. In 2016–17, a census of state and local governments was conducted; therefore, standard errors are not applicable. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, Governmental Finances. Retrieved April 15, 2020, from <a href="https://www.census.gov/data/datasets/2016/econ/local/public-use-datasets.html">https://www.census.gov/data/datasets/2016/econ/local/public-use-datasets.html</a>. (This table was prepared June 2020.)

¹Includes state and local government expenditures for education and public libraries, social services and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other direct general expenditures.

<sup>&</sup>lt;sup>2</sup>Includes assistance and subsidies to individuals, private elementary and secondary schools, and private colleges and universities, as well as miscellaneous education expenditures. Does not include expenditures for public libraries.

Table 106.50. Direct general expenditures of state and local governments per capita for all functions and for education, by level of education and state: 2015-16 and 2016-17

[Amounts in current dollars]

	Direct general expenditures, 2015–16 Direct general expenditures, 2016  For education							es, 2016–17				
								For edu	ucation			
		For edu	cation		All edu	cation	Element secondary		College univer		Other ed	ucation <sup>2</sup>
State	Total amount per capita <sup>1</sup>	Amount per capita	As a percent of all functions	Total amount per capita¹	Amount per capita	As a percent of all functions	Amount per capita	As a percent of all functions	Amount per capita	As a percent of all functions	Amount per capita	As a percent of all functions
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	\$9,169	\$3,013	32.9	\$9,450	\$3,108	32.9	\$2,032	21.5	\$912	9.7	\$164	1.7
Alabama	8,263	2,797	33.8	8,517	2,886	33.9	1,611	18.9	1,049	12.3	226	2.7
Alaska	18,400	4,778	26.0	17,200	4,433	25.8	3,173	18.4	1,146	6.7	115	0.7
Arizona	6,606	2,095	31.7	6,843	2,145	31.3	1,170	17.1	859	12.6	115	1.7
Arkansas	7,959	2,796	35.1	8,231	2,769	33.6	1,710	20.8	878	10.7	181	2.2
California	11,359	3,183	28.0	11,572	3,334	28.8	2,118	18.3	1,054	9.1	162	1.4
Colorado	8,555	2,948	34.5	8,966	3,102	34.6	1,773	19.8	1,150	12.8	180	2.0
Connecticut	9,719	3,812	39.2	9,491	3,773	39.8	2,619	27.6	951	10.0	202	2.1
Delaware	10,474	3,876	37.0	11,170	4,164	37.3	2,145	19.2	1,519	13.6	501	4.5
District of Columbia	18,621	4,033	21.7	19,075	4,183	21.9	4,004	21.0	179	0.9	0	0.0
Florida	7,054	2,013	28.5	7,350	2,041	27.8	1,352	18.4	525	7.1	163	2.2
Georgia	6,669	2,594	38.9	6,873	2,696	39.2	1,909	27.8	578	8.4	210	3.0
Hawaii	9,603	2,375	24.7	9,833	2,394	24.3	1,452	14.8	847	8.6	94	1.0
Idaho	6,544	1,995	30.5	6,771	2,074	30.6	1,283	19.0	656	9.7	135	2.0
Illinois	8,695	2,933	33.7	9,174	2,958	32.2	2,081	22.7	720	7.8	158	1.7
Indiana	7,814	2,636	33.7	7,964	2,677	33.6	1,535	19.3	965	12.1	176	2.2
lowa	9,761	3,515	36.0	9,871	3,523	35.7	2,127	21.5	1,231	12.5	165	1.7
Kansas	8,660	3,226	37.3	9,258	3,373	36.4	2,072	22.4	1,200	13.0	101	1.1
Kentucky	8,769	2,828	32.2	8,850	2,892	32.7	1,645	18.6	1,006	11.4	241	2.7
Louisiana	8,682	2,631	30.3	9,145	2,644	28.9	1,731	18.9	745	8.1	169	1.8
Maine	8,536	2,567	30.1	8,706	2,659	30.5	1,919	22.0	586	6.7	154	1.8
Maryland	9,761	3,338	34.2	10,048	3,454	34.4	2,274	22.6	1,042	10.4	138	1.4
Massachusetts	11,031	3,219	29.2	11,309	3,376	29.9	2,367	20.9	808	7.1	201	1.8
Michigan	8,304	3,015	36.3	8,531	3,082	36.1	1,748	20.5	1,189	13.9	145	1.7
Minnesota	10,245	3,304	32.2	10,604	3,542	33.4	2,336	22.0	1,023	9.6	183	1.7
Mississippi	8,645	2,769	32.0	8,752	2,737	31.3	1,546	17.7	1,011	11.5	180	2.1
Missouri	7,546	2,478	32.8	7,723	2,510	32.5	1,709	22.1	652	8.4	150	1.9
Montana	8,365	2,767	33.1	8,972	2,795	31.2	1,771	19.7	924	10.3	101	1.1
Nebraska	9,002	3,777	42.0	9,184	3,823	41.6	2,457	26.8	1,234	13.4	132	1.4
Nevada	6,951	2,086	30.0	7,390	2,248	30.4	1,560	21.1	505	6.8	184	2.5
New Hampshire	8,040	3,077	38.3	8,228	3,084	37.5	2,203	26.8	697	8.5	184	2.2
New Jersey	10,448	4,093	39.2	10,485	4,150	39.6	3,069	29.3	839	8.0	242	2.3
New Mexico	10,467	3,189	30.5	10,215	3,257	31.9	1,775	17.4	1,281	12.5	201	2.0
New York	13,704	4,203	30.7	14,382	4,347	30.2	3,517	24.5	724	5.0	106	0.7
North Carolina	7,762	2,541	32.7	7,850	2,642	33.7	1,465	18.7	991	12.6	186	2.4
North Dakota	12,576	4,269	34.0	12,846	4,032	31.4	2,394	18.6	1,474	11.5	164	1.3
Ohio	8,861	2,931	33.1	9,204	3,064	33.3	2,088	22.7	846	9.2	130	1.4
Oklahoma	7,467	2,688	36.0	7,461	2,664	35.7	1,463	19.6	1,044	14.0	157	2.1
Oregon	10,646	3,271	30.7	10,815	3,290	30.4	1,830	16.9	1,153	10.7	307	2.8
Pennsylvania	9,567	3,250	34.0	10,104	3,394	33.6	2,310	22.9	867	8.6	217	2.1
Rhode Island	10,048	3,160	31.5	10,310	3,269	31.7	2,378	23.1	656	6.4	235	2.3
South Carolina	8,220	2,886	35.1	8,614	2,999	34.8	1,796	20.9	885	10.3	318	3.7
South Dakota	8,101	2,844	35.1	8,095	2,778	34.3	1,734	21.4	858	10.6	186	2.3
Tennessee	6,778	2,094	30.9	6,918	2,163	31.3	1,459	21.1	559	8.1	145	2.1
Texas	7,682	2,986	38.9	7,990	3,162	39.6	1,996	25.0	1,079	13.5	87	1.1
Utah	7,870	3,134	39.8	8,384	3,208	38.3	1,652	19.7	1,475	17.6	82	1.0
Vermont	11,595	4,413	38.1	11,778	4,548	38.6	2,644	22.5	1,430	12.1	473	4.0
Virginia	8,475	3,038	35.8	8,707	3,185	36.6	2,082	23.9	969	11.1	135	1.5
Washington	9,641	3,203	33.2	10,040	3,313	33.0	2,122	21.1	1,006	10.0	186	1.9
West Virginia	8,862	2,927	33.0	9,012	2,969	32.9	1,706	18.9	974	10.8	288	3.2
Wisconsin	8,849	3,133	35.4	9,291	3,152	33.9	1,960	21.1	1,080	11.6	112	1.2
Wyoming	15,540	5,389	34.7	15,354	5,296	34.5	3,298	21.5	1,574	10.2	424	2.8

<sup>&</sup>lt;sup>1</sup>Includes state and local government expenditures for education and public libraries, social services and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other direct general

2016 and have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Governmental Finances,

retrieved April 15, 2020, from https://www.census.gov/data/datasets/2016/econ/local/ <u>public-use-datasets.html;</u> and Population Estimates, retrieved June 15, 2020, from <a href="https://www.census.gov/data/tables/time-series/demo/popest/2010s-state-total.">https://www.census.gov/data/tables/time-series/demo/popest/2010s-state-total.</a> html#par textimage 1574439295. (This table was prepared June 2020.)

expenditures.

Includes assistance and subsidies to individuals, private elementary and secondary schools, and private colleges and universities, as well as miscellaneous education

expenditures. Does not include expenditures for public libraries.

NOTE: Per capita amounts for 2016–17 are based on population estimates for July 2017.

Per capita amounts for 2015–16 are based on the latest population estimates for July



## **CHAPTER 2**

# **Elementary and Secondary Education**

This chapter contains a variety of statistics on public and private elementary and secondary education. Data are presented for enrollments, teachers and other school staff, schools, dropouts, achievement, school violence, and revenues and expenditures. These data are derived from surveys, censuses, and administrative data collections conducted by the National Center for Education Statistics (NCES) and other public and private organizations. The information ranges from counts of students and schools to state graduation requirements. Public school enrollment data are for fall of the given year. Private school data are available only for odd-numbered years. Information on enrollments is also available in Chapter 1. Discussion in this chapter typically focuses on more recent years, although longer trends are available in the tables.

## **Enrollments**

## Public Elementary/Secondary

In fall of 2017—the most recent year of data collection—50.7 million students were enrolled in public elementary and secondary schools, an increase of 2 percent from 49.8 million over the preceding 5 years (table 203.10 and figure 7). At the elementary level, public school enrollment increased 1 percent between 2012 and 2017 (from 35.0 million to 35.5 million), while public secondary enrollment increased 3 percent (from 14.8 million to 15.2 million).<sup>1</sup>

Although public school enrollment increased overall between 2012 and 2017, this was not true of all racial/ethnic groups. Increases occurred in Hispanic student enrollment (12 percent), Asian student enrollment (11 percent), and enrollment of students of Two or more races (41 percent; table 203.50). Also, the enrollment of Pacific Islander students was 3 percent higher in 2017 than in 2012. In contrast, the enrollment of American Indian/Alaska Native students decreased 7 percent, the enrollment of White students decreased 5 percent, and the enrollment of Black students decreased 1 percent between these years.

From 2012 to 2017, changes in public elementary and secondary school enrollment also varied from state to state. Thirty-four states and the District of Columbia had higher

enrollment in 2017 than in 2012, while 16 states had lower enrollment in 2017 than in 2012 (table 203.20 and figure 8). The largest public school enrollment increases occurred in the District of Columbia (15 percent), North Dakota (11 percent), Nevada (9 percent), and Utah (9 percent). The largest decrease in public school enrollment occurred in New Hampshire (5 percent); decreases of 3 percent or more occurred in 4 other states (West Virginia, Connecticut, Illinois, and Mississippi; table 203.20).

# Private Elementary/Secondary

Enrollment in private elementary and secondary schools in 2017 (5.7 million) was 9 percent higher than in 2011 (5.3 million; table 105.30). In 2017, private school students made up 10.1 percent of all elementary and secondary school students, which was 0.5 percentage points higher than in 2011.

## Preprimary

Sixty-four percent of 3- to 5-year-olds were enrolled in preprimary education (prekindergarten and kindergarten) in 2018, which was not measurably different from the percentage enrolled in 2008 (table 202.10 and figure 9). However, among 3- to 5-year-olds who were enrolled in preprimary education, the percentage enrolled in full-day programs increased from 58 percent in 2008 to 65 percent in 2018. Among 3- to 5-year-old children not yet enrolled in kindergarten, a higher percentage were cared for primarily in center-based programs (49 percent) than had no regular nonparental care (27 percent) or were cared for primarily in home-based settings by relatives (14 percent) or by non-relatives (8 percent), according to the most recent data from 2016 (table 202.30).

An earlier survey in 2005–06 found that there were differences in the average quality of care 4-year-old children received in these settings. A higher percentage of children in Head Start and other center-based programs (35 percent) received high-quality care than those in home-based relative and nonrelative care (9 percent), according to the ratings of trained observers (*web-only table 202.60*).

## Individuals with Disabilities

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that children and youth ages 3–21 with disabilities be provided a free and appropriate public

<sup>&</sup>lt;sup>1</sup> Public elementary enrollment includes students in prekindergarten through grade 8 as well as elementary ungraded students. Public secondary enrollment includes students in grades 9 through 12 as well as secondary ungraded students and students reported as being enrolled in grade 13.

school education. The overall percentage of students being served by federally supported special education programs was 14.1 percent in 2018-19 (table 204.30). This was slightly higher than in 2004–05 (13.8 percent), but reflected a 5.8 percentage point increase from 8.3 percent in 1976–77, immediately following the passage of IDEA (table 204.30 and Digest of Education Statistics 2016, table 204.30). Much of the growth in the percentage of students served in programs for those with disabilities is attributable to concurrent increases in the percentage of students identified as having specific learning disabilities, from 1.8 percent in 1976-77 to 5.7 percent in 2004-05. After 2004-05, the percentage of children identified as having specific learning disabilities declined from 5.7 percent of total public school enrollment to 4.7 percent in 2018–19. However, there were different patterns of change in the percentages of students served with some specific conditions between 2004–05 and 2018–19. The percentage of children identified as having autism rose from 0.4 to 1.5 percent of total public school enrollment; the percentage identified as having a developmental delay rose from 0.7 to 0.9 percent; and the percentage with other health impairments (limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes) rose from 1.1 to 2.1 percent. In contrast, the percentage identified as having speech or language impairments decreased from 3.0 to 2.7 percent and the percentage with intellectual disabilities decreased from 1.2 to 0.9 percent.

In fall 2018, some 95 percent of 6- to 21-year-old students with disabilities were served in regular schools; 3 percent were served in a separate school for students with disabilities; 1 percent were placed in regular private schools by their parents; and less than 1 percent each were served in one of the following environments: homebound or in a hospital, in a separate residential facility, or in a correctional facility (web-only table 204.60).

## Teachers and Other School Staff

## Teachers

During the 1970s and early 1980s, public school enrollment decreased while the number of teachers generally increased. For public schools, the number of pupils per teacher—that is, the pupil/teacher ratio<sup>2</sup>—declined from 22.3 in 1970 to 17.9 in 1985 (table 208.20 and figure 7). After enrollment started increasing in 1985, the public school pupil/teacher ratio continued to decline, reaching 17.2 in 1989. After a period of relative stability from the late 1980s through the mid-1990s, the ratio declined from 17.3 in 1995 to 15.3 in 2008, before increasing again to 16.1 in 2013. Following this increase, there was a decrease in the

pupil/teacher ratio to 16.0 in 2017. Because some classrooms have multiple teachers, the pupil/teacher ratio is smaller than average class size. The average class size was 21.2 pupils for public elementary schools and 26.8 pupils for public secondary schools in 2011–12, when the most recent data were obtained (table 209.30).

The demographic composition of public school teachers has changed over the last 20 years. In 2017–18, 76 percent of public school teachers were female, up from 75 percent in 1999–2000 (table 209.10). Over the same period, the percentage of public school teachers who were White decreased from 84 percent to 79 percent. The percentage of public school teachers who were Black was 1 percentage point lower in 2017–18 than in 1999–2000 (7 vs. 8 percent). In contrast, the percentage of Hispanic teachers increased from 6 percent of all teachers to 9 percent of all teachers. In 2017-18, about 2 percent of public school teachers were Asian, 2 percent were of Two or more races, 1 percent were American Indian/Alaska Native, and less than 1 percent were Pacific Islander. Changes in the percentage of teachers from different racial/ethnic backgrounds did not mirror demographic changes among students. For instance, although the percentage of teachers who were White decreased by 5 percentage points between 1999–2000 and 2017–18, White teachers still constituted the vast majority of teachers (79 percent). In contrast, the percentage of students who were White decreased 14 percentage points (from 61 percent in 2000 to 48 percent in 2017).

Teachers acquire skills both during formal training and in the classroom. The majority of public school teachers now have formal training culminating in a postbaccalaureate degree (table 209.10). Specifically, the percentage of public school teachers with a master's or higher degree increased from 47 percent in 1999–2000 to 58 percent in 2017–18. During the same time period, there were shifts in the average experience of public school teachers, with an increase in mid-career teachers. Specifically, the percentage of public school teachers with 10 to 20 years of teaching experience increased from 29 percent in 1999-2000 to 40 percent in 2017–18, while the percentage of teachers with more than 20 years of teaching experience decreased from 32 to 23 percent. The percentage of public school teachers with less than 3 years of teaching experience was lower in 2017-18 (9 percent) than in 1999-2000 (11 percent).

There were differences in the demographics of public and private school teachers in 2017-18. The percentage of private school teachers who were female (74 percent) was lower than the corresponding percentage for public school teachers (76 percent; table 209.10). The percentage of private school teachers who were White (85 percent) was higher than the percentage for public school teachers (79 percent). The percentage of private school teachers with a master's or higher degree (48 percent) was lower than the percentage for public school teachers (58 percent). However, although there are no comparable figures on teacher experience, the percentage of private school teachers who were age 60 and over (15 percent) was higher than the percentage for public school teachers (7 percent) in 2017–18.

The pupil/teacher ratio is based on all teachers—including teachers of students with disabilities and other special teachers—and all students enrolled in the fall of the school year. Unlike the pupil/teacher ratio, the average class size excludes students and teachers in classes that are exclusively for special education students. Class size averages are based on surveys of teachers reporting on the counts of students in their classes.

Public school teachers with more years of teaching experience and those with higher levels of education earn higher average salaries than their peers with less experience or lower levels of education. In 2017–18, the average salary among public school teachers who had completed a bachelor's degree as their highest degree was \$50,920 (in constant 2018-19 dollars), compared with \$64,430 among those who had completed a master's degree, \$67,890 among those who had an education specialist degree, and \$70,960 among those who had a doctor's degree as their highest degree (table 211.20). Within each level of education, teachers who had more teaching experience had higher salaries than those who had taught for fewer years. For example, average salaries for those who had completed a bachelor's degree ranged from \$43,010 for those with 1 year or less of teaching experience to \$65,340 for those who had 30 to 34 years of teaching experience.

Average salaries for public school teachers in 2017–18 were lower than in 1999-2000 for teachers overall, and at the bachelor's, master's, and specialist degree levels (after adjusting for inflation in 2018-19 dollars). For example, the average salary for teachers with a master's degree was \$64,430 in 2017–18 compared with \$66,910 in 1999–2000 (table 211.20). However, this pattern was not consistent across all combinations of experience and educational attainment.

# Public School Principals

Public school principals tend to be older and have more advanced credentials than public school teachers. In 2017–18, some 83 percent of public school principals were over age 40, and 98 percent had a master's or higher degree (table 212.08). In comparison, only 57 percent of public school teachers were over age 40, and 58 percent had a master's or higher degree (table 209.10). Relative to the composition of the teacher workforce, principals were also disproportionately male: only 54 percent of principals were female, compared with 76 percent of teachers (tables 209.10 and 212.08).

There were changes in the characteristics of public school principals between 1999-2000 and 2017-18. The percentage of principals who were female increased from 44 percent in 1999-2000 to 54 percent in 2017-18 (table 212.08). The percentage of principals who were White decreased from 82 to 78 percent, while the percentage of principals who were Hispanic increased from 5 to 9 percent. The percentage of principals who were under age 40 was higher in 2017–18 (17 percent) than in 1999–2000 (10 percent), and the percentage who were ages 40 to 44 was also higher in 2017–18 (20 percent) than in 1999–2000 (13 percent). In contrast, the percentage who were ages 50 to 54 in 2017–18 (18 percent) was lower than in 1999–2000 (32 percent). The percentage of principals who had 20 or more years of experience as a principal was lower in 2017–18 (4 percent) than in 1999–2000 (11 percent). The percentage of principals with 3 or fewer years of experience as a principal was higher in 2017–18 (37 percent) than in 1999–2000 (30 percent). The average salary for public school principals in 2017-18 was \$100,340 (in 2018-19 dollars; web-only table 212.10).

### School Staff

From 1969-70 to 1980, there was an 8 percent increase in the number of public school teachers, compared with a 48 percent increase in the number of all other public school staff<sup>3</sup> (table B and table 213.10). Consequently, the percentage of staff who were teachers declined from 60 percent in 1969–70 to 52 percent in 1980. From 1980 to 2017, the number of teachers and the number of all other staff grew at more similar rates (45 and 70 percent, respectively) than they did in the 1970s. As a result, the proportion of teachers among total staff was 4 percentage points lower in 2017 than in 1980, in contrast to the decrease of 8 percentage points during the 1970s. The numbers of staff in two categories increased more than 100 percent between 1980 and 2017: the number of instructional aides rose 153 percent, and the number of instruction coordinators rose 366 percent. Taken together, the percentage of staff with direct instructional responsibilities (teachers and instructional aides) was higher in 2017 (61 percent) than in 1980 (60 percent). In 2017, there were 8 pupils per staff member (total staff) at public schools, compared with 10 pupils per staff member in 1980 (table 213.10). At private schools in 2011–12, the number of pupils per staff member was 6 (web-only table 205.60).

Table B. Number of public school staff, by selected categories: 1969-70, fall 1980, fall 2010, and fall 2017

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Selected staff category	1969-70	1980	2010	2017
Total	3,361	4,168	6,195	6,545
Teachers	2,016	2,184	3,099	3,170
Instructional aides	57	326	732	824
Instruction coordinators	32	21	69	96

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1969-70; Statistics of Public Elementary and Secondary Schools, 1980; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/ Secondary Education," 2010-11 and 2017-18.

In more recent years, the numbers of most types of staff have increased. Overall, the number of public school staff increased 6 percent between fall 2012 and fall 2017 (table 213.10). The number of officials and administrators rose 14 percent during this period, and the number of principals and assistant principals rose 12 percent. Also, the number of instruction coordinators rose 35 percent, the number of instructional aides rose 13 percent, and the number of support staff rose 8 percent. The number of teachers rose 2 percent between fall 2012 and fall 2017, and the number of guidance counselors increased 11 percent. In contrast, the number of librarians decreased by 9 percent during this period.

## **Schools**

### Total Schools

Despite an increase in the number of students, the number of public schools declined in the United States, reflecting a trend toward consolidating small schools during

<sup>&</sup>lt;sup>3</sup> "All other public school staff" includes administrative staff, principals, librarians, guidance counselors, secretaries, custodial staff, food service workers, school bus drivers, and other professional and nonprofessional

most of the last century. In 1929–30, there were approximately 248,000 public schools, compared with about 98,500 in 2017–18 (table 214.10). However, the number of public schools has increased in recent decades: Between 1988-89 and 2006-07, there was an increase of approximately 15,600 schools, up to a total of 98,800. Since 2006-07, the number of public schools has remained relatively stable, varying by fewer than 500 schools from year to year.

While the total number of public schools in the country has remained relatively stable in recent years, new schools have opened and some schools have closed. In 2017–18, there were 1,310 school closures (web-only table 216.95). The schools that closed had enrolled about 267,000 students in the prior school year (2016-17). Of the schools that closed, 889 were regular schools, 217 were special education schools, 13 were vocational schools, and 191 were alternative schools. Of these closed schools, 247 were classified as charter schools. The number of schools that closed in 2017–18 was higher than the number in 2015–16 (1,160) or 2016–17 (1,098); however, the number of annual school closures fluctuated during the 2000–01 to 2017–18 period, ranging from 1,098 to 2,168. School closures do not necessarily reflect the number of school buildings that have been closed, since a school may share a building with another school, or one school may have multiple buildings.

## School Structure

Since the early 1970s, public school systems have been shifting away from junior high schools (schools consisting of either grades 7 and 8 or grades 7–9) and moving toward middle schools (a subset of elementary schools beginning with grade 4, 5, or 6 and ending with grade 6, 7, or 8). The number of all public elementary schools (schools beginning with grade 6 or below and ending with grade 8 or below) increased 5 percent between 1970-71 and 2017-18 (from 64,000 to 67,400), and the number of middle schools increased by 546 percent (from 2,100 in 1970–71 to 13,400 in 2017-18; table 216.10). During the same period, the number of junior high schools declined by 68 percent (from 7,800 in 1970-71 to 2,500 in 2017-18). Compared over more recent years, the number of all elementary schools was less than 1 percent higher in 2017–18 than in 2007–08, while the subset of middle schools rose by 3 percent, from 13,000 to 13,400. During the same period, the number of junior high schools declined by 20 percent, from 3,100 to 2,500. The total number of secondary schools decreased 3 percent, from 24,600 in 2007–08 to 23,900 in 2017–18.

The average number of students in public elementary schools increased from 469 in 2007-08 to 483 in 2017-18 (table 216.45). The average enrollment size of public secondary schools was also higher in 2017–18 (709) than in 2007–08 (704). However, considering only regular public secondary schools-which exclude alternative, special education, and vocational education schools-average enrollment size was lower in 2017-18 (804) than in 2007-08 (816).

## School Choice

Over the past two decades, the range of options that parents have for the education of their children has expanded. Private schools have been a traditional alternative to public school education, but there are now more options for parents to choose public charter schools, and more parents are also homeschooling their children. Between fall 1999 and fall 2017, enrollment in private elementary and secondary schools decreased from 6.0 million to 5.7 million, a decline of 0.3 million or 5 percent (table 105.30). Although private school enrollment declined through much of this period, it was higher in fall 2017 (5.7 million) than in fall 2011 (5.3 million). From fall 1999 to fall 2017, the percentage of students who were enrolled in private schools declined from 11.4 percent to 10.1 percent. In contrast, enrollment in public charter schools increased between fall 1999 and fall 2017, rising from 0.3 million to 3.1 million, an increase of 2.8 million students or 825 percent (table 216.20). During this period, the percentage of public elementary and secondary school students who were in charter schools increased from 0.7 percent to 6.2 percent. In addition, there has been an increase in the number and percentage of 5- to 17-year-olds who are homeschooled (table 206.10 and web-only table 206.20). About 1.7 million children were homeschooled in 2016, compared with 0.9 million in 1999.4 This also reflects an increase in the percentage of 5- to 17-year-olds who were homeschooled, from 1.7 percent in 1999 to 3.3 percent in 2016.

Today, charter schools are the archetypical form of school choice available to parents within the public education sector; however, there is also opportunity for school choice among traditional public schools. In 2016, the parents of 41 percent of all students in grades 1-12 indicated that public school choice was available to them (webonly table 206.40). Also in 2016, some 20 percent of the students in grades 1-12 were enrolled in public schools chosen by their families (Digest of Education Statistics 2017, table 206.30). Of the remaining 80 percent of students, 71 percent attended an assigned public school and 9 percent attended a private school. Not all school choice options are equally accessible to all families-private schools require personal financial investments for tuition, while public choice options are more prevalent in urban districts—and there were differences by some characteristics in the percentages of students who attended public schools chosen by their parents and the percentages of students who attended private schools in 2016. The percentage of students attending chosen public schools was

<sup>&</sup>lt;sup>4</sup> The number of homeschooled children in 1999 is from *Homeschool*ing in the United States: 1999 (NCES 2001-033), available at https://nces. ed.gov/pubsearch/pubsinfo.asp?pubid=2001033. While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences in estimates between 1999 and 2016 could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail.

higher for students living in cities (31 percent) than for students in suburban areas (17 percent), towns (14 percent), and rural areas (11 percent). Meanwhile, the percentage of students attending private schools was higher for students whose parents had a bachelor's degree (13 percent) or graduate degree (18 percent) than for students whose parents had less than a high school diploma (5 percent), only a high school diploma (4 percent), or only some college or a vocational degree (6 percent). Conversely, a lower percentage of students whose parents had completed only a bachelor's degree (18 percent) were enrolled in chosen schools, compared with students whose parents had not completed high school (23 percent) or who had only completed high school (21 percent). There were also some differences in the percentage of students in chosen public versus private schools by student race. The percentage of students attending chosen public schools was higher for Black students (32 percent) and Hispanic students (25 percent) than for White students (14 percent). In contrast, the percentage attending private schools was higher for White students (11 percent) than for Black students (8 percent) and Hispanic students (6 percent).

Compared with students in assigned public schools, a higher percentage of students in chosen public schools had parents who were very satisfied with some elements of their children's education in 2016 (web-only table 206.50). Specifically, among students in grades 3 through 12, the percentage of students whose parents were very satisfied with their school was higher for students in chosen schools (60 percent) than for students in assigned schools (54 percent). Similarly, the percentage of students whose parents were very satisfied with their school's academic standards was higher for students in chosen schools (60 percent) than for students in assigned schools (53 percent). Also, higher percentages of students in chosen schools than in assigned schools had parents who were very satisfied with school order and discipline (57 vs. 53 percent) as well as with staff interaction with parents (51 vs. 47 percent). There was no measurable difference in the percentage of students who had parents who were highly satisfied with the teachers in their school, whether assigned or chosen.

# **High School Graduates and Dropouts**

About 3,663,000 high school students were projected to graduate during the 2020-21 school year (based on pre-pandemic data), including 3,302,000 public school graduates and 360,000 private school graduates (table 219.10). High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2020-21 projection of high school graduates is slightly lower than the prior record high projection of 3,674,000 graduates for 2018–19, but it exceeds the baby boom era's high point in 1975-76, when 3,142,000 students earned diplomas. In 2017–18, about 85 percent of public high

school students graduated with a regular diploma within 4 years of first starting 9th grade, which reflects an increase since 2010-11 (79 percent; table 219.46). This rate is known as the 4-year adjusted cohort graduation rate (ACGR).

The status dropout rate has decreased since 2000. The status dropout rate is the percentage of the civilian noninstitutionalized 16- to 24-year-old population who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts.) Between 2000 and 2018, the status dropout rate declined from 10.9 to 5.7 percent (table 219.70). During this period, the status dropout rate for Black 16- to 24-year-olds declined from 13.1 to 5.8 percent and the rate for Hispanic 16- to 24-yearolds declined from 27.8 to 9.0 percent. In 2018, the status dropout rate for White 16- to 24-year-olds (4.5 percent) was lower than the rate for Hispanic 16- to 24-year-olds, but it was not measurably different from the rate for Black 16- to 24-year-olds.

## Achievement

Much of the student performance data in the *Digest* are drawn from the National Assessment of Educational Progress (NAEP). The NAEP assessments have been conducted using three basic designs: the national main NAEP, state NAEP (which includes the Trial Urban District Assessment), and national long-term trend NAEP. The main NAEP reports current information for the nation and specific geographic regions of the country. The assessment program includes students drawn from both public and private schools and reports results for student achievement at grades 4, 8, and 12. The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. Because the assessment items reflect curricula associated with specific grade levels, the main NAEP uses samples of students at those grade levels.

Since 1990, NAEP assessments have also been conducted at the state level. Each participating state receives assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. From 1990 through 2001, the national sample was a subset of the combined sample of students assessed in each participating state along with an additional sample from the states that did not participate in the state assessment. For mathematics, reading, science, and writing assessments since 2002, a combined sample of public schools has been selected for 4th- and 8th-grade national NAEP and state NAEP (including the Trial Urban District Assessment).

NAEP long-term trend assessments are designed to give information on the changes in the basic achievement level of America's youth since the early 1970s. They are

administered nationally and report student performance in reading and mathematics at ages 9, 13, and 17. Measuring long-term trends of student achievement requires the precise replication of past procedures. For example, students of specific ages are sampled in order to maintain consistency with the original sample design. Similarly, the long-term trend instrument does not evolve based on changes in curricula or in educational practices. The differences in procedures between the main NAEP and the long-term trend NAEP mean that their results cannot be compared directly.

The following paragraphs discuss results for the national main NAEP, state NAEP, and long-term trend NAEP. Readers should keep in mind that comparisons of NAEP scores in the text (like all comparisons of estimates in the *Digest*) are based on statistical testing of unrounded values.

## Reading

### Main NAEP

The main NAEP reading assessment data are reported on a scale of 0 to 500. For 4th-grade students, the average reading score in 2019 (220) was lower than the score in 2017 (222) but was higher than the 1992 score (217; table 221.10). This pattern held for certain racial/ethnic groups (White and Black students), but not for others (Hispanic, Asian/Pacific Islander, and American Indian/ Alaska Native students). Specifically, at grade 4, the 2019 reading scores for White (230) and Black (204) students were lower than the corresponding scores in 2017 (232 and 206, respectively), but higher than in 1992 (224 and 192, respectively). In contrast, the 4th-grade reading scores for Hispanic (209) and Asian/Pacific Islander (237) students were not measurably different in 2019 than in 2017, but the scores for both groups were higher in 2019 than in 1992 (197 and 216, respectively). For American Indian/Alaska Native students, the average 4th-grade reading score in 2019 (204) was not measurably different from the scores in either 2017 or 1994 (1994 was the first year data were available for 4th-grade American Indian/Alaska Native students).

From 1992 through 2019, the average reading scores for White 4th-graders were higher than those for their Black and Hispanic peers. Although the White-Black achievement gap did not change measurably from 2017 to 2019, the achievement gap narrowed from 32 points in 1992 to 27 points in 2019. The White-Hispanic achievement gap in 2019 (21 points) was smaller than the achievement gap in 2017 (23 points), but it was not measurably different from the achievement gap in 1992.

At grade 8, the average reading score in 2019 (263) was lower than the score in 2017 (267), but it was higher than the score in 1992 (260). The reading scores for White (272), Black (244), and Hispanic (252) 8th-grade students in 2019 were lower than the corresponding scores in 2017 (275, 249, and 255, respectively), but the score for each group

was higher in 2019 than in 1992 (267, 237, and 241, respectively). The reading score for 8th-grade Asian/Pacific Islander students in 2019 (281) was not measurably different from the score in 2017, but it was higher than the score in 1992 (268). The reading score for 8th-grade American Indian/Alaska Native students in 2019 (248) was lower than the score in 2017 (253), but it was not measurably different from the score in 1994 (1994 was the first year data were available for 8th-grade American Indian/ Alaska Native students).

From 1992 through 2019, the average reading score for White 8th-graders was higher than the scores for their Black and Hispanic peers. The White-Black achievement gap in 2019 (28 points) was larger than the White-Black achievement gap in 2017 (25 points), but it was not measurably different from the achievement gap in 1992. Although the White-Hispanic achievement gap at grade 8 did not change measurably from 2017 to 2019, the achievement gap narrowed from 26 points in 1992 to 20 points in 2019.

The average reading scores for 4th- and 8th-grade students varied by state. Although 4th-grade reading scores fell nationally from 2017 to 2019, they were higher in 2019 than in 2017 in one state (Mississippi) and showed no measurable change in 32 states and the District of Columbia (table 221.40). In the remaining 17 states, 4th-grade reading scores were lower in 2019 than in 2017. The reading score for 8th-grade students was higher in 2019 than in 2017 in the District of Columbia, but the scores showed no measurable change in 19 states (table 221.60). In the remaining 31 states, the reading scores for 8th-grade students were lower in 2019 than in 2017.

For 12th-grade students, the most recent scores available are from 2015. The reading score for 12th-grade students in 2015 (287) was not measurably different from the score in 2013, but it was lower than the score in 1992 (292; table 221.10). At grade 12, the reading scores in 2015 for White (295), Hispanic (276), and Asian/Pacific Islander (297) students were not measurably different from the scores in 2013 and 1992. For Black students, the 2015 reading score (266) was lower than the 1992 score (273), but it was not measurably different from the 2013 score. The reading score for American Indian/Alaska Native students in 2015 (279) was not measurably different from the scores in 2013 and 1994 (1994 was the first year data were available for 12th-grade American Indian/Alaska Native students).

The White-Black achievement gap for 12th-grade students was larger in 2015 (30 points) than in 1992 (24 points), while the White-Hispanic achievement gap in 2015 (20 points) was not measurably different from the achievement gap in any previous assessment year.

### Long-Term NAEP

Reported on a scale of 0 to 500, NAEP long-term trend results in reading are available for 13 assessment years going back to the first in 1971. The average reading score for 9-year-olds was higher in 2012 (221) than in assessment years prior to 2008, increasing 5 points since 2004 and 13 points since 1971 (web-only table 221.85). The score for 13-year-olds in 2012 (263) was higher than in all previous assessment years except for 1992. The score for 17-yearolds was higher in 2012 (287) than in 2004 (283), but it was not measurably different from the score in 1971 (285).

White, Black, and Hispanic 9-, 13-, and 17-year-old students all had higher average reading scores in 2012 than they did in the first assessment year (which was 1975 for Hispanic students because separate data for Hispanics were not collected in 1971). The scores were higher in 2012 than in 2004 for White, Black, and Hispanic students at all three ages (web-only table 221.85). Reading results for 2012 continued to show gaps in scores between White and Black students (ranging from 23 to 26 points, depending on age) and between White and Hispanic students (about 21 points at all three ages). The White-Black and White-Hispanic achievement gaps were smaller in 2012 than in the first assessment year at all three ages. For example, the White-Black reading gap for 17-yearolds was 53 points in 1971 compared with 26 points in 2012. Similarly, the White-Hispanic gap for 17-year-olds narrowed from 41 points in 1975 to 21 points in 2012.

In 2012, female 9-, 13-, and 17-year-old students continued to have higher average reading scores than male students at all three ages (web-only table 221.85). The gap between male and female 9-year-olds was 5 points in 2012; this was narrower than the gap in 1971 (13 points). The 8-point gender gap for 13-year-olds in 2012 was not measurably different from the gap in 1971. At age 17, the 8-point gap between males and females in 2012 was not measurably different from the gap in 1971.

### **Mathematics**

#### Main NAEP

The main NAEP mathematics assessment data for 4thand 8th-graders are reported on a scale of 0 to 500. The average mathematics score for 4th-grade students in 2019 (241) was higher than the scores in both 2017 (240) and 1990 (213; table 222.10). At grade 4, the average mathematics scores in 2019 for Asian/Pacific Islander (260), White (249), and Black (224) students were not measurably different from the corresponding scores in 2017, but the mathematics score for each group was higher in 2019 than in 1990 (225, 220, and 188, respectively). The 2019 mathematics score for 4th-grade Hispanic students (231) was higher than the scores in both 2017 (229) and 1990 (200). The 2019 mathematics score for 4th-grade American Indian/Alaska Native students (227) was not measurably different from the scores in 2017 and 1996 (1996 was the first year data were available for 4th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 4 have been higher than those of their Black and Hispanic peers. Although the White-Black and White-Hispanic achievement gaps at grade 4 did not change measurably from 2017 to 2019, the White-Black achievement gap narrowed from 32 points in 1990 to 25 points in 2019. The 4th-grade White-Hispanic achievement gap in 2019 (18 points) was not measurably different from the gap in 1990.

For 8th-grade students, the average mathematics score in 2019 (282) was lower than the score in 2017 (283), but it was higher than the score in 1990 (263). At grade 8, the mathematics scores for Asian/Pacific Islander (310), White (292), Hispanic (268), and Black (260) students in 2019 were not measurably different from the corresponding scores in 2017, but the score for each group was higher in 2019 than in 1990 (275, 270, 246, and 237, respectively). The mathematics score for 8th-grade American Indian/Alaska Native students in 2019 (262) was lower than the score in 2017 (267), but it was not measurably different from the score in 2000 (2000 was the first year data were available for 8th-grade American Indian/Alaska Native students).

In 2019 and in all assessment years since 1990, the average mathematics scores for White students in grade 8 have been higher than the scores for their Black and Hispanic peers. At grade 8, the White-Black (32 points) and White-Hispanic (24 points) achievement gaps in 2019 were not measurably different from the corresponding gaps in 2017 and 1990.

For 12th-grade students, the average mathematics score in 2015 (152) was lower than the score in 2013 (153), but it was not measurably different from the score in 2005, the earliest year with comparable data. At grade 12, the mathematics scores for Asian/Pacific Islander (170), White (160), Hispanic (139), and Black (130) students in 2015 were not measurably different from the scores in 2013, but the score for each group was higher in 2015 than in 2005 (163, 157, 133, and 127, respectively). The mathematics score for American Indian/Alaska Native students in 2015 (138) was not measurably different from the scores in 2013 and 2005.

In 2015, the mathematics score for White 12th-grade students was 30 points higher than the score for their Black peers and 22 points higher than the score for their Hispanic peers. The White-Black and White-Hispanic gaps in 2015 were not measurably different from the corresponding gaps in 2005 and 2013.

### Long-Term NAEP

NAEP long-term trend mathematics results, reported on a scale of 0 to 500, are available for 12 assessment years, going back to the first in 1973. In 2012, the average mathematics score for 9-year-olds (244) was higher than in all assessment years prior to 2008 (web-only table 222.85). The score for 9-year-olds in 2012 was 5 points higher than in 2004 and 25 points higher than in 1973. The score for 13-year-olds in 2012 (285) was higher than in all previous assessment years. For 13-year-olds, the score in 2012 was 6 points higher than in 2004 and 19 points higher than in 1973. In contrast, the score for 17-year-olds in 2012 (306) was not measurably different from the scores in 2004 and in 1973.

White, Black, and Hispanic 9-, 13-, and 17-year-olds all had higher average mathematics scores in 2012 than in 1973 (web-only table 222.85). In comparison to 2004, scores were higher in 2012 for White 9- and 13-year-olds; Hispanic 13-year-olds; and Black 13-year-olds. Mathematics results for 2012 continued to show achievement gaps between White and Hispanic students (ranging from 17 to 21 points [based on unrounded scores], depending on age) and between White and Black students (ranging from 25 to 28 points). For 9-year-olds, the White-Black gap was lower in 2012 than in 1973. For 13- and 17-year-olds, both the White-Black and the White-Hispanic gaps were lower in 2012 than in 1973. For example, among 17-year-olds, the White-Black gap was 40 points in 1973 compared with 26 points in 2012, and the White-Hispanic gap was 33 points in 1973 compared with 19 points in 2012.

While there was no significant difference between the average mathematics scores of male and female 9- and 13-year-olds in 2012, among students still in high school at age 17, male students scored higher than female students (web-only table 222.85). At age 17, the 4-point gender score gap in 2012 was smaller than the gap in 1973 (8 points).

### Science

### Main NAEP

NAEP has assessed the science abilities of students in grades 4, 8, and 12 in both public and private schools since 1996. As of 2009, however, NAEP science assessments are based on a new framework, so results from these assessments cannot be compared with results from earlier science assessments. Scores are based on a scale ranging from 0 to 300 (table 223.10). In 2015, the average 4th-grade science score (154) was higher than the score in 2009 (150). The 8th-grade science score in 2015 (154) was higher than the scores in 2009 (150) and in 2011 (152). The 12th-grade science score in 2015 (150) was not measurably different from the score in 2009.

While the scores for White 4th- and 8th-grade students remained higher than those for their Black and Hispanic peers in 2015, racial/ethnic achievement gaps in 2015 were smaller than in 2009. For example, at grade 4, the White-Black achievement gap was 36 points in 2009 and 33 points in 2015, and the White-Hispanic achievement gap was 32 points in 2009 and 27 points in 2015. For 12th-grade students, in contrast, science scores for White students remained higher than those for their Black and Hispanic peers in 2015, and these racial/ethnic achievement gaps were not measurably different from 2009. In addition, the 5-point gender gap, which favored male 12th-graders, in 2015 was not measurably different from the gap in 2009.

# Skills of Young Children

In addition to student performance data available through NAEP, the Digest presents data from other surveys to provide additional perspectives on student achievement. Differences among demographic groups in the acquisition of cognitive skills have been demonstrated at relatively early ages in the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011). Possible scores for the mathematics assessment range from 0 to 159, and possible scores for the reading assessment range from 0 to 167.

Children who enrolled in kindergarten for the first time in 2010–11 showed similar patterns of score differences across racial/ethnic and socioeconomic status (SES) groups for both mathematics and reading. In fall 2010, average mathematics scores were higher for first-time kindergartners from high-SES families (43) than for those from low-SES families (29). White (39) and Asian (41) first-time kindergartners had higher mathematics scores than their Black (32), Hispanic (31), and American Indian/ Alaska Native (33) peers (table 220.40 and web-only table 220.41). Similarly, average early reading scores in fall 2010 were higher for White (56) and Asian (59) first-time kindergartners than for their Black (53), Hispanic (51), and American Indian/Alaska Native (50) peers. High-SES children (61) had higher early reading scores than low-SES children (49).

## School Violence

In 2017–18, some 71 percent of public schools reported one or more violent incidents, such as a serious violent incident, a physical attack, or a threat of a physical attack (table 229.10). This 2017-18 percentage was not measurably different from the percentage of schools reporting violent incidents in 1999-2000. Serious violent incidents is a subcategory of violent incidents that includes the crimes of rape, sexual assault, robbery, and aggravated assault. The percentage of schools reporting a serious violent incident in 2017–18 (21 percent) also was not measurably different from the percentage reporting a serious violent incident in 1999–2000. The percentage of schools reporting a physical attack or fight without a weapon in 2017–18 (66 percent) was not measurably different from the percentage in 1999-2000; however, the percentage of schools reporting a physical attack or fight with a weapon in 2017–18 (3 percent) was lower than the percentage in 1999-2000 (5 percent). Also, the percentage of schools reporting a threat of a physical attack without a weapon in 2017-18 (41 percent) was lower than the percentage in 1999-2000 (52 percent). One percent of public schools reported that a rape had occurred in 2017-18, which was not measurably different from the percentage in 1999–2000; however, the percentage of schools that reported that some other type of sexual assault had occurred in 2017-18 (5 percent) was higher than the percentage in 1999–2000 (2 percent). The percentage of schools reporting that a theft/ larceny had occurred in 2017–18 (33 percent) was lower than in 1999-2000 (46 percent), and also the percentage reporting that vandalism had occurred in 2017–18 (33 percent) was lower than in 1999–2000 (51 percent). Overall, schools reported 20 violent incidents per 1,000 students in 2017–18, which was lower than the 31 violent incidents per 1,000 students reported in 1999-2000 (webonly table 229.20).

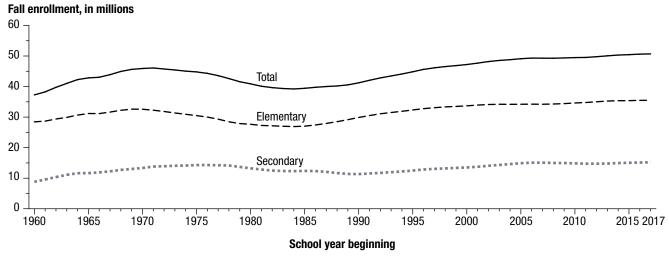
On the National Crime Victimization Survey, students ages 12 to 18 reported a decrease in victimizations at school between 2000 and 2018 (web-only table 228.20). The total victimization rates for students ages 12 to 18 declined 61 percent, from 85 victimizations per 1,000 students in 2000 to 33 victimizations per 1,000 students in 2018. This pattern of decline in total victimization rates between 2000 and 2018 also held for thefts and violent victimizations overall. Thefts at school declined from a rate of 49 thefts per 1,000 students to 9 thefts per 1,000 students. The rate of violent victimization at school declined overall from 36 victimizations per 1,000 students in 2000 to 24 victimizations per 1,000 students in 2018. The rate of violent victimizations excluding simple assault at school was 6 per 1,000 students in 2018, which was not measurably different from the rate in 2000. The victimization rates for theft declined more rapidly than the victimization rates for violent crimes. In 2000, the victimization rates for theft were higher than the rates for violent crimes, but in 2018 the victimization rates for theft were lower than the rates for violent crimes.

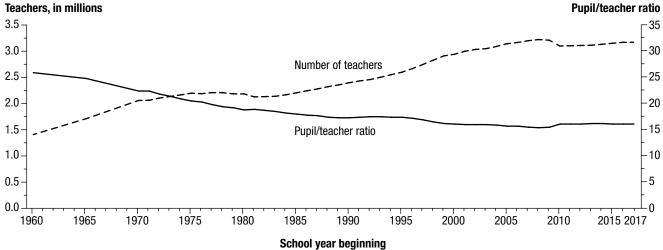
# Revenues and Expenditures

After adjustment for inflation, current expenditures per student at public schools (based on fall enrollment) rose during the 1980s but remained stable during the first part of the 1990s. There was an increase of 37 percent from 1980–81 to 1990–91, followed by minor fluctuations from 1990-91 to 1994-95 (table 236.55 and figure 10). Current expenditures per student increased 34 percent from 1994-95 to 2008-09 but declined 5 percent from 2008-09 to 2012-13. Current expenditures per student increased 9 percent between 2012–13 and 2016–17, reaching \$12,258 in unadjusted dollars.

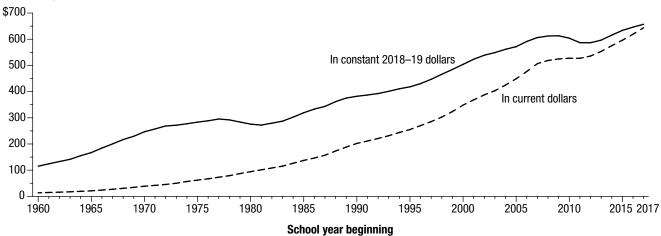
The federal share of public school revenues in 2016–17 (8.1 percent) was lower than in 2006–07 (8.5 percent; table 235.10 and figure 11). Also, the state share in 2016-17 (47.0 percent) was lower than in 2006-07 (47.4 percent). The remaining, local, share in 2016–17 (44.9 percent) was higher than in 2006–07 (44.1 percent).

Figure 7. Fall enrollment, number of teachers, pupil/teacher ratio, and expenditures in public elementary and secondary schools: Selected years, 1960–61 through 2017–18





## Current expenditures, in billions



NOTE: Expenditure data for school year 2017 (2017–18) are projected. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1959–60 through 1960–70; Statistics of Public Elementary and Secondary Day Schools, 1959–60 through 1980–81; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981–82 through 2017–18; "National Public Education Financial Survey," 1989–90 through 2016–17; and Public Elementary and Secondary Education Current Expenditure Projection Model, 1973–74 through 2029–30.

WA NH MT ND MN OR ID WI SD MI WY RI ΙA PA NE NV UT ÍĹ IN CO W۷ CA MD KS MO ΚÝ DC NC TN OK ΑZ NM AR SC GA MŚ TX B FB HI 📎 Percent change Increase of 5 percent or more (12 states & DC) Decrease of less than 5 percent (15 states) Increase of less than 5 percent (22 states) Decrease of 5 percent or more (1 state)

Figure 8. Percentage change in public elementary and secondary enrollment, by state: Fall 2012 to fall 2017

NOTE: Includes imputations for prekindergarten enrollment in California and Oregon. Graphic display was generated using unrounded data. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2012–13 and 2017–18.

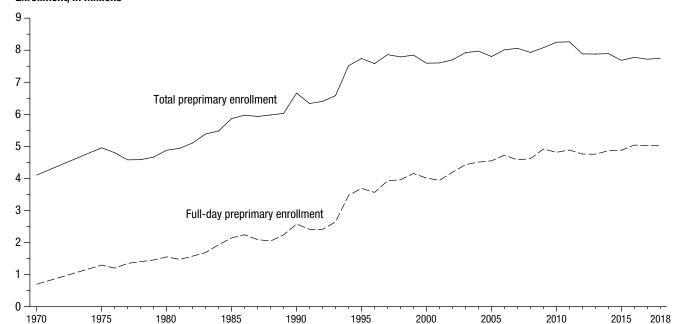
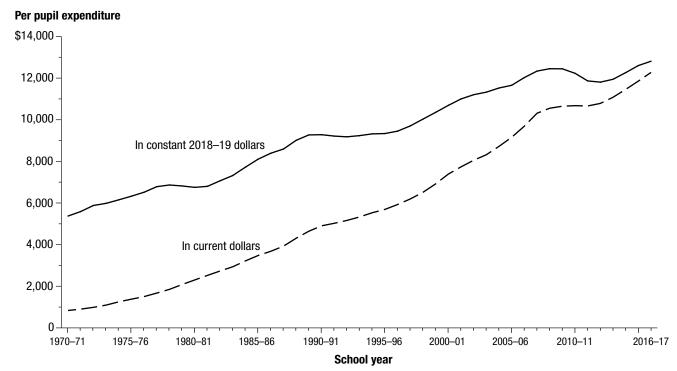


Figure 9. Total and full-day preprimary enrollment of 3- to 5-year-olds: October 1970 through October 2018 **Enrollment, in millions** 

NOTE: Data prior to 1994 may not be comparable to later years. Preprimary programs include kindergarten and preschool (or nursery school) programs. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1970 through October 2018.

Year

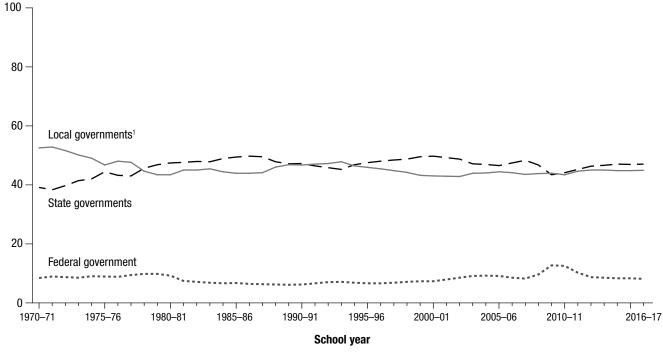
Figure 10. Current expenditure per pupil in fall enrollment in public elementary and secondary schools: 1970-71 through



NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Beginning in 1988–89, extensive changes were made in the data collection procedures. As a result, data collected from 1988–89 onward may not be comparable to earlier data. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1986–87; and Common Core of Data (CCD), "National Public Education Financial Survey," 1987–88 through 2016–17.

Figure 11. Percentage of revenue for public elementary and secondary schools, by source of funds: 1970-71 through 2016-17 **Percent of revenue** 



<sup>1</sup>Includes intermediate sources below the state level.

NOTE: Beginning in 1988-89, extensive changes were made in the data collection procedures. As a result, data collected from 1988-89 onward may not be comparable to earlier data. SOURCE: U.S. Department of Education, National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1986–87; and Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2016-17.

Table 201.10. Historical summary of public elementary and secondary school statistics: Selected years, 1869–70 through 2016–17

Selected characteristic	1869-70	1879-80	1889–90	1899– 1900	1909–10	1919–20	1929–30	1939–40	1949–50	1959–60	1969–70	1979–80	1989–90	1999– 2000	2009–10	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Population, pupils, and instructional staff Total population (in thousands) <sup>1</sup> 5- to 17-year-olds (in thousands) <sup>1</sup> 5- to 17-year-olds as a percent of total population	38,558 11,683 30.3	50,156 15,066 30.0	62,622 18,473 29.5	75,995 21,573 28.4	90,490 24,011 26.5	104,514 27,571 26.4	121,878 31,414 25.8	131,028 30,151 23.0	149,188 30,223 20.3	177,830 43,881 24.7	201,385 52,386 26.0	225,055 48,043 21.3	246,819 44,947 18.2	279,040 52,811 18.9	306,772 53,890 17.6	316,058 53,721 17.0	318,386 53,693 16.9	320,743 53,702 16.7	323,071 53,727 16.6
Total enrollment in elementary and secondary schools (in thousands) <sup>2</sup> Prekindergarten through grade 8 (in thousands) Grades 9–12 (in thousands)	7,562 <sup>3</sup> 7,481 <sup>3</sup> 80 <sup>3</sup>	9,867 9,757 110	12,723 12,520 203	15,503 14,984 519	17,814 16,899 915	21,578 19,378 2,200	25,678 21,279 4,399	25,434 18,833 6,601	25,112 19,387 5,725	36,087 27,602 8,485	45,550 32,513 13,037	41,651 28,034 13,616	40,543 29,152 11,390	46,857 33,486 13,371	49,361 34,409 14,952	50,045 35,251 14,794	50,313 35,370 14,943	50,438 35,388 15,050	50,615 35,477 15,138
Enrollment as a percent of total population Enrollment as a percent of 5- to 17-year-olds	19.6 <sup>3</sup> 64.7 <sup>3</sup>	19.7 65.5	20.3 68.9	20.4 71.9	19.7 74.2	20.6 78.3	21.1 81.7	19.4 84.4	16.8 83.1	20.3 82.2	22.6 87.0	18.5 86.7	16.4 90.2	16.8 88.7	16.1 91.6	15.8 93.2	15.8 93.7	15.7 93.9	15.7 94.2
Percent of total enrollment in grades 9–12 High school graduates (in thousands)	1.1 <sup>3</sup>	1.1 —	1.6 22	3.3 62	5.1 111	10.2 231	17.1 592	26.0 1,143	22.8 1,063	23.5 1,627	28.6 2,589	32.7 2,748	28.1 2,320	28.5 2,554	30.3 3,128	29.6	29.7 —	29.8 —	29.9 —
Average daily attendance (in thousands) Total number of days attended by pupils enrolled (in millions) Percent of enrolled pupils attending daily Average length of school term, in days Average number of days attended per pupil	539 59.3 132.2 78.4	6,144 801 62.3 130.3 81.1	1,098 64.1 134.7 86.3	10,633 1,535 68.6 144.3 99.0	12,827 2,011 72.1 157.5 113.0	16,150 2,615 74.8 161.9 121.2	21,265 3,673 82.8 172.7 143.0	22,042 3,858 86.7 175.0 151.7	22,284 3,964 88.7 177.9 157.9	32,477 5,782 90.0 178.0 160.2	7,501 90.4 178.9 161.7	38,289 6,835 <sup>4</sup> 90.1 <sup>4</sup> 178.5 <sup>4</sup> 160.8 <sup>4</sup>	37,799 — — — —	43,807 7,858 94.3 179.4 169.2	45,919 8,199 — 178.6 —	46,830 8,404 — 179.5	47,064 8,434 — 179.2 —	47,248 8,467 93.0 179.2 166.6	47,286 8,474 — 179.2 —
Total full-time-equivalent (FTE) instructional staff (in thousands) Supervisors (in thousands) Principals (in thousands) Teachers, teacher aides, librarians, and guidance counselors (in thousands) <sup>5</sup> Males (in thousands) Females (in thousands) Percent male	201 78 123 38.7	287 123 164 42.8	364 126 238 34.5	423 127 296 29.9	523 110 413 21.1	678 7 14 657 93 585 14.1	880 7 31 843 140 703 16.6	912 5 32 875 195 681 22.2	963 — 43 920 196 724 21.3	1,457 ————————————————————————————————————	2,286 — 91 2,195 711 <sup>4</sup> 1,484 <sup>4</sup> 32,4 <sup>4</sup>	2,406 — 106 2,300 782 <sup>4</sup> 1,518 <sup>4</sup> 34.0 <sup>4</sup>	2,986 — 126 2,860 —	3,819 — 137 3,682 —	4,279 — 168 4,111 —	4,167 — 168 3,999 —	4,205 — 175 4,030 —	4,250 — 182 4,068 —	4,294 — 184 4,111 — —
										ounts in cur	rent dollars					<u> </u>			
Total revenues and expenditures Total revenue receipts (in millions) Federal government State governments Local sources, including intermediate Percentage distribution of revenue receipts Federal government State governments Local sources, including intermediate			\$143 	\$220 — — — — —	\$433 — — — —	\$970 2 160 808 0.3 16.5 83.2	\$2,089 7 354 1,728 0.4 16.9 82.7	\$2,261 40 684 1,536 1.8 30.3 68.0	\$5,437 156 2,166 3,116 2.9 39.8 57.3	\$14,747 652 5,768 8,327 4.4 39.1 56.5	\$40,267 3,220 16,063 20,985 8.0 39.9 52.1	\$96,881 9,504 45,349 42,029 9.8 46.8 43.4	\$208,548 12,701 98,239 97,608 6.1 47.1 46.8	\$372,944 27,098 184,613 161,233 7.3 49.5 43.2	\$596,391 75,998 258,864 261,529 12.7 43.4 43.9	\$623,650 54,506 288,637 280,507 8.7 46.3 45.0	\$647,679 55,003 301,530 291,147 8.5 46.6 45.0	\$677,219 55,975 317,660 303,583 8.3 46.9 44.8	\$705,267 57,311 331,322 316,635 8.1 47.0 44.9
Total expenditures for public schools (in millions) Current expenditures <sup>6</sup> Capital outlay <sup>8</sup> Interest on school debt Other current expenditures <sup>9</sup> Percentage distribution of total expenditures Current expenditures <sup>6</sup> Capital outlay <sup>8</sup> Interest on school debt Other current expenditures <sup>9</sup>	\$63 ————————————————————————————————————	\$78 — — — — —	\$141 114 26 — — 81.3 18.7 —	\$215 180 35 — — 83.5 16.5 —	\$426 356 70 — 83.6 16.4 —	\$1,036 861 154 18 3 83.1 14.8 1.8 0.3	\$2,317 1,844 371 93 10 79.6 16.0 4.0 0.4	\$2,344 1,942 258 131 13 82.8 11.0 5.6 0.6	\$5,838 4,687 1,014 101 36 80.3 17.4 1.7 0.6	\$15,613 12,329 <sup>7</sup> 2,662 490 133 79.0 <sup>7</sup> 17.0 3.1 0.8	\$40,683 34,218 <sup>7</sup> 4,659 1,171 636 84.1 <sup>7</sup> 11.5 2.9 1.6	\$95,962 86,984 <sup>7</sup> 6,506 1,874 598 <sup>10</sup> 90.6 <sup>7</sup> 6.8 2.0 0.6 <sup>10</sup>	\$212,770 188,229 <sup>7</sup> 17,781 3,776 2,983 88.5 <sup>7</sup> 8.4 1.8 1.4	\$381,838 323,889 <sup>7</sup> 43,357 9,135 5,457 84.8 <sup>7</sup> 11.4 2.4 1.4	\$607,018 524,715 <sup>7</sup> 56,715 17,232 8,356 86.4 <sup>7</sup> 9.3 2.8 1.4	\$625,018 553,501 <sup>7</sup> 46,438 17,152 7,926 88.6 <sup>7</sup> 7.4 2.7 1.3	\$651,135 575,332 <sup>7</sup> 50,610 17,479 7,714 88.4 <sup>7</sup> 7.8 2.7 1.2	\$677,605 596,202 <sup>7</sup> 55,989 17,501 7,914 88.0 <sup>7</sup> 8.3 2.6 1.2	\$707,601 619,165 <sup>7</sup> 61,442 18,334 8,661 87.5 <sup>7</sup> 8.7 2.6 1.2

See notes at end of table.

CHAPTER 2: Elementary and Secondary Education Historical

Table 201.10. Historical summary of public elementary and secondary school statistics: Selected years, 1869–70 through 2016–17—Continued

					_						_								
Selected characteristic	1869–70	1879-80	1889–90	1899– 1900	1909–10	1919–20	1929–30	1939–40	1949–50	1959–60	1969–70	1979–80	1989-90	1999– 2000	2009–10	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teacher salaries; income and expenditures per pupil and per capita																			
Annual salary of classroom teachers <sup>11</sup>	\$189	\$195	\$252	\$325	\$485	\$871	\$1,420	\$1,441	\$3,010	\$4,995	\$8,626	\$15,970	\$31,367	\$41,807	\$55,370	\$56,826	\$57,626	\$58,316	\$59,539
Personal income per member of labor force <sup>1</sup> Total school expenditures per capita of total	_	_	_	_	_	_	1,734	1,333	3,445	5,893	9,913	19,842	37,343	57,416	78,234	91,262	96,149	100,031	101,272
population	2	2	2	3	5	10	19	18	39	88	202	426	862	1,368	1,979	1,978	2,045	2,113	2,190
National income per capita <sup>1</sup>	_	_			_	_	773	629	1,607	2,580	4,455	9,954	19,286	29,710	39,206	45,861	47,874	49,223	49,691
Current expenditure per pupil in ADA <sup>6,12,13</sup> Total expenditure per pupil in ADA <sup>13,14</sup>	16	13	14 17	17 20	28 33	53 64	87 108	88 106	210 260	375 471	816 955	2,272 2,491	4,980 5,547	7,394 8,589	11,427 13,035	11,819 13,174	12,224 13,668	12,619 14,171	13,094 14,778
National income per pupil in ADA <sup>13</sup>	—	—	"	_		— —	4,430	3,738	10,757	14,127	21,396	58,510	125,931	189,249	261,921	309,519	323,865	334,149	339,501
Current expenditure per day per pupil in ADA <sup>6,13,15</sup>	_	_	0.10	0.12	0.18	0.33	0.50	0.50	1.17	2.11	4.56	12.73	_	41.22	64.00	65.86	68.22	70.42	73.07
Total expenditure per day per pupil in ADA <sup>13</sup>	0.12	0.10	0.13	0.14	0.21	0.40	0.63	0.60	1.46	2.65	5.34	13.95	_	47.90	73.02	73.43	76.29	79.10	82.49
									Amounts i	n constant	2018–19 do	llars <sup>16</sup>							
Total revenues and expenditures	_	_	_	_	_	\$12,892	\$30,903	\$40,967			\$269,975	\$316,063	\$415,975	\$557,940	\$696,919	\$672,227			\$736,111
Total revenue receipts (in millions)	_	_	-	_	_	33	109	721	1,667	5,617	21,586	31,004	25,333	40,540	88,808	58,752	58,859	59,498	59,817
Federal government	_	_	-	_	_	2,127	5,233	12,403	23,160	49,718	107,695	147,945	195,950	276,189	302,498	311,120	322,667	337,651	345,812
State governments Local sources, including intermediate	_	_		_	_	10,732	25,561	27,843	33,317	71,774	140,694	137,114	194,692	241,211	305,612	302,356	311,556	322,688	330,482
Total expenditures for public schools																			
(in millions)	_	_	-	_	_	\$13,770	\$34,280	\$42,481				\$313,063	\$424,396		\$709,338	\$673,702			\$738,547
Current expenditures <sup>6</sup>	_	_	-	_	_	11,444	27,278	35,191	50,126		229,418 <sup>7</sup>	283,7757	375,448 <sup>7</sup> 35.467	484,5517	613,1627	596,615 <sup>7</sup> 50.056	615,6627	633,722 <sup>7</sup> 59,513	646,242 <sup>7</sup> 64.129
Capital outlay <sup>8</sup> Interest on school debt	_	_		_	_	2,040 242	5,488 1,369	4,675 2,372	10,846 1,076	22,943 4,219	31,237 7,850	21,226 6,113	7,532	64,864 13,667	66,275 20,137	18.489	54,158 18,705	18,602	19,136
Other current expenditures <sup>9</sup>	_	_		_	_	44	145	242	381	1,143	4,263	1,950 <sup>10</sup>	5,949	8,164	9,764	8,544	8,255	8,412	9,040
Teacher salaries; income and expenditures per pupil and per capita																			
Annual salary of classroom teachers <sup>11</sup>	_	_	-	_	_	\$11,575	\$21,011	\$26,115	\$32,189	\$43,055	\$57,834	\$52,100	\$62,566	\$62,545	\$64,703	\$61,252	\$61,666	\$61,986	\$62,143
Personal income per member of labor force <sup>1</sup>	_	_	-	_	_	_	25,663	24,151	36,836	50,795	66,462	64,733	74,485	85,896	91,421	98,371	102,889	106,326	105,701
Total school expenditures per capita of total population	_	_	_	_	_	132	281	324	418	757	1,354	1,391	1,719	2,047	2,312	2,132	2,188	2,246	2,286
National income per capita <sup>1</sup>	_	_	-	_	_	_	11,436	11,397	17,182	22,238	29,870	32,475	38,468	44,448	45,814	49,433	51,230	52,321	51,864
Current expenditure per pupil in ADA <sup>6,12,13</sup>	_	_	-	_	_	709	1,283	1,597	2,249	3,234	5,471	7,411	9,933	11,061	13,353	12,740	13,081	13,413	13,667
Total expenditure per pupil in ADA <sup>13,14</sup>	_	_	-	_	_	850	1,605	1,916	2,784	4,060	6,403	8,125	11,064	12,849	15,232	14,201	14,626	15,063	15,424
National income per pupil in ADA <sup>13</sup> Current expenditure per day per pupil in	_	_		_	_	_	65,545	67,749	115,032	121,768	143,449	190,883	251,185	283,125	306,070	333,628	346,568	355,178	354,348
ADA <sup>6,13,15</sup>	_	_	_	_	_	4.4	7.4	9.1	12.5	18.2	30.6	41.5	_	61.7	74.8	71.0	73.0	74.8	76.3
Total expenditure per day per pupil in ADA <sup>13</sup>		_				5.3	9.3	10.9	15.6	22.8	35.8	45.5	_	71.7	85.3	79.1	81.6	84.1	86.1

<sup>-</sup>Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the United States Commissioner of Education, 1869–70 through 1909–10; Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of State School Systems, 1959–60 and 1969–70; Statistics of Public Elementary and Secondary School Systems, 1979–80; Revenues and Expenditures for Public Elementary and Secondary Education, FY 1980; Schools and Staffing Survey (SASS), "Public School Questionnaire," 1999–2000, 2007–08, and 2011–12; and Common Core of Data (CCD), "State Nonfiscal Survey," 1989–90 through 2017–18; "National Public Education Financial Survey," 1989–90 through 2016–17; and "State Dropout and Completion Data File," 2012–13. U.S. Department of Commerce, Census Bureau, retrieved November 29, 2019, from <a href="https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail.html#par textimage\_57373479.U.S. Department of Commerce, Bureau of Economic Analysis, retrieved January 1, 2020, from <a href="https://www.bea.gov/itable/">https://www.bea.gov/itable/</a>. U.S. Department of Labor, Bureau of Labor Statistics, retrieved January 1, 2020, from <a href="https://stats.bls.gov/cps/tables.htm#empstat">httm#empstat</a>. (This table was prepared January 2020.)

<sup>&</sup>lt;sup>1</sup>Data on population and labor force are from the Census Bureau, and data on personal income and national income are from the Bureau of Economic Analysis, U.S. Department of Commerce. Population data through 1900 are based on total population from the decennial census. From 1909–10 to 1959–60, population data are total population, including armed forces overseas, as of July 1. Data for later years are for resident population that excludes armed forces overseas.

<sup>&</sup>lt;sup>2</sup>Data for 1869–70 through 1959–60 are school year enrollment. Data for later years are fall enrollment. Total counts of ungraded students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on prior reports. <sup>3</sup>Data for 1870–71.

<sup>&</sup>lt;sup>4</sup>Estimated by the National Center for Education Statistics.

<sup>&</sup>lt;sup>5</sup>Prior to 1919–20, data are for the number of different persons employed rather than number of positions.

<sup>&</sup>lt;sup>6</sup>Prior to 1919–20, includes interest on school debt.

<sup>&</sup>lt;sup>7</sup>Because of the modification of the scope of "current expenditures for elementary and secondary schools," data for 1959–60 and later years are not entirely comparable with prior years.

<sup>&</sup>lt;sup>8</sup>Beginning in 1969-70, includes capital outlay by state and local school building authorities.

<sup>&</sup>lt;sup>9</sup>Includes summer schools, community colleges, and adult education. Beginning in 1959-60, also includes community services, formerly classified with "current expenditures for elementary and secondary schools."

<sup>&</sup>lt;sup>10</sup>Excludes community colleges and adult education.

<sup>&</sup>lt;sup>11</sup>Prior to 1959–60, average includes supervisors, principals, teachers, and other nonsupervisory instructional staff. Data for 1959–60 and later years are estimated by the National Education Association.

<sup>&</sup>lt;sup>12</sup>Excludes current expenditures not allocable to pupil costs.

<sup>&</sup>lt;sup>13</sup>"ADA" means average daily attendance in elementary and secondary schools.

<sup>&</sup>lt;sup>14</sup>Expenditure figure is the sum of current expenditures allocable to pupil costs, capital outlay, and interest on school debt.
<sup>15</sup>Per-day rates derived by dividing annual rates by average length of term.

<sup>&</sup>lt;sup>16</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. No Consumer Price Index data available for years prior to 1919–20.

NOTE: Some data have been revised from previously published figures. Beginning in 1959–60, data include Alaska and Hawaii. Detail may not sum to totals because of rounding.

Table 201.20. Enrollment in grades 9 through 12 in public and private schools compared with population 14 to 17 years of age: Selected years, 1889-90 through fall 2019

[In thousands]

						Enroll	mont arodoo	0 to 10							Enrollmont
				Public s	schools	EULOII	ment, grades	9 10 12		Private	schools				Enrollment as a
Year	All schools	Total	9th grade	10th grade	11th grade	12th grade	Secondary ungraded <sup>1</sup>	Total	9th grade	10th grade	11th grade	12th grade	Secondary ungraded	Population 14 to 17 years of age <sup>2</sup>	ratio of population 14 to 17 years of age <sup>3</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1889–90 1899–1900 1909–10 1919–20 1929–30 1939–40 1949–50 Fall 1959 Fall 1969	298 630 1,032 2,414 4,741 7,059 6,397 9,306 14,337	203 519 915 2,200 4,399 6,601 5,725 8,271 13,037	917 1,627 2,011 1,761 — 3,568	576 1,192 1,767 1,513 — 3,405	396 880 1,486 1,275 3,047	312 701 1,282 1,134 — 2,732		95 111 117 214 341 <sup>4</sup> 458 <sup>5</sup> 672 1,035 1,300 <sup>6</sup>	-		-	- - - - - -		5,355 6,152 7,220 7,736 9,341 9,720 8,405 11,155 15,549	5.6 10.2 14.3 31.2 50.7 72.6 76.1 83.4 92.2
Fall 1970 Fall 1971 Fall 1972 Fall 1973 Fall 1974	14,647 15,053 15,148 15,344 15,403	13,336 13,753 13,848 14,044 14,103	3,654 3,781 3,779 3,801 3,832	3,458 3,571 3,648 3,650 3,675	3,128 3,200 3,248 3,323 3,302	2,775 2,864 2,873 2,918 2,955	321 337 299 352 339	1,311 1,300 <sup>6</sup> 1,300 <sup>6</sup> 1,300 <sup>6</sup> 1,300 <sup>6</sup>			_ _ _ _	_ _ _ _	_ _ _ _	15,924 16,328 16,639 16,867 17,035	92.0 92.2 91.0 91.0 90.4
Fall 1975 Fall 1976 Fall 1977 Fall 1978 Fall 1979	15,604 15,656 15,546 15,441 14,916	14,304 14,314 14,203 14,088 13,616	3,879 3,825 3,779 3,726 3,526	3,723 3,738 3,686 3,610 3,532	3,354 3,373 3,388 3,312 3,241	2,986 3,015 3,026 3,023 2,969	362 363 324 416 348	1,300 <sup>6</sup> 1,342 1,343 1,353 1,300 <sup>6</sup>				_ _ _ _	_ _ _ _	17,128 17,119 17,045 16,946 16,611	91.1 91.5 91.2 91.1 89.8
Fall 1980 Fall 1981 Fall 1982 Fall 1983 Fall 1984	14,570 14,164 13,805 13,671 13,704	13,231 12,764 12,405 12,271 12,304	3,377 3,286 3,248 3,330 3,440	3,368 3,218 3,137 3,103 3,145	3,195 3,039 2,917 2,861 2,819	2,925 2,907 2,787 2,678 2,599	366 314 315 299 300	1,339 1,400 <sup>6</sup> 1,400 1,400 1,400 <sup>6</sup>				_ _ _ _	_ _ _ _ _	16,143 15,609 15,057 14,740 14,725	90.3 90.7 91.7 92.7 93.1
Fall 1985 Fall 1986 Fall 1987 Fall 1988 Fall 1989	13,750 13,669 13,323 12,893 12,524	12,388 12,333 12,076 11,687 11,393	3,439 3,256 3,143 3,106 3,141	3,230 3,215 3,020 2,895 2,868	2,866 2,954 2,936 2,749 2,629	2,550 2,601 2,681 2,650 2,473	303 308 296 288 281	1,362 1,336 <sup>6</sup> 1,247 1,206 <sup>6</sup> 1,131	303	   284	   267			14,888 14,824 14,502 14,023 13,536	92.4 92.2 91.9 91.9 92.5
Fall 1990 Fall 1991 Fall 1992 Fall 1993 Fall 1994	12,476 12,675 12,862 13,081 13,354	11,341 11,544 11,737 11,963 12,215	3,169 3,313 3,352 3,487 3,604	2,896 2,915 3,027 3,050 3,131	2,612 2,645 2,656 2,751 2,748	2,381 2,392 2,431 2,424 2,488	284 278 272 250 244	1,136 <sup>6</sup> 1,131 1,125 <sup>6</sup> 1,118 1,138 <sup>6</sup>	309 312	286 — 286 —	272 266 —	260 — 249		13,329 13,491 13,775 14,096 14,637	93.6 94.0 93.4 92.8 91.2
Fall 1995 Fall 1996 Fall 1997 Fall 1998 Fall 1999	13,665 14,027 14,241 14,407 14,600	12,502 12,849 13,056 13,195 13,371	3,704 3,801 3,819 3,856 3,935	3,237 3,323 3,376 3,382 3,415	2,826 2,930 2,972 3,021 3,034	2,487 2,586 2,673 2,722 2,782	247 208 216 214 205	1,163 1,178 <sup>6</sup> 1,185 1,212 <sup>6</sup> 1,229	325 — 326 — 336	304 306 — 313	276 — 283 — 295	255 — 266 — 280	2 4 — 5	15,013 15,443 15,769 15,829 16,007	91.0 90.8 90.3 91.0 91.2
Fall 2000 Fall 2001 Fall 2002 Fall 2003 Fall 2004	14,781 15,032 15,374 15,651 15,949	13,517 13,736 14,069 14,339 14,618	3,963 4,012 4,105 4,190 4,281	3,491 3,528 3,584 3,675 3,750	3,083 3,174 3,229 3,277 3,369	2,803 2,863 2,990 3,046 3,094	177 159 161 150 122	1,264 <sup>6</sup> 1,296 1,306 <sup>6</sup> 1,311 1,331 <sup>6</sup>	350 351 —	333 — 334 —	316 — 317 —	293 — 304	3 - 5	16,144 16,280 16,506 16,694 17,054	91.6 92.3 93.1 93.8 93.5
Fall 2005 Fall 2006 Fall 2007 Fall 2008 Fall 2009	16,258 16,441 16,451 16,322 16,261	14,909 15,081 15,086 14,980 14,952	4,287 4,260 4,200 4,123 4,080	3,866 3,882 3,863 3,822 3,809	3,454 3,551 3,557 3,548 3,541	3,180 3,277 3,375 3,400 3,432	121 110 92 87 90	1,349 1,360 <sup>6</sup> 1,364 1,342 <sup>6</sup> 1,309	356 — 357 — 333	348 347 — 330	326 — 334 — 324	315 324 — 319	3 2 - 3	17,358 17,549 17,597 17,395 17,232	93.7 93.7 93.5 93.8 94.4
Fall 2010 Fall 2011 Fall 2012 Fall 2013 Fall 2014	16,159 16,040 16,055 16,106 16,316	14,860 14,749 14,753 14,794 14,943	4,008 3,957 3,975 3,980 4,033	3,800 3,751 3,730 3,761 3,794	3,538 3,546 3,528 3,526 3,568	3,472 3,452 3,477 3,476 3,496	42 43 43 52 52	1,299 <sup>6</sup> 1,291 1,302 <sup>6</sup> 1,312 1,373 <sup>6</sup>	330 334 —	325 — 331 —	318 — 325 —	315 — 320 —		17,066 16,870 16,719 16,650 16,743	94.7 95.1 96.0 96.7 97.4
Fall 2015 Fall 2016 Fall 2017 Fall 2018 <sup>7</sup> Fall 2019 <sup>7</sup>	16,496 16,620 16,658 16,711 16,745	15,050 15,138 15,190 15,206 15,232	4,019 3,986 3,996 4,021 4,038	3,846 3,860 3,834 3,843 3,867	3,598 3,669 3,677 3,652 3,661	3,537 3,571 3,631 3,639 3,615	49 52 52 52 52 52	1,446 1,482 <sup>6</sup> 1,468 1,504 1,512	368 — 374 — —	367 366 —	356 — 365 — —	349 — 359 —	6 5 —	16,802 16,769 16,745 16,681 16,668	98.2 99.1 99.5 100.2 100.5

students was estimated based on the secondary proportion of ungraded students in individual high schools. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1890 through 1910; Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of State School Systems, 1951–52 through 1957–58; Statistics of Public Elementary and Secondary School Systems, 1959 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary Secondary Education," 1981–82 through 2017–18; Schools and Staffing Survey, Private School Data File, 1987–88; Private School Universe Survey (PSS), 1989–90 through 2017–18; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; and unpublished data. U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail.html#par textimage 57373479. (This table was prepared March 2020.)

<sup>—</sup>Not available.

Includes students reported as being enrolled in grade 13.

Data for 1890 through 1950 are from the decennial censuses of population. Later data are Census Bureau estimates as of July 1 preceding the opening of the school year.

Gross enrollment ratio (GER) based on school enrollment of all ages in grades 9 to 12 divided by the 14- to 17-year-old population. The GER allows for comparisons over time but is not intended to provide a precise measure of enrollment for any single year. Because some high school students are younger than 14 or older than 17, the GER is likely higher than the enrollment rate for the 14- to 17-year-old population. The GER differs from enrollment rates in other tables, which compare the population in a given age group with enrollment of persons in that age group only.

Data are for 1927–28.

Data are for 1940–41.

Estimated.

<sup>\*</sup>Data are for 1940–41.

\*Estimated.

\*Projected.

NOTE: Includes enrollment in public schools that are a part of state and local school systems and also in most private schools, both religiously affiliated and nonsectarian. The enrollment for ungraded public school students was estimated based on the secondary proportion of ungraded students in prior years. The enrollment of ungraded private school

CHAPTER 2: Elementary and Secondary Education Enrollment Status and Child Care Arrangements of Young Children

Table 202.10. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by age of child, level of program, control of program, and attendance status: Selected years, 1970 through 2018

[Standard errors appear in parentheses]

							[	u. u 0 0		p	,											
Age of child, level and control of program, and attendance status		1970		1980		1990		2000¹		20031		2005¹		2010¹		2015¹		2016¹		20171		2018¹
1		2		3		4		5		6		7		8		9		10		11		12
3 to 5 years old <sup>2</sup> Total population (in thousands)	10,949	(131.4)	9,284	(121.0)	11,207	(145.5)	11,858	(155.3)	12,204	(149.6)	12,134	(149.1)	12,949	(80.4)	11,958	(79.8)	12,032	(113.7)	12,001	(133.4)	12,109	(112.5)
Enrollment of 3- to 5-year-olds (in thousands) Total	4,104	(78.9)	4,878	(75.0)	6,659	(88.8)	7,592	(86.2)	7,921	(82.6)	7,801	(82.7)	8,246	(107.3)	7,681	(107.3)	7,776	(103.5)	7,716	(117.0)	7,747	(118.5)
Level and attendance status Preschool Full-day Part-day Kindergarten Full-day Part-day	1,094 291 803 3,010 407 2,603	(48.9) (26.2) (42.5) (72.8) (30.9) (69.4)	1,981 681 1,301 2,897 870 2,026	(61.5) (39.1) (52.1) (69.6) (43.8) (62.0)	3,379 1,150 2,229 3,280 1,428 1,853	(83.0) (54.9) (72.2) (82.3) (60.3) (67.2)	4,326 2,049 2,277 3,266 1,959 1,307	(86.5) (67.9) (70.8) (80.3) (66.7) (56.3)	4,859 2,479 2,380 3,062 1,950 1,112	(84.7) (69.6) (68.5) (75.0) (63.4) (49.8)	4,529 2,275 2,255 3,272 2,274 998	(83.4) (67.3) (67.1) (76.6) (67.3) (47.4)	4,797 2,297 2,500 3,449 2,516 932	(94.5) (81.4) (75.4) (75.9) (69.7) (53.4)	4,475 2,264 2,211 3,207 2,613 594	(96.9) (73.0) (81.3) (84.3) (77.3) (42.3)	4,701 2,544 2,157 3,075 2,494 581	(116.0) (91.0) (86.7) (92.9) (86.7) (44.8)	4,620 2,584 2,036 3,097 2,438 659	(141.8) (108.0) (90.2) (90.2) (83.4) (48.6)	4,735 2,579 2,156 3,013 2,436 577	(98.3) (85.6) (86.2) (101.4) (86.0) (43.9)
Control Public Private Attendance status	2,830 1,274	(71.4) (52.3)	3,066 1,812	(70.6) (59.5)	3,971 2,688	(86.5) (77.2)	4,847 2,745	(88.3) (75.8)	5,051 2,870	(85.2) (73.4)	5,213 2,588	(85.4) (70.7)	5,829 2,417	(105.5) (77.1)	5,426 2,255	(95.6) (70.5)	5,586 2,190	(98.7) (83.4)	5,501 2,216	(105.4) (100.2)	5,398 2,349	(117.5) (88.6)
Full-day Part-day	698 3,406	(39.8) (75.5)	1,551 3,327	(56.0) (72.0)	2,577 4,082	(76.1) (87.0)	4,008 3,584	(85.0) (82.5)	4,429 3,492	(83.2) (78.2)	4,548 3,253	(83.5) (76.4)	4,813 3,432	(98.5) (88.5)	4,877 2,804	(101.5) (91.6)	5,038 2,738	(105.0) (87.7)	5,022 2,694	(109.8) (93.9)	5,015 2,733	(118.0) (85.2)
Percent of 3- to 5-year-olds enrolled Total Full-day as a percent of total	37.5	(0.72)	52.5	(0.81)	59.4	(0.79)	64.0	(0.73)	64.9	(0.68)	64.3	(0.68)	63.7	(0.66)	64.2	(0.79)	64.6	(0.81)	64.3	(0.77)	64.0	(0.98)
enrollment	17.0	(0.91)	31.8	(1.04)	38.7	(1.02)	52.8	(0.95)	55.9	(0.87)	58.3	(0.87)	58.4	(0.92)	63.5	(1.04)	64.8	(1.03)	65.1	(1.08)	64.7	(1.04)
Full-day preschool as a percent of total preschool enrollment	26.6	(2.08)	34.3	(1.66)	34.0	(1.39)	47.4	(1.25)	51.0	(1.12)	50.2	(1.16)	47.9	(1.31)	50.6	(1.34)	54.1	(1.45)	55.9	(1.51)	54.5	(1.49)
Full-day kindergarten as a percent of total kindergarten enrollment	13.5	(0.97)	30.0	(1.33)	43.5	(1.48)	60.0	(1.41)	63.7	(1.36)	69.5	(1.26)	73.0	(1.38)	81.5	(1.21)	81.1	(1.34)	78.7	(1.42)	80.8	(1.25)
3 and 4 years old Total population (in thousands) Age	7,135	(106.1)	6,215	(99.0)	7,415	(118.3)	7,869	(126.5)	8,336	(123.6)	8,179	(122.4)	8,850	(63.8)	7,971	(80.7)	7,971	(156.9)	8,030	(186.2)	8,138	(175.8)
3 years old 4 years old	3,516 3,620	(74.4) (75.5)	3,143 3,072	(70.4) (69.6)	3,692 3,723	(83.5) (83.8)	3,929 3,940	(89.4) (89.5)	4,260 4,076	(88.4) (86.4)	4,151 4,028	(87.2) (85.9)	4,492 4,358	(59.4) (57.7)	3,937 4,034	(92.3) (76.3)	3,978 3,993	(71.2) (137.5)	4,086 3,943	(81.1) (158.3)	3,986 4,152	(193.1) (77.0)
Enrollment of 3- and 4-year-olds (in thousands) Total Age	1,461	(53.1)	2,280	(59.2)	3,292	(73.1)	4,097	(73.1)	4,590	(71.1)	4,383	(70.6)	4,706	(84.1)	4,203	(91.5)	4,289	(121.2)	4,319	(148.1)	4,393	(103.5)
3 years old 4 years old Level and attendance status	454 1,007	(31.0) (42.0)	857 1,423	(38.9) (43.1)	1,205 2,087	(48.7) (51.7)	1,541 2,556	(50.5) (49.4)	1,806 2,785	(50.5) (46.5)	1,715 2,668	(49.7) (47.0)	1,718 2,988	(59.5) (67.2)	1,512 2,691	(70.2) (72.1)	1,656 2,633	(63.8) (87.9)	1,641 2,678	(76.5) (121.9)	1,583 2,811	(92.9) (82.4)
Level and attendance status  Preschool Full-day Part-day Kindergarten Full-day Part-day Control	1,003 263 741 458 110 348	(45.8) (24.8) (40.1) (32.3) (16.2) (28.3)	1,889 649 1,240 391 139 252	(56.5) (37.6) (49.1) (29.8) (18.2) (24.2)	3,026 1,028 1,998 266 135 131	(72.3) (50.8) (65.3) (27.3) (19.7) (19.4)	3,762 1,763 1,999 335 181 154	(73.1) (61.0) (63.7) (29.6) (21.9) (20.3)	4,198 2,135 2,063 392 245 147	(71.5) (62.4) (61.7) (30.3) (24.1) (18.8)	4,024 1,986 2,038 359 247 112	(70.8) (60.7) (61.3) (29.0) (24.2) (16.5)	4,245 2,018 2,226 462 247 214	(85.3) (70.6) (73.0) (44.6) (31.4) (28.5)	3,855 1,914 1,941 348 253 95	(88.9) (70.3) (75.5) (36.5) (32.2) (17.4)	4,034 2,178 1,856 254 202 ‡	(110.7) (81.4) (80.9) (32.0) (26.7) (†)	3,966 2,223 1,742 353 216 137	(145.2) (106.3) (87.8) (34.3) (29.5) (23.4)	4,065 2,215 1,849 329 215 114	(98.5) (82.7) (75.1) (35.6) (27.4) (22.5)
Control Public Private Attendance status	617 844	(37.0) (42.5)	838 1,441	(42.0) (51.9)	1,211 2,081	(54.4) (66.1)	2,042 2,055	(64.2) (64.3)	2,374 2,216	(64.5) (63.2)	2,341 2,042	(64.0) (61.3)	2,795 1,911	(82.2) (64.0)	2,477 1,726	(80.6) (68.7)	2,532 1,757	(86.5) (80.9)	2,630 1,689	(111.8) (86.4)	2,492 1,901	(103.5) (73.4)
Full-day Part-day	373 1,088	(29.3) (47.3)	788 1,492	(40.9) (52.5)	1,163 2,129	(53.5) (66.6)	1,944 2,153	(63.1) (65.3)	2,380 2,211	(64.6) (63.1)	2,233 2,150	(63.1) (62.4)	2,265 2,441	(69.0) (76.5)	2,167 2,036	(75.0) (75.3)	2,381 1,908	(87.8) (83.3)	2,439 1,879	(108.0) (91.8)	2,430 1,963	(87.8) (78.9)

See notes at end of table.

Table 202.10. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by age of child, level of program, control of program, and attendance status: Selected years, 1970 through 2018—Continued

[Standard errors appear in parentheses]

Age of child, level and control of program, and attendance status		1970		1980		1990		2000¹		2003¹		2005¹		2010¹		2015 <sup>1</sup>		2016 <sup>1</sup>		2017¹		2018 <sup>1</sup>
1		2		3		4		5		6		7		8		9		10		11		12
Percent of 3- and 4-year-olds enrolled Total Age	20.5	(1.65)	36.7	(1.57)	44.4	(1.48)	52.1	(1.29)	55.1	(1.15)	53.6	(1.18)	53.2	(0.89)	52.7	(1.02)	53.8	(1.04)	53.8	(1.08)	54.0	(1.19)
3 years old 4 years old Full-day as a percent of total	12.9 27.8	(2.45) (2.20)	27.3 46.3	(2.37) (2.06)	32.6 56.1	(2.31) (1.86)	39.2 64.9	(2.05) (1.56)	42.4 68.3	(1.82) (1.38)	41.3 66.2	(1.86) (1.43)	38.2 68.6	(1.25) (1.25)	38.4 66.7	(1.45) (1.32)	41.6 65.9	(1.49) (1.50)	40.2 67.9	(1.67) (1.35)	39.7 67.7	(1.50) (1.43)
enrollment Full-day preschool as a percent of	25.5	(1.78)	34.5	(1.55)	35.3	(1.42)	47.4	(1.29)	51.8	(1.16)	50.9	(1.18)	48.1	(1.26)	51.6	(1.42)	55.5	(1.42)	56.5	(1.57)	55.3	(1.48)
total preschool enrollment Full-day kindergarten as a percent of	26.2	(2.16)	34.3	(1.70)	34.0	(1.47)	46.9	(1.34)	50.9	(1.21)	49.3	(1.23)	47.5	(1.36)	49.6	(1.49)	54.0	(1.49)	56.1	(1.64)	54.5	(1.51)
total kindergarten enrollment	24.0	(3.11)	35.6	(3.77)	50.8	(5.24)	54.0	(4.49)	62.4	(3.83)	68.8	(3.83)	53.6	(4.30)	72.8	(4.53)	79.6	(5.44)	61.2	(5.69)	65.3	(5.32)
<b>5 years old²</b> Total population (in thousands)	3,814	(77.5)	3,069	(69.6)	3,792	(84.6)	3,989	(90.1)	3,867	(84.2)	3,955	(85.1)	4,099	(57.9)	3,987	(73.9)	4,061	(90.5)	3,972	(100.6)	3,971	(123.3)
Enrollment of 5-year-olds (in thousands) Total Level and attendance status	2,643	(44.4)	2,598	(31.1)	3,367	(33.2)	3,495	(34.3)	3,331	(33.7)	3,418	(33.7)	3,540	(56.2)	3,478	(74.8)	3,488	(96.5)	3,398	(90.4)	3,354	(104.9)
Preschool Full-day Part-day Kindergarten Full-day Part-day Control	91 28 62 2,552 297 2,255	(14.7) (8.3) (12.2) (45.3) (25.8) (47.3)	93 32 61 2,505 731 1,774	(14.8) (8.8) (12.0) (33.4) (36.8) (42.6)	352 122 231 3,015 1,293 1,722	(30.5) (18.5) (25.2) (42.5) (49.9) (52.4)	565 286 278 2,931 1,778 1,152	(36.3) (26.9) (26.6) (46.0) (51.8) (47.2)	661 344 316 2,670 1,705 965	(36.7) (27.7) (26.7) (45.0) (48.4) (42.1)	505 289 216 2,913 2,027 886	(32.9) (25.6) (22.4) (43.4) (49.2) (41.1)	552 279 274 2,987 2,269 718	(35.8) (29.2) (26.9) (59.8) (60.2) (43.0)	620 350 270 2,859 2,360 499	(46.1) (31.8) (32.1) (75.1) (70.9) (39.8)	667 366 301 2,821 2,292 529	(45.3) (36.8) (31.2) (93.5) (85.3) (46.5)	654 361 293 2,744 2,222 522	(48.1) (32.0) (36.5) (88.2) (77.4) (42.7)	670 364 306 2,684 2,221 463	(47.9) (35.8) (35.7) (95.0) (80.8) (40.6)
Control Public Private Attendance status	2,214 429	(47.5) (30.4)	2,228 370	(38.5) (28.1)	2,760 607	(46.8) (38.6)	2,806 690	(47.6) (39.4)	2,677 654	(45.0) (36.5)	2,872 546	(43.9) (34.0)	3,034 506	(57.8) (35.0)	2,950 529	(70.7) (37.6)	3,055 433	(89.2) (37.3)	2,871 527	(90.7) (39.7)	2,906 448	(99.9) (38.1)
Full-day Part-day	326 2,317	(26.9) (47.0)	763 1,835	(37.3) (42.3)	1,414 1,953	(50.9) (52.6)	2,065 1,431	(52.1) (50.0)	2,050 1,281	(48.6) (45.8)	2,316 1,102	(48.5) (44.2)	2,548 992	(60.1) (44.6)	2,710 768	(72.4) (51.7)	2,657 830	(87.4) (52.5)	2,583 815	(78.4) (56.2)	2,585 769	(91.3) (51.4)
Percent of 5-year-olds enrolled Total Full-day as a percent of total	69.3	(1.16)	84.7	(1.01)	88.8	(0.88)	87.6	(0.86)	86.1	(0.87)	86.4	(0.85)	86.3	(0.92)	87.2	(0.95)	85.9	(1.05)	85.5	(1.08)	84.5	(1.14)
enrollment Full-day preschool as a percent of total preschool enrollment	12.3 31.3	(1.00) (7.58)	29.4 34.6	(1.39) (7.70)	42.0 34.5	(1.45) (4.33)	59.1 50.7	(1.37)	61.5 52.1	(3.04)	67.7 57.2	(3.45)	72.0 50.5	(1.20)	77.9 56.5	(3.60)	76.2 54.9	(3.82)	76.0 55.2	(1.42)	77.1 54.3	(1.35) (4.00)
Full-day kindergarten as a percent of total kindergarten enrollment	11.6	(0.99)	29.2	(1.42)	42.9	(1.54)	60.7	(1.49)	63.9	(1.46)	69.6	(1.34)	76.0	(1.35)	82.6	(1.30)	81.2	(1.48)	81.0	(1.36)	82.8	(1.31)

<sup>†</sup>Not applicable.

NOTE: Preprimary programs include kindergarten and preschool (or nursery school) programs. "Preschool," which was referred to as "nursery school" in previous versions of this table, is defined as a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared July 2019.)

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Beginning in 1994, preprimary enrollment data were collected using new procedures. Data may not be comparable to figures for earlier years.

<sup>&</sup>lt;sup>2</sup>Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs.

CHAPTER 2: Elementary and Secondary Education Enrollment Status and Child Care Arrangements of Young Children

Table 202.20. Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs, by level of program, attendance status, and selected child and family characteristics: 2018
[Standard errors appear in parentheses]

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	Total 3- to 5-year-old					to 5-year-old popul	ation enrolled			Percentage	
	population	Total enrollment			Preschool	T		Kindergarten		of enro	Iment
Selected child or family characteristic	(in thousands)	(in thousands)	Total	Total	Full-day	Part-day	Total	Full-day	Part-day	Full-day	Part-day
1	2	3	4	5	6	7	8	9	10	11	12
Total	12,109 (112.5)	7,747 (118.5)	64.0 (0.98)	39.1 (0.74)	21.3 (0.71)	17.8 (0.67)	24.9 (0.88)	20.1 (0.74)	4.8 (0.37)	64.7 (1.04)	35.3 (1.04)
Sex Male Female	6,147 (95.1) 5,962 (138.8)	3,945 (140.3) 3,803 (107.6)	64.2 (1.61) 63.8 (1.14)	39.1 (1.08) 39.1 (1.15)	21.3 (1.02) 21.3 (1.06)	17.8 (1.07) 17.8 (0.95)	25.0 (1.62) 24.7 (0.79)	20.4 (1.31) 19.8 (0.76)	4.7 (0.57) 4.9 (0.49)	64.9 (1.76) 64.5 (1.45)	35.1 (1.76) 35.5 (1.45)
Age of child 3 and 4 years old 3 years old 4 years old 5 years old	8,138 (175.8) 3,986 (193.1) 4,152 (77.0) 3,971 (123.3)	4,393 (103.5) 1,583 (92.9) 2,811 (82.4) 3,354 (104.9)	54.0 (1.19) 39.7 (1.50) 67.7 (1.43) 84.5 (1.14)	49.9 (1.13) 38.0 (1.49) 61.4 (1.51) 16.9 (1.12)	27.2 (1.05) 21.4 (1.32) 32.8 (1.42) 9.2 (0.83)	22.7 (0.83) 16.6 (1.15) 28.6 (1.31) 7.7 (0.92)	4.0 (0.43) 1.7 (0.41) 6.3 (0.72) 67.6 (1.45)	2.6 (0.34) 0.8! (0.28) 4.4 (0.59) 55.9 (1.51)	1.4 (0.27) 0.9! (0.32) 1.9 (0.41) 11.7 (0.92)	55.3 (1.48) 55.9 (2.60) 55.0 (1.75) 77.1 (1.35)	44.7 (1.48) 44.1 (2.60) 45.0 (1.75) 22.9 (1.35)
Race/ethnicity of child White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	5,915 (109.3) 1,614 (62.7) 3,150 (58.8) 662 (42.8) ‡ (†) 132 (22.4) 590 (45.4)	4,009 (67.6) 1,011 (55.9) 1,871 (74.3) 384 (33.2) ‡ (†) 71 (15.5) 382 (37.1)	67.8 (1.42) 62.6 (2.50) 59.4 (2.13) 57.9 (3.49) ‡ (†) 53.5 (8.53) 64.8 (3.74)	42.9 (1.13) 37.9 (2.52) 34.4 (1.72) 35.9 (3.39) ‡ (†) 38.4 (9.02) 34.4 (3.91)	20.6 (0.97) 25.7 (2.44) 21.2 (1.47) 20.3 (2.88) ‡ (†) 17.4! (6.02) 18.6 (3.24)	22.2 (1.00) 12.2 (1.81) 13.2 (1.32) 15.6 (2.58) ‡ (†) 21.0! (8.25) 15.8 (3.05)	24.9 (1.08) 24.8 (2.22) 25.0 (2.04) 22.0 (2.98) ‡ (†) 15.1! (4.60) 30.4 (2.89)	19.7 (0.92) 22.5 (2.18) 19.3 (1.86) 18.6 (2.74) ‡ (†) 12.3! (4.52) 25.9 (3.03)	5.2 (0.53) 2.3! (0.78) 5.7 (0.87) 3.4! (1.21) ‡ (†) 4.5! (1.59)	59.5 (1.48) 76.8 (2.92) 68.3 (2.51) 67.1 (4.24) ‡ (†) 55.5 (12.28) 68.7 (4.78)	40.5 (1.48) 23.2 (2.92) 31.7 (2.51) 32.9 (4.24) ‡ (†) 44.5 (12.28) 31.3 (4.78)
Number of parents or guardians in household One parent or guardian Two parents or guardians	3,320 (110.9) 8,790 (130.7)	2,082 (87.5) 5,665 (109.6)	62.7 (1.74) 64.5 (1.13)	36.1 (1.50) 40.2 (0.91)	21.7 (1.49) 21.2 (0.80)	14.4 (1.22) 19.1 (0.82)	26.7 (1.44) 24.2 (1.10)	22.6 (1.40) 19.2 (0.91)	4.1 (0.67) 5.0 (0.45)	70.6 (2.12) 62.6 (1.23)	29.4 (2.12) 37.4 (1.23)
Mother's current employment status' Employed Unemployed Not in the labor force No mother in household	7,499 (147.6) 258 (33.6) 3,820 (113.0) 533 (47.4)	5,085 (117.8) 163 (25.5) 2,162 (92.8) 337 (40.7)	67.8 (1.24) 63.3 (5.60) 56.6 (1.66) 63.2 (4.32)	42.6 (0.97) 35.1 (6.22) 33.2 (1.27) 34.6 (3.75)	25.1 (0.99) 18.8 (5.09) 14.0 (1.01) 20.7 (3.08)	17.4 (0.91) 16.4 (4.85) 19.2 (1.19) 13.9 (2.53)	25.3 (1.03) 28.2 (5.87) 23.4 (1.41) 28.6 (4.15)	20.8 (0.92) 20.6 (4.88) 18.1 (1.26) 24.2 (3.67)	4.4 (0.41) 7.6! (3.41) 5.3 (0.70) 4.4! (1.88)	67.8 (1.41) 62.2 (8.37) 56.8 (2.08) 71.0 (4.26)	32.2 (1.41) 37.8 (8.37) 43.2 (2.08) 29.0 (4.26)
Father's current employment status <sup>1</sup> Employed Unemployed Not in the labor force No father in household	8,517 (137.2) 233 (37.3) 572 (47.8) 2,787 (99.7)	5,527 (106.3) 145 (28.2) 330 (36.1) 1,745 (76.7)	64.9 (1.16) 62.1 (6.48) 57.7 (4.32) 62.6 (1.88)	40.6 (0.93) 40.1 (6.95) 30.3 (3.80) 36.3 (1.70)	21.5 (0.83) 21.5 (6.14) 15.7 (3.01) 21.9 (1.64)	19.1 (0.83) 18.6 (5.24) 14.6 (2.84) 14.5 (1.41)	24.3 (1.06) 22.0 (5.29) 27.3 (3.60) 26.3 (1.50)	19.2 (0.90) 18.5 (5.53) 23.3 (3.45) 22.3 (1.50)	5.1 (0.44) ‡ (†) 4.0! (1.55) 4.0 (0.73)	62.7 (1.21) 64.4 (7.74) 67.7 (4.87) 70.5 (2.41)	37.3 (1.21) 35.6 (7.74) 32.3 (4.87) 29.5 (2.41)
Every parent or guardian employed¹ No parent or guardian employed¹	7,493 (143.9) 1,149 (72.6)	5,090 (117.1) 603 (48.3)	67.9 (1.23) 52.4 (2.98)	42.4 (0.95) 31.0 (2.64)	25.2 (0.96) 17.0 (2.04)	17.2 (0.88) 14.0 (1.86)	25.5 (1.04) 21.4 (2.40)	21.1 (0.92) 18.1 (2.24)	4.4 (0.40) 3.3! (1.02)	68.2 (1.35) 67.0 (3.42)	31.8 (1.35) 33.0 (3.42)
Highest educational attainment of parents or guardians¹ Less than high school High school completion² Some college, no degree Associate's degree Bachelor's degree Graduate or professional degree	979 (65.7) 2,683 (101.8) 1,778 (77.5) 1,289 (71.9) 2,823 (102.6) 2,557 (101.7)	566 (48.6) 1,526 (80.0) 1,050 (62.9) 821 (56.8) 1,922 (78.7) 1,862 (88.7)	57.8 (3.24) 56.9 (2.01) 59.0 (2.55) 63.7 (2.85) 68.1 (1.67) 72.8 (1.82)	30.5 (2.80) 32.7 (1.75) 35.8 (2.29) 37.7 (2.69) 42.9 (1.77) 47.9 (1.83)	19.5 (2.55) 19.3 (1.65) 19.3 (1.82) 20.5 (2.34) 21.7 (1.55) 25.4 (1.69)	11.1 (1.73) 13.3 (1.27) 16.4 (1.50) 17.2 (1.86) 21.2 (1.55) 22.5 (1.80)	27.3 (2.69) 24.2 (1.72) 23.2 (1.87) 26.0 (2.13) 25.1 (1.55) 24.9 (1.87)	23.5 (2.55) 19.8 (1.53) 18.8 (1.62) 22.7 (2.03) 19.0 (1.25) 20.1 (1.74)	3.8! (1.28) 4.4 (0.85) 4.5 (0.84) 3.3 (0.89) 6.2 (0.89) 4.9 (0.73)	74.3 (3.36) 68.8 (2.39) 64.6 (2.44) 67.7 (3.02) 59.8 (2.11) 62.4 (2.59)	25.7 (3.36) 31.2 (2.39) 35.4 (2.44) 32.3 (3.02) 40.2 (2.11) 37.6 (2.59)

<sup>†</sup>Not applicable.

educational experiences for children during the year or years preceding kindergarten. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2018. (This table was prepared July 2019.)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Data pertain only to parents or guardians who live in the household with the child.

<sup>&</sup>lt;sup>2</sup>Includes completion of high school through equivalency programs, such as a GED program.

NOTE: Preprimary programs include kindergarten and preschool (or nursery school) programs. "Preschool," which was referred to as "nursery school" in previous versions of this table, is defined as a group or class that is organized to provide

Table 202.30. Number of children under 6 years old and not yet enrolled in kindergarten, percentage participating in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2016

[Standard errors appear in parentheses]

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			F	Percent							Toomag			are, by p	, , ,,					
	Nun childrer	mber of		ipating center-	Average	hours veek in						Nonrela	ative ho	ne-base	ed care					
Selected child or family characteristic		ars old		based grams <sup>1</sup>		arental care²		arental re only	Center	-based care		Total	In a	nother home	In	child's home	R	lelative		Multiple Iments <sup>4</sup>
1		2		3		4		5		6		7		8		9		10		11
Total children under 6 years old Age	21,362	(54.2)	35.9	(0.79)	30.6	(0.38)	40.3	(0.94)	29.4	(0.73)	10.0	(0.42)	6.9	(0.37)	3.2	(0.26)	18.5	(0.72)	1.8	(0.21)
Under 1 year old 1 to 2 years old 3 to 5 years old	4,724 8,552 8,087	(150.4) (176.3) (91.1)	13.2 24.7 60.9	(1.13) (1.18) (1.49)	33.0 30.8 29.5	(0.60) (0.74) (0.56)	52.6 46.0 27.1	(2.13) (1.34) (1.47)	10.7 21.4 48.7	(0.87) (1.16) (1.44)	11.8 11.4 7.6	(1.08) (0.77) (0.55)	8.0 7.9 5.1	(0.88) (0.66) (0.46)	3.7 3.5 2.5	(0.61) (0.45) (0.34)	23.2 19.9 14.4	(1.90) (1.09) (1.02)	1.6 1.3 2.3	(0.45) (0.28) (0.32)
Race/ethnicity of child and poverty status of household <sup>5</sup> White Poor Near-poor Nonpoor Black Poor Near-poor Nonpoor Hispanic Poor Near-poor Nonpoor Hispanic Poor Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	10,731 1,182 1,962 7,586 2,837 1,069 725 1,043 5,418 1,443 1,800 2,175 1,009 995 1,235	(97.5) (77.7) (89.7) (77.6) (0.0) (40.7) (47.3) (32.9) (1.6) (44.1) (91.8) (80.2) (69.7) (69.5) (†) (†) (77.7)	38.5 23.4 25.5 44.2 40.3 35.4 35.2 48.7 28.3 31.8 21.3 38.4 36.1 35.9 \$\frac{1}{3}\$	(0.90) (2.85) (2.17) (1.23) (3.37) (4.70) (8.13) (4.75) (1.60) (3.13) (2.63) (2.71) (2.75) (2.70) (†) (†) (3.56)	30.5 27.4 30.5 30.7 33.5 35.1 31.0 33.7 28.1 27.8 26.3 29.2 30.0 30.3 33.6	(0.47) (1.99) (1.53) (0.44) (1.29) (2.83) (2.42) (1.81) (0.87) (2.14) (2.00) (1.06) (1.68) (1.68) (†) (†) (†) (1.40)	37.8 59.3 51.7 30.9 32.5 40.2 24.0 48.5 60.1 57.8 33.2 43.2 43.1 ‡	(0.95) (3.49) (2.53) (1.30) (3.38) (5.63) (6.61) (4.32) (2.23) (4.04) (4.08) (3.05) (3.66) (1) (1) (3.62)	31.4 19.7 17.8 36.7 31.6 22.9 31.2 40.8 23.1 17.1 15.4 33.4 30.9 30.6 ‡	(0.84) (2.71) (1.50) (1.13) (3.07) (4.24) (8.12) (4.57) (1.54) (2.72) (2.12) (2.68) (2.60) (2.53) (†) (†) (3.37)	12.4 4.7! 9.0 14.5 8.8 9.4! 5.8! 10.2 7.2 3.9! 4.7 11.3 5.7 5.8 9.0	(1.61) (1.51) (0.85) (1.70) (3.29) (2.79) (2.76) (0.98)	‡ 8.7! 4.9 3.0! 3.4! 7.4 2.3!	(1.30) (0.65) (1.62) (2.99) (†) (2.67) (0.78) (1.35) (1.10) (1.50)	1.5! 4.8 2.2! ‡ ‡ 2.3 ‡ 3.9 3.5! 3.5!	(0.53) (0.71) (†) (†) (†) (0.55) (†) (†) (1.11)	16.4 14.8 19.8 15.8 24.9 25.1 29.3 21.6 19.7 16.7 20.5 21.1 19.6 19.9 ‡	(0.89) (2.35) (2.31) (0.94) (2.54) (4.36) (6.15) (3.97) (1.56) (2.88) (3.04) (2.37) (3.31) (3.36) (†) (†) (2.43)	2.0 ‡ 1.8! 2.1! 2.3! ‡ ‡ 1.5 2.1! 1.6! 1.0! ‡ ‡ ‡	(0.31) (1) (0.80) (0.30) (0.75) (1) (1.61) (0.36) (0.84) (0.79) (0.46) (1) (1) (1) (1) (1)
Number of parents in the household <sup>6</sup> Two parents One parent	16,428 4,449		35.8 36.5	(0.87) (2.09)	29.3 34.2	(0.41) (0.82)	42.9 32.3	(1.02) (2.12)	30.0 27.5	(0.83) (1.84)	9.8 11.5	(0.47) (1.29)	6.5 8.7	(0.39) (1.18)	3.3 2.8	(0.31) (0.64)	15.5 27.1	(0.76) (1.97)	1.8 1.7	(0.24) (0.40)
Mother in household Yes No	20,233 1,129	(99.4) (80.9)	36.1 32.3	(0.81) (3.39)	30.3 34.0	(0.36) (1.85)	40.9 28.9	(0.98) (3.90)	29.7 23.2	(0.79) (2.73)	10.1 8.8	(0.45) (2.50)	6.9 6.6!	(0.37) (2.23)	3.2 2.2!	(0.28) (0.96)	17.4 38.1	(0.74) (4.13)	1.8	(0.22) (†)
Mother's employment status <sup>7</sup> Currently employed 35 or more hours per week Less than 35 hours per week Looking for work	795	(159.5) (130.0) (66.6)	45.5 49.3 35.2 22.2	(1.11) (1.31) (2.07) (3.89)	33.2 35.9 23.6 22.0	(0.40) (0.45) (0.85) (2.50)	21.1 15.9 35.3 59.9	(1.08) (2.14) (4.33)	36.5 39.9 27.2 15.4	(0.97) (1.14) (1.79) (3.08)	17.5 9.1 5.6!		10.9 12.8 5.8	(0.59) (0.71) (0.92) (†)	4.3 4.7 3.2 ‡	(0.43) (0.52) (0.51) (†)	25.9 16.9	(1.14) (2.02) (3.67)	2.6 2.6 2.5	(0.31) (0.36) (0.60) (†)
Not in labor force  Mother's highest education <sup>7</sup> Less than high school High school/GED	7,811 2,716 4,085	(88.3) (86.0)	22.7 20.9 25.3	(3.66) (1.66)	20.6 27.6 29.4	(2.07) (1.10)	69.0 60.4 51.0	(4.32) (2.40)	20.4 18.0 18.5	(3.61) (1.54)	5.5 6.1	(0.41) (1.51) (1.08)	0.8 3.9! 4.5	(0.20) (1.45) (0.90)		(0.31) (0.72) (0.62)	7.9 15.4 21.8	(0.91) (2.23) (2.23)	0.4! ‡ 2.5	(0.15) (†) (0.61)
Vocational/technical or some college Associate's degree Bachelor's degree Graduate/professional degree	3,698 1,752 5,675	(93.1) (94.1) (126.7) (49.7)	33.7 33.4 45.1	(1.47) (2.49) (1.40) (1.71)	28.8 33.3 30.3 33.0	(0.92) (1.35) (0.61) (0.76)	41.1 39.0 33.9	(1.52) (2.81) (1.52) (1.51)	27.6 26.2 38.1	(1.51) (2.02) (1.42) (1.61)	9.2 10.8 10.9	(1.02) (1.84) (0.74) (1.45)	7.8 9.5 7.2	(0.97) (1.53) (0.69) (0.98)	1.4! ‡ 3.7	(0.44) (†) (0.52) (1.03)	20.9 22.1 15.4	(1.61) (2.22) (1.17) (1.37)	1.2! 1.9! 1.7	(0.42)
Language spoken most at home by mother? English Non-English English and another language equally	16,847 2,640 1,273	(149.9)	37.9 26.4 30.5	(0.78) (2.35) (2.97)	30.9 28.0 26.4	(0.40) (1.58) (1.57)	38.0 52.4 50.6	(0.91) (3.52) (3.68)	31.1 22.5 25.3	(0.72) (2.31) (2.82)	6.7	(0.54) (1.39) (1.43)	7.7 4.0 1.4!	(0.44) (1.12) (0.53)		(0.28) (0.80) (†)	18.1 16.6 19.7		1.8 1.8!	(0.25) (0.62) (†)
Mother's age when first became parent' Less than 18 18 or 19 20 or older		(100.9) (155.5) (176.1)	26.0 25.7 38.3	(3.81) (3.26) (0.86)	32.2 31.7 30.2	(1.90) (1.67) (0.39)	50.4 47.0 38.9	(3.96)	20.1 21.0 31.7	(3.07)	8.4	(1.85) (1.66) (0.50)		(1.66) (1.47) (0.41)		(†) (0.79) (0.30)	21.6 22.2 17.1	(3.61) (2.36) (0.81)	‡ 1.3! 1.8	(†)
Household income \$20,000 or less \$20,001 to \$50,000 \$50,001 to \$75,000 \$75,001 to \$100,000 Over \$100,000	3,049 5,706 3,821 2,882 5,904	(10.3) (53.6) (0.0) (0.0) (4.6)	30.5 26.7 27.7 38.4 51.5	(2.28) (1.87) (1.60) (2.39) (1.58)	31.3 30.0 29.1 29.9 31.7	(1.66) (0.85) (0.87) (0.96) (0.46)	52.3 50.2 43.9 34.2 25.3	(2.48) (2.03) (2.18) (2.16) (1.46)	22.5 21.3 21.6 31.9 44.6	(2.07) (1.88) (1.41) (2.14) (1.52)	5.7 6.5 11.6 10.4 14.5	(1.41) (0.75) (1.28) (1.28) (0.87)	3.8! 5.2 9.5 8.8 7.4	(1.22) (0.67) (1.20) (1.23) (0.60)	1.9! 1.3 2.1 1.6 7.1	(0.74) (0.34) (0.59) (0.39) (0.76)	17.4 20.8 21.0 21.8 13.8	(1.95) (1.48) (1.67) (2.21) (1.09)	2.2! 1.3 1.9 1.7 1.9	(0.66) (0.31) (0.57) (0.42) (0.33)

See notes at end of table.

Table 202.30. Number of children under 6 years old and not yet enrolled in kindergarten, percentage participating in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2016—Continued

[Standard errors appear in parentheses]

		by type of car	е							
		Percent				Nonpa	arental care, by prir	mary arrange	ment <sup>3</sup>	
	Number of children under	participating in center-	Average hours per week in			Nonrel	ative home-based	care		
Selected child or family characteristic	6 years old (in thousands)	based programs <sup>1</sup>	nonparental care <sup>2</sup>	Parental care only		Total	In another home	In child's home	Relative	Multiple arrangments <sup>4</sup>
1	2	3	4	5	6	7	8	9	10	11
Poverty status of household <sup>5</sup> Poor Near-poor Nonpoor  Household size 2 or 3 persons 4 persons 5 persons	4,203 (92.6) 4,997 (156.1) 12,162 (109.4) 5,109 (114.0) 7,574 (116.9) 4,610 (164.4)	26.8 (1.98) 25.2 (1.82) 43.4 (0.98) 41.1 (1.33) 40.8 (1.42) 33.3 (1.77)	30.9 (1.27) 29.1 (0.91) 30.9 (0.40) 33.7 (0.75) 30.1 (0.55) 28.7 (0.89)	54.4 (2.53) 51.3 (2.16) 30.9 (1.11) 32.3 (1.36) 37.1 (1.49) 44.1 (2.03)	19.2 (1.74) 36.7 (0.93) 34.5 (1.31) 33.6 (1.27)	5.4 (1.10) 6.4 (0.76) 13.1 (0.64) 12.2 (0.93) 11.0 (0.92) 8.5 (0.93)	5.0 (0.65) 8.7 (0.53) 8.5 (0.87) 7.9 (0.78)	1.7! (0.58) 1.4 (0.38) 4.4 (0.42) 3.7 (0.50) 3.0 (0.50) 3.4 (0.59)	18.1 (1.93) 21.6 (1.67) 17.4 (0.86) 18.6 (1.38) 16.6 (1.00) 19.2 (1.60)	1.7 (0.49) 1.4 (0.42) 1.9 (0.25) 2.2 (0.40) 1.8 (0.39) 1.3 (0.34)
6 or more persons	4,069 (166.3)	23.1 (1.64)	28.6 (1.11)	52.0 (2.60)		7.3 (1.06)	4.9 (0.97)	2.4 (0.63)	21.3 (2.05)	1.6 (0.44)
Locale City Suburban Town Rural	7,246 (180.0) 8,733 (203.4) 1,931 (96.0) 3,452 (141.6)	36.4 (1.35) 37.7 (1.30) 31.2 (2.44) 32.8 (2.02)	30.8 (0.66) 29.3 (0.61) 30.3 (1.24) 33.5 (1.19)	40.2 (1.80) 38.4 (1.39) 44.2 (2.87) 43.2 (2.22)		9.7 (0.73) 9.3 (0.69) 10.5 (1.63) 12.2 (1.23)	5.9 (0.65) 6.2 (0.61) 7.7 (1.38) 10.1 (1.01)	3.8 (0.54) 3.2 (0.42) 2.8! (1.05) 2.0 (0.49)	18.8 (1.34) 18.9 (1.09) 19.0 (2.47) 16.7 (1.94)	1.7 (0.35) 1.5 (0.25) ‡ (†) 2.3 (0.63)

†Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Center-based arrangements include day care centers, Head Start programs, preschools,

prekindergartens, and other early childhood programs.

<sup>2</sup>Mean hours per week per child, among preschool children enrolled in any type of nonparental care arrangement. For children with more than one arrangement, the hours of each weekly arrangement were summed to calculate the total amount of time in child

care per week.  $\,^{^3}\!A$  child's primary arrangement is the regular nonparental care arrangement or early childhood education program in which the child spent the most time per week.

4Children who spent an equal number of hours per week in multiple nonparental care

arrangements.

<sup>5</sup>Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and

nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,257. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

<sup>6</sup>Excludes children living apart from their parents.

<sup>7</sup>Excludes children living in households with no mother or female guardian present.

NOTE: For the 2016 administration of the National Household Education Surveys Program (NHES), initial contact with all respondents was by mail, and the majority of respondents received paper-and-pencil questionnaires. However, as an experiment with web use, a small sample of NHES:2016 respondents received mailed invitations to complete the survey online. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-NHES:2016). (This table was prepared December 2017.)

Table 203.10. Enrollment in public elementary and secondary schools, by level and grade: Selected years, fall 1980 through fall 2029 [In thousands]

									[III tilous	anusj									
							Eleme	ntary								Secon	idary		
Year	All grades	Total	Pre- kinder- garten	Kinder- garten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	Un- graded	Total	9th grade	10th grade	11th grade	12th grade	Un- graded <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1980	40,877	27,647	96	2,593	2,894	2,800	2,893	3,107	3,130	3,038	3,085	3,086	924	13,231	3,377	3,368	3,195	2,925	366
1985	39,422	27,034	151	3,041	3,239	2,941	2,895	2,771	2,776	2,789	2,938	2,982	511	12,388	3,439	3,230	2,866	2,550	303
1990	41,217	29,876	303	3,306	3,499	3,327	3,297	3,248	3,197	3,110	3,067	2,979	541	11,341	3,169	2,896	2,612	2,381	284
1991	42,047	30,503	375	3,311	3,556	3,360	3,334	3,315	3,268	3,239	3,181	3,020	542	11,544	3,313	2,915	2,645	2,392	278
1992	42,823	31,086	505	3,313	3,542	3,431	3,361	3,342	3,325	3,303	3,299	3,129	536	11,737	3,352	3,027	2,656	2,431	272
1993	43,465	31,502	545	3,377	3,529	3,429	3,437	3,361	3,350	3,356	3,355	3,249	513	11,963	3,487	3,050	2,751	2,424	250
1994	44,111	31,896	603	3,444	3,593	3,440	3,439	3,426	3,372	3,381	3,404	3,302	492	12,215	3,604	3,131	2,748	2,488	244
1995	44,840	32,338	637	3,536	3,671	3,507	3,445	3,431	3,438	3,395	3,422	3,356	500	12,502	3,704	3,237	2,826	2,487	247
1996	45,611	32,762	670	3,532	3,770	3,600	3,524	3,454	3,453	3,494	3,464	3,403	399	12,849	3,801	3,323	2,930	2,586	208
1997	46,127	33,071	695	3,503	3,755	3,689	3,597	3,507	3,458	3,492	3,520	3,415	440	13,056	3,819	3,376	2,972	2,673	216
1998	46,539	33,344	729	3,443	3,727	3,681	3,696	3,592	3,520	3,497	3,530	3,480	449	13,195	3,856	3,382	3,021	2,722	214
1999	46,857	33,486	751	3,397	3,684	3,656	3,691	3,686	3,604	3,564	3,541	3,497	415	13,371	3,935	3,415	3,034	2,782	205
2000	47,204	33,686	776	3,382	3,636	3,634	3,676	3,711	3,707	3,663	3,629	3,538	334	13,517	3,963	3,491	3,083	2,803	177
2001	47,672	33,936	865	3,379	3,614	3,593	3,653	3,695	3,727	3,769	3,720	3,616	304	13,736	4,012	3,528	3,174	2,863	159
2002	48,183	34,114	915	3,434	3,594	3,565	3,623	3,669	3,711	3,788	3,821	3,709	285	14,069	4,105	3,584	3,229	2,990	161
2003	48,540	34,201	950	3,503	3,613	3,544	3,611	3,619	3,685	3,772	3,841	3,809	255	14,339	4,190	3,675	3,277	3,046	150
2004	48,795	34,178	990	3,544	3,663	3,560	3,580	3,612	3,635	3,735	3,818	3,825	215	14,618	4,281	3,750	3,369	3,094	122
2005	49,113	34,204	1,036	3,619	3,691	3,606	3,586	3,578	3,633	3,670	3,777	3,802	205	14,909	4,287	3,866	3,454	3,180	121
2006	49,316	34,235	1,084	3,631	3,751	3,641	3,627	3,586	3,602	3,660	3,716	3,766	170	15,081	4,260	3,882	3,551	3,277	110
2007	49,291	34,204	1,081	3,609	3,750	3,704	3,659	3,624	3,600	3,628	3,700	3,709	139	15,086	4,200	3,863	3,557	3,375	92
2008	49,266	34,286	1,180	3,640	3,708	3,699	3,708	3,647	3,629	3,614	3,653	3,692	117	14,980	4,123	3,822	3,548	3,400	87
2009	49,361	34,409	1,223	3,678	3,729	3,665	3,707	3,701	3,652	3,644	3,641	3,651	119	14,952	4,080	3,809	3,541	3,432	90
2010	49,484	34,625	1,279	3,682	3,754	3,701	3,686	3,711	3,718	3,682	3,676	3,659	77	14,860	4,008	3,800	3,538	3,472	42
2011	49,522	34,773	1,291	3,746	3,773	3,713	3,703	3,672	3,699	3,724	3,696	3,679	77	14,749	3,957	3,751	3,546	3,452	43
2012	49,771	35,018	1,307	3,831	3,824	3,729	3,719	3,690	3,673	3,723	3,746	3,699	76	14,753	3,975	3,730	3,528	3,477	43
2013	50,045	35,251	1,328	3,834	3,885	3,791	3,738	3,708	3,697	3,684	3,748	3,753	85	14,794	3,980	3,761	3,526	3,476	52
2014	50,313	35,370	1,369	3,772	3,863	3,857	3,806	3,719	3,719	3,710	3,710	3,757	87	14,943	4,033	3,794	3,568	3,496	52
2015 <sup>2</sup>	50,438	35,388	1,402	3,713	3,768	3,842	3,869	3,793	3,733	3,731	3,732	3,719	87	15,050	4,019	3,846	3,598	3,537	49
2016 <sup>3</sup>	50,615	35,477	1,426	3,699	3,694	3,761	3,874	3,858	3,814	3,754	3,761	3,749	88	15,138	3,986	3,860	3,669	3,571	52
2017 <sup>2</sup>	50,686	35,496	1,471	3,684	3,667	3,684	3,788	3,859	3,877	3,827	3,777	3,772	89	15,190	3,996	3,834	3,677	3,631	52
										Projected									
2018 2019 2020 2021 2022	50,650 50,634 50,654 50,643 50,721	35,443 35,402 35,293 35,094 35,019	1,474 1,483 1,489 1,484 1,517	3,691 3,714 3,728 3,716 3,798	3,639 3,645 3,665 3,679 3,667	3,658 3,629 3,636 3,655 3,669	3,709 3,683 3,654 3,661 3,680	3,777 3,699 3,672 3,644 3,650	3,872 3,790 3,711 3,684 3,656	3,893 3,888 3,805 3,726 3,700	3,852 3,919 3,914 3,830 3,750	3,789 3,864 3,931 3,926 3,842	89 89 88 88 88	15,206 15,232 15,361 15,549 15,703	4,021 4,038 4,119 4,190 4,185	3,843 3,867 3,884 3,961 4,030	3,652 3,661 3,683 3,700 3,773	3,639 3,615 3,623 3,646 3,662	52 52 52 52 52 53
2023 2024 2025 2026 2027	50,768 50,758 50,704 50,672 50,734	35,022 35,123 35,267 35,452 35,641	1,525 1,532 1,539 1,545 1,549	3,819 3,838 3,854 3,868 3,879	3,749 3,769 3,787 3,804 3,817	3,658 3,739 3,759 3,777 3,794	3,695 3,683 3,764 3,785 3,803	3,670 3,684 3,672 3,753 3,774	3,662 3,682 3,696 3,685 3,766	3,671 3,677 3,697 3,711 3,700	3,724 3,695 3,701 3,721 3,735	3,763 3,736 3,707 3,713 3,733	89 89 89 90	15,746 15,635 15,438 15,220 15,093	4,095 4,010 3,982 3,951 3,958	4,025 3,939 3,857 3,829 3,800	3,839 3,834 3,752 3,674 3,648	3,735 3,799 3,795 3,714 3,637	52 52 52 52 52
2028	50,885	35,818	1,552	3,888	3,828	3,807	3,820	3,792	3,786	3,782	3,724	3,748	91	15,067	3,979	3,806	3,620	3,610	52
2029	51,068	35,987	1,555	3,894	3,837	3,818	3,834	3,809	3,805	3,802	3,806	3,736	91	15,081	3,994	3,827	3,626	3,582	52

years prior to 1992 represent an undercount compared to later years. The total ungraded counts of students were prorated to the elementary and secondary levels based on prior

reports. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics

of Public Elementary and Secondary School Systems, 1980–81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985–86 through 2017–18; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029. (This table was prepared December 2019.)

¹Includes students reported as being enrolled in grade 13.
²The prekindergarten, elementary total, and "all grades" counts include imputations for prekindergarten enrollment in California and Oregon.
³The prekindergarten, elementary total, and "all grades" counts include imputations for prekindergarten enrollment in California.
NOTE: Due to changes in reporting and imputation practices, prekindergarten enrollment for the property of 1902 represent an undercount compared to later years. The total ungraded

CHAPTER 2: Elementary and Secondary Education Enrollment in Public Schools

Table 203.20. Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2029

	1									-				Γ_							
						Actua	al total enrol	llment						Percent change in total enroll-			Projected	enrollment			Percent change in total enroll-
Region, state, and jurisdiction	Fall 1990	Fall 2000	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015 <sup>1</sup>	Fall 2016 <sup>2</sup>	Fall 2017 <sup>1</sup>	ment, 2012 to 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2029	ment, 2017 to 2029
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
United States	41,216,683	47,203,539	49,290,559	49,265,572	49,360,982	49,484,181	49,521,669	49,771,118	50,044,522	50,312,581	50,438,043	50,615,189	50,685,567	1.8	50,649,800	50,634,000	50,654,200	50,643,100	50,721,200	51,068,100	0.8
Region Northeast Midwest South West	9,943,761 14,807,016	17,007,261	10,770,210 18,422,773	10,742,973 18,490,770	10,672,171 18,651,889	10,609,604 18,805,000	7,953,981 10,573,792 18,955,932 12,037,964	10,559,230	10,572,920 19,298,714	10,560,539 19,506,193	10,555,579 19,641,472	10,538,947 19,749,816	10,523,753 19,824,469	-0.2 -0.3 3.6 2.2	19,849,000	10,455,400 19,878,600	10,437,400 19,926,300	7,838,300 10,413,800 19,975,000 12,416,000	10,400,300 20,065,800	10,300,900 20,519,200	-3.0 -2.1 3.5 1.2
State Alabama Alaska Arizona Arkansas California	721,806 113,903 639,853 436,286 4,950,474	133,356 877,696 449,959	742,919 131,029 1,087,447 479,016 6,343,471	745,668 130,662 1,087,817 478,965 6,322,528	748,889 131,661 1,077,831 480,559 6,263,438	755,552 132,104 1,071,751 482,114 6,289,578	744,621 131,167 1,080,319 483,114 6,287,834	486,157	746,204 130,944 1,102,445 489,979 6,312,623	744,164 131,176 1,111,695 490,917 6,312,161	743,789 132,477 1,109,040 492,132 6,305,347	744,930 132,737 1,123,137 493,447 6,309,138	742,444 132,872 1,110,851 496,085 6,304,266	-0.3 1.1 2.0 2.0 0.1	737,200 133,200 1,111,000 496,100 6,285,300	733,500 133,500 1,112,600 496,300 6,269,700	732,900 134,100 1,113,200 496,600 6,251,900	733,500 134,600 1,113,400 497,400 6,220,500	735,200 135,500 1,115,400 499,400 6,200,300	743,900 138,100 1,139,300 510,900 6,112,700	0.2 4.0 2.6 3.0 -3.0
Colorado Connecticut Delaware District of Columbia Florida	574,213 469,123 99,658 80,694 1,861,592	724,508 562,179 114,676 68,925 2,434,821	801,867 570,626 122,574 78,422 2,666,811	818,443 567,198 125,430 68,681 2,631,020	832,368 563,968 126,801 69,433 2,634,522	843,316 560,546 129,403 71,284 2,643,347	854,265 554,437 128,946 73,911 2,668,156	550,954 129,026 76,140	876,999 546,200 131,687 78,153 2,720,744	889,006 542,678 134,042 80,958 2,756,944	899,112 537,933 134,847 84,024 2,792,234	905,019 535,118 136,264 85,850 2,816,791		5.4 -3.6 5.6 14.7 5.2	912,600 524,300 136,900 87,200 2,849,400	915,000 517,900 137,500 89,700 2,865,200	917,600 511,900 138,000 91,800 2,887,200	918,300 505,600 138,200 94,000 2,908,600	921,800 501,100 138,800 96,100 2,935,700	951,100 478,000 138,800 99,800 3,109,900	4.5 -10.0 1.8 14.3 9.8
Georgia Hawaii Idaho Illinois Indiana	1,151,687 171,708 220,840 1,821,407 954,525	245,117 2,048,792	1,649,589 179,897 272,119 2,112,805 1,046,764	1,655,792 179,478 275,051 2,119,707 1,046,147	1,667,685 180,196 276,299 2,104,175 1,046,661	1,677,067 179,601 275,859 2,091,654 1,047,232	1,685,016 182,706 279,873 2,083,097 1,040,765	184,760 284,834 2,072,880	1,723,909 186,825 296,476 2,066,990 1,047,385	1,744,437 182,384 290,885 2,050,239 1,046,269	1,757,237 181,995 292,277 2,041,779 1,046,757	1,764,346 181,550 297,200 2,026,718 1,049,547	180,837 301,186	3.8 -2.1 5.7 -3.3 1.2	1,767,200 180,600 303,500 2,000,200 1,053,400	1,765,600 180,300 305,900 1,991,600 1,050,400	1,765,900 179,500 308,100 1,984,800 1,050,200	1,767,200 178,500 310,300 1,976,800 1,051,100	1,770,700 177,400 312,600 1,966,000 1,052,500	1,785,300 168,600 326,200 1,872,000 1,065,700	0.9 -6.8 8.3 -6.6 1.1
lowa Kansas Kentucky Louisiana Maine	483,652 437,034 636,401 784,757 215,149	495,080 470,610 665,850 743,089 207,037	485,115 468,295 666,225 681,038 196,245	487,559 471,060 670,030 684,873 192,935	491,842 474,489 680,089 690,915 189,225	495,775 483,701 673,128 696,558 189,077	495,870 486,108 681,987 703,390 188,969	489,043 685,167 710,903	502,964 496,440 677,389 711,491 183,995	505,311 497,275 688,640 716,800 182,470	508,014 495,884 686,598 718,711 181,613	509,831 494,347 684,017 716,293 180,512		2.4 1.6 -0.6 0.6 -2.8	511,700 495,100 678,900 710,600 179,200	512,600 493,700 677,000 706,800 178,100	513,800 492,400 676,000 703,900 177,300	514,100 490,300 674,800 702,800 176,700	516,400 489,200 675,300 702,700 176,100	521,800 478,900 683,100 700,900 174,500	1.9 -3.7 0.3 -2.0 -3.3
Maryland Massachusetts Michigan Minnesota Mississippi	715,176 834,314 1,584,431 756,374 502,417	852,920 975,150 1,720,626 854,340 497,871	845,700 962,958 1,692,739 837,578 494,122	843,861 958,910 1,659,921 836,048 491,962	848,412 957,053 1,649,082 837,053 492,481	852,211 955,563 1,587,067 838,037 490,526	854,086 953,369 1,573,537 839,738 490,619	954,773 1,555,370 845,404	866,169 955,739 1,548,841 850,973 492,586	874,514 955,844 1,537,922 857,235 490,917	879,601 964,026 1,536,231 864,384 487,200	886,221 964,514 1,528,666 875,021 483,150	884,944	4.0 1.0 -2.5 4.7 -3.1	898,800 963,100 1,499,800 892,200 471,400	904,800 960,800 1,484,200 897,200 465,500	908,300 958,400 1,473,200 903,300 460,600	911,000 955,100 1,461,600 907,800 456,400	914,600 953,600 1,452,300 912,200 452,500	910,500 945,400 1,421,500 929,300 427,100	1.9 -2.0 -6.3 5.0 -10.7
Missouri Montana Nebraska Nevada New Hampshire	816,558 152,974 274,081 201,316 172,785	912,744 154,875 286,199 340,706 208,461	917,188 142,823 291,244 429,362 200,772	917,871 141,899 292,590 433,371 197,934	917,982 141,807 295,368 428,947 197,140	918,710 141,693 298,500 437,149 194,711	916,584 142,349 301,296 439,634 191,900	142,908 303,505 445,707	918,288 144,129 307,677 451,831 186,310	917,785 144,532 312,635 459,189 184,670	919,234 145,319 316,014 467,527 182,425	915,040 146,375 319,194 473,744 180,888	323,766	-0.3 4.6 6.7 9.0 -5.0	913,100 150,400 325,900 492,200 177,900	911,800 151,500 328,300 499,300 176,400	911,700 152,400 330,400 506,200 174,600	911,100 153,100 331,900 512,600 173,000	912,600 154,100 333,800 519,700 171,600	918,100 159,500 345,700 554,000 166,100	0.3 6.7 6.8 14.0 -7.4
New Jersey New Mexico New York North Carolina North Dakota	1,089,646 301,881 2,598,337 1,086,871 117,825	1,313,405 320,306 2,882,188 1,293,638 109,201	1,382,348 329,040 2,765,435 1,489,492 95,059	1,381,420 330,245 2,740,592 1,488,645 94,728		1,402,548 338,122 2,734,955 1,490,605 96,323	1,356,431 337,225 2,704,718 1,507,864 97,646	2,710,703 1,518,465	1,370,295 339,244 2,732,770 1,530,857 103,947	1,400,579 340,365 2,741,185 1,548,895 106,586	1,408,845 335,694 2,711,626 1,544,934 108,644	1,410,421 336,263 2,729,776 1,550,062 109,706	1,553,513	2.6 -1.1 0.5 2.3 10.7	1,402,200 330,600 2,718,900 1,550,400 111,100	1,396,800 327,200 2,715,500 1,548,600 113,000	1,392,000 323,700 2,710,800 1,550,200 115,100	1,385,600 320,100 2,704,500 1,551,800 117,000	1,381,300 317,000 2,704,400 1,563,200 119,000	1,353,100 294,200 2,661,500 1,598,400 130,300	-3.9 -12.0 -2.3 2.9 16.5
Ohio Oklahoma Oregon Pennsylvania Rhode Island	1,771,089 579,087 472,394 1,667,834 138,813	1,835,049 623,110 546,231 1,814,311 157,347	1,827,184 642,065 565,586 1,801,971 147,629	1,817,163 645,108 575,393 1,775,029 145,342	654,802 582,839 1,785,993	1,754,191 659,911 570,720 1,793,284 143,793	1,740,030 666,120 568,208 1,771,395 142,854	673,483 587,564 1,763,677	1,724,111 681,848 593,000 1,755,236 142,008	1,724,810 688,511 601,318 1,743,160 141,959		1,710,143 693,903 606,277 1,727,497 142,150	695,092 608,014 1,726,809	-1.5 3.2 3.5 -2.1 0.3	1,690,900 697,400 610,200 1,719,900 143,200	1,679,900 698,500 612,600 1,714,700 142,800	1,671,100 699,900 616,200 1,713,800 142,100	1,662,400 700,100 619,000 1,711,000 141,600	1,657,200 702,500 623,000 1,709,800 141,200	1,631,400 709,900 637,100 1,704,500 139,900	-4.3 2.1 4.8 -1.3 -2.1

See notes at end of table.

Table 203.20. Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2029—Continued

						Actua	al total enrolli	ment						Percent change in total enroll-			Projected	enrollment			Percent change in total enroll-
Region, state, and jurisdiction	Fall 1990	Fall 2000	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015 <sup>1</sup>	Fall 2016 <sup>2</sup>	Fall 2017 <sup>1</sup>	ment, 2012 to 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2029	ment, 2017 to 2029
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
South Carolina South Dakota Tennessee Texas Utah	622,112 129,164 824,595 3,382,887 446,652	677,411 128,603 909,161 4,059,619 481,485	712,317 121,606 964,259 4,674,832 576,244	718,113 126,429 971,950 4,752,148 559,778	723,143 123,713 972,549 4,850,210 571,586	725,838 126,128 987,422 4,935,715 585,552	727,186 128,016 999,693 5,000,470 598,832	735,998 130,471 993,496 5,077,659 613,279	745,657 130,890 993,556 5,153,702 625,461	756,523 133,040 995,475 5,233,765 635,577	763,533 134,253 1,001,235 5,301,477 647,870	771,250 136,302 1,001,562 5,360,849 659,801	777,507 137,823 1,001,967 5,401,341 668,274	5.6 5.6 0.9 6.4 9.0	780,200 139,000 1,000,200 5,425,200 675,400	783,800 140,500 999,000 5,447,000 681,700	787,900 142,000 1,000,200 5,468,800 687,800	792,500 143,200 1,002,300 5,488,000 692,300	797,700 144,500 1,006,800 5,517,300 697,700	812,500 149,800 1,043,600 5,674,500 736,700	4.5 8.7 4.2 5.1 10.2
Vermont Virginia Washington West Virginia Wisconsin Wyoming	95,762 998,601 839,709 322,389 797,621 98,226	102,049 1,144,915 1,004,770 286,367 879,476 89,940	94,038 1,230,857 1,030,247 282,535 874,633 86,422	93,625 1,235,795 1,037,018 282,729 873,750 87,161	91,451 1,245,340 1,035,347 282,662 872,436 88,155	96,858 1,251,440 1,043,788 282,879 872,286 89,009	89,908 1,257,883 1,045,453 282,870 871,105 90,099	89,624 1,265,419 1,051,694 283,044 872,436 91,533	88,690 1,273,825 1,058,936 280,958 874,414 92,732	87,311 1,280,381 1,073,638 280,310 871,432 94,067	87,866 1,283,590 1,087,030 277,452 867,800 94,717	88,428 1,287,026 1,101,711 273,855 864,432 94,170	88,028 1,291,462 1,110,367 272,266 860,753 94,258	-1.8 2.1 5.6 -3.8 -1.3 3.0	87,000 1,292,600 1,118,400 269,200 855,700 93,700	86,500 1,293,900 1,127,800 265,900 852,100 93,400	85,900 1,295,600 1,139,700 262,500 849,500 93,200	85,300 1,297,000 1,150,600 259,600 846,300 92,800	85,000 1,299,900 1,163,700 257,400 844,700 92,700	82,000 1,323,800 1,234,000 246,200 836,200 91,500	-6.9 2.5 11.1 -9.6 -2.8 -3.0
Jurisdiction Bureau of Indian Education DODEA <sup>3</sup> Other jurisdictions American Samoa Guam Northern Marianas	12,463 26,391 6,449	46,938 107,755 15,702 32,473 10,004	84,795 — — 11,299	40,927 84,781 — — 10,913	41,351 — — — 10,961	41,962 — 31,618 11,105		— — 31,186 10,646		  31,144	74,970 — 30,821	45,399 — — 30,758	46,330 — 12,620 30,112			 	_ _ _ _			=	=
Puerto Rico U.S. Virgin Islands	644,734 21,750	612,725 19,459	526,565 15,903	503,635 15,768	493,393 15,493	473,735 15,495	452,740 15,711	434,609 15,192	423,934 14,953	410,950 14,241	379,818 13,805	365,181 13,194	346,096 10,868	-20.4 -28.5	=		=		_		

<sup>-</sup>Not available.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91 through 2017–18; and State Public Elementary and Secondary Enrollment Projection Model, 1980 through 2029. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Includes imputations for prekindergarten enrollment in California and Oregon.

<sup>&</sup>lt;sup>2</sup>Includes imputations for prekindergarten enrollment in California.

<sup>&</sup>lt;sup>3</sup>DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

CHAPTER 2: Elementary and Secondary Education Enrollment in Public Schools

Table 203.40. Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2017

							Eleme	ntary								Secor	ndary		
0.1	Total, all	Ŧ	Prekinder-	Kinder-	0 1 4	0 1 0	0 1 0	0 1 4	0 1 5	0 1 0	0 1 7	0 1 0	Elementary	Ŧ	0 1 0	0 1 10		0 1 10	Secondary
State or jurisdiction	grades	Total	garten	garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ungraded	Total	Grade 9	Grade 10	Grade 11	Grade 12	ungraded <sup>1</sup>
United States	50,685,567	35,496,055		5 <b>3,684,238</b>	3,667,166	3,684,091	3,787,970	3,859,475	3,877,267	3,827,023	12 <b>3,776,565</b>	13 <b>3,772,276</b>	88,768	15 <b>15,189,512</b>	16 <b>3,995,574</b>	17 <b>3,833,718</b>	18 <b>3,676,753</b>	19 <b>3,631,450</b>	52,017
Alabama	742,444	523,057	15,520	54,985	56,414	55,606	57,526	58,541	57,928	55,711	55,600	55,226	00,700	219,387	57,301	55,318	53,920	52,848	0
Alaska Arizona Arkansas California	132,872 1,110,851 496,085 6,304,266	94,618 777,744 352,513 4,357,267	3,586 14,124 16,827 83,853 <sup>2</sup>	10,196 79,520 36,942 531,725	10,243 80,377 36,820 456,175	10,331 81,200 36,915 455,523	10,409 84,933 37,797 447,253	10,398 88,092 38,800 466,660	10,229 88,849 38,844 472,202	10,007 87,512 36,305 486,261	9,741 86,544 36,431 477,308	9,478 86,287 36,631 474,828	0 306 201 5,479	38,254 333,107 143,572 1,946,999	9,584 86,236 37,758 495,277	9,285 83,999 37,245 483,745	9,503 78,514 35,387 475,696	9,882 84,330 33,097 489,221	0 28 85 3,060
Colorado Connecticut Delaware District of Columbia Florida	910,280 531,288 136,293 87,315 2,832,424	639,875 365,546 95,390 68,142 1,980,941	33,048 18,579 1,802 12,727 61,241	63,574 36,225 9,943 7,465 200,185	64,967 36,783 10,048 7,222 207,590	65,616 36,848 10,327 6,820 207,609	67,991 38,020 10,602 6,602 226,346	69,784 38,873 10,838 6,339 220,504	69,821 40,145 10,754 6,159 215,793	69,321 39,621 10,498 5,270 219,942	67,899 40,142 10,362 4,971 210,658	67,854 40,310 10,216 4,567 211,073	0 0 0 0	270,405 165,742 40,903 19,173 851,483	70,017 43,232 11,806 6,085 219,313	67,140 41,092 10,476 4,725 216,578	65,136 40,616 9,521 4,259 212,640	68,112 40,802 9,100 4,104 202,952	0 0 0 0
Georgia Hawaii Idaho Illinois Indiana	1,768,642 180,837 301,186 2,005,153 1,054,187	1,246,608 130,255 210,927 1,388,977 728,666	47,726 1,582 2,845 83,664 19,198	126,400 14,316 21,111 132,075 77,944	128,192 14,755 22,148 137,580 76,301	130,015 14,981 22,376 139,991 76,468	135,911 11,986 23,146 145,553 78,722	138,249 15,443 24,003 148,792 80,111	139,160 15,308 24,147 151,331 80,201	135,448 14,425 23,732 149,568 79,338	132,993 13,996 24,005 149,227 78,616	132,514 13,226 23,414 151,180 80,163	0 237 0 16 1,604	522,034 50,582 90,259 616,176 325,521	147,677 14,408 23,599 159,550 80,535	135,406 13,143 22,935 155,612 80,799	123,273 11,766 22,210 150,969 83,712	115,678 11,068 21,512 150,045 80,475	0 197 3 0 0
lowa Kansas Kentucky Louisiana Maine	511,850 497,088 680,978 715,135 180,473	363,718 353,430 481,962 514,159 124,937	30,454 21,281 29,493 27,491 5,617	38,293 35,661 44,058 53,070 12,586	34,934 35,554 50,518 54,585 12,569	36,056 36,462 49,479 53,478 12,688	36,683 36,888 51,350 55,396 13,246	37,980 37,687 52,328 55,835 13,343	38,071 37,715 52,669 55,456 13,727	37,618 36,808 51,102 53,698 13,513	37,138 36,210 50,249 52,928 13,852	36,491 36,269 50,293 52,222 13,796	0 2,895 423 0 0	148,132 143,658 199,016 200,976 55,536	37,728 37,510 53,687 56,596 13,814	37,111 35,904 50,822 51,715 13,846	36,238 34,718 48,739 47,551 13,946	37,055 34,437 45,593 45,114 13,930	0 1,089 175 0
Maryland Massachusetts Michigan Minnesota Mississippi	893,684 964,791 1,516,398 884,944 478,321	633,791 668,415 1,037,784 614,476 341,927	30,422 30,684 44,258 22,692 5,732	64,045 66,122 116,636 64,111 35,988	66,082 68,195 105,819 63,518 36,391	66,879 68,491 103,930 64,385 36,409	68,516 70,416 105,399 65,710 37,952	70,330 72,620 107,959 67,226 38,880	69,515 73,012 112,263 67,694 38,842	67,059 71,892 112,397 66,560 35,783	65,571 71,705 111,842 66,152 35,864	65,372 72,860 114,521 66,428 35,613	0 2,418 2,760 0 4,473	259,893 296,376 478,614 270,468 136,394	71,633 77,572 123,324 67,007 35,716	67,738 74,170 121,134 65,975 34,365	60,336 72,950 115,646 66,653 32,230	60,186 71,684 117,197 70,833 30,933	0 0 1,313 0 3,150
Missouri Montana Nebraska Nevada New Hampshire	915,472 149,474 323,766 485,785 179,433	648,697 106,075 228,831 343,807 122,657	33,054 2,321 17,513 8,908 3,907	66,010 11,702 23,232 35,083 11,419	66,399 11,407 22,892 36,354 12,745	67,231 11,144 23,559 36,375 12,514	69,041 11,559 24,173 36,959 13,003	70,749 11,971 24,169 38,624 13,456	71,042 11,721 22,553 39,062 13,694	69,214 11,804 23,661 38,004 13,801	68,224 11,239 23,357 37,216 13,895	67,733 11,207 23,722 36,389 14,223	0 0 0 833 0	266,775 43,399 94,935 141,978 56,776	69,398 11,556 23,832 36,452 14,992	67,397 11,245 23,747 36,510 14,567	65,697 10,667 23,007 35,532 13,779	64,283 9,931 24,349 33,456 13,435	0 0 0 28 3
New Jersey New Mexico New York North Carolina North Dakota	1,408,102 334,345 2,724,663 1,553,513 111,920	987,988 235,839 1,880,208 1,080,861 81,031	64,351 9,689 65,558 18,734 2,778	91,077 23,709 193,045 115,064 9,273	94,920 24,166 197,155 115,584 8,739	95,253 24,309 198,490 117,037 8,713	98,425 25,880 200,783 121,228 8,876	99,443 26,363 202,149 122,866 8,781	100,606 26,248 203,385 122,997 8,746	99,986 25,343 199,743 119,927 8,575	99,191 25,304 197,715 117,127 8,307	100,919 24,828 198,879 110,297 8,243	43,817 0 23,306 0	420,114 98,506 844,455 472,652 30,889	103,655 28,522 218,826 129,965 8,199	100,781 25,597 212,490 120,884 7,760	99,613 22,814 195,169 114,820 7,561	98,845 21,573 194,079 105,208 7,369	17,220 0 23,891 1,775 0
Ohio Oklahoma Oregon Pennsylvania Rhode Island	1,704,399 695,092 608,014 1,726,809 142,949	1,187,254 503,796 427,690 1,182,944 98,737	38,310 41,727 27,330 <sup>2</sup> 8,498 2,477	123,036 51,920 41,884 121,043 10,006	123,188 52,328 43,156 126,361 10,297	123,921 51,834 43,504 126,616 10,434	131,207 53,565 44,827 129,812 10,583	128,118 52,385 46,543 134,060 11,003	130,839 52,257 46,542 134,805 11,119	129,831 50,368 45,378 133,628 10,913	128,323 47,950 44,151 133,276 10,853	130,481 49,462 44,375 134,845 11,052	0 0 0 0	517,145 191,296 180,324 543,865 44,212	141,280 52,268 44,819 141,407 11,580	133,705 49,055 44,257 136,286 11,470	120,359 46,439 44,003 133,081 10,867	121,801 43,534 47,245 133,091 10,295	0 0 0 0
South Carolina South Dakota Tennessee Texas Utah	777,507 137,823 1,001,967 5,401,341 668,274	553,414 99,878 710,398 3,852,952 475,107	27,006 3,393 28,379 256,222 15,904	55,598 11,720 75,482 371,638 47,591	57,183 10,432 74,633 388,650 49,791	57,012 10,494 74,145 394,381 50,429	60,334 10,655 74,844 409,998 51,635	60,890 10,966 78,085 413,843 52,970	61,389 10,921 78,681 414,412 53,368	59,112 10,677 76,941 402,634 51,951	57,857 10,516 75,058 402,512 50,841	57,033 10,104 74,150 398,662 50,627	0 0 0 0	224,093 37,945 291,569 1,548,389 193,167	63,516 10,600 75,784 433,521 50,184	57,755 9,649 74,234 397,573 48,968	52,722 8,913 72,053 372,052 47,499	50,100 8,783 69,498 345,243 46,516	0 0 0 0
Vermont Virginia Washington West Virginia Wisconsin Wyoming	88,028 1,291,462 1,110,367 272,266 860,753 94,258	63,052 900,027 769,992 193,961 598,837 66,897	8,818 33,617 15,754 16,665 55,186 671	5,789 91,002 80,917 19,521 56,832 7,469	5,814 94,312 82,843 19,402 57,517 7,118	5,871 94,166 83,077 19,150 58,370 7,179	5,848 96,946 85,583 19,659 60,783 7,411	6,236 99,305 87,366 20,069 61,913 7,537	6,265 99,548 86,667 20,218 62,743 7,604	6,040 97,617 83,947 19,539 61,551 7,449	6,240 96,633 82,040 19,780 61,583 7,373	6,131 96,881 81,798 19,958 62,359 7,086	0 0 0 0 0	24,976 391,435 340,375 78,305 261,916 27,361	6,447 103,925 83,131 21,317 65,980 7,453	6,430 99,531 82,138 20,164 64,354 6,893	6,192 94,858 83,214 18,547 64,556 6,610	5,907 93,121 91,892 18,277 67,026 6,405	0 0 0 0 0

See notes at end of table.

CHAPTER 2: Elementary and Secondary Education Enrollment in Public Schools

Table 203.40. Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2017—Continued

							Eleme	ntary								Secon	idary		
State or jurisdiction	Total, all grades	Total	Prekinder- garten	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Elementary ungraded	Total	Grade 9	Grade 10	Grade 11	Grade 12	Secondary ungraded <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Bureau of Indian Education DoDEA <sup>3</sup>	46,330 —	35,064 —	-	4,601 —	4,064	3,899	3,931	3,962 —	3,774 —	3,756	3,614	3,463	0 —	11,266 —	3,315 —	2,990 —	2,470 —	2,491 —	0
Other jurisdictions American Samoa Guam Northern	12,620 30,112	8,877 20,227	1,128 602	729 1,953	800 2,153	817 2,164	850 2,181	845 2,327	855 2,315	873 2,139	1,010 2,159	970 2,234	0	3,743 9,885	1,007 2,888	946 2,834	982 2,350	808 1,813	0
Marianas Puerto Rico U.S. Virgin Islands	346,096 10,868	238,807 7,427	2,536 —	22,189 732	25,701 745	24,247 780	25,082 898	25,360 865	25,827 833	25,754 848	27,494 955	26,186 771	8,431 0	107,289 3,441	25,865 1,196	26,222 875	25,627 676	25,064 694	4,511 0

<sup>-</sup>Not available.

NOTE: The total ungraded counts of students were prorated to the elementary and secondary levels based on prior state reports of the percentage of elementary and of secondary ungraded students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2017–18. (This table was prepared August 2019.)

¹Includes students reported as being enrolled in grade 13.

<sup>&</sup>lt;sup>2</sup>Inputed by the National Center for Education Statistics.

<sup>3</sup>DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

Table 203.50. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2029

			E	nrollment (i	in thousand	ds)						Percentage	distribution	on		
Region and year	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States 1995 2000 2001 2002 2003	44,840 47,204 47,672 48,183 48,540	29,044 28,878 28,735 28,618 28,442	7,551 8,100 8,177 8,299 8,349	6,072 7,726 8,169 8,594 9,011	1,668 <sup>1</sup> 1,950 <sup>1</sup> 2,028 <sup>1</sup> 2,088 <sup>1</sup> 2,145 <sup>1</sup>	_ _ _	505 550 564 583 593	_	100.0 100.0 100.0 100.0 100.0	64.8 61.2 60.3 59.4 58.6	16.8 17.2 17.2 17.2 17.2	13.5 16.4 17.1 17.8 18.6	3.7 <sup>1</sup> 4.1 <sup>1</sup> 4.3 <sup>1</sup> 4.3 <sup>1</sup> 4.4 <sup>1</sup>	_ _ _	1.1 1.2 1.2 1.2 1.2	=
2004 2005 2006 2007 2008 2009 2010	48,795 49,113 49,316 49,291 49,266 49,361 49,484	28,318 28,005 27,801 27,454 27,057 26,702 25,933	8,386 8,445 8,422 8,392 8,358 8,245 7,917	9,317 9,787 10,166 10,454 10,563 10,991 11,439	2,183 <sup>1</sup> 2,279 <sup>1</sup> 2,332 <sup>1</sup> 2,396 <sup>1</sup> 2,405 2,435 2,296		591 598 595 594 589 601 566	247 <sup>2</sup> 338 <sup>2</sup> 1,164	100.0 100.0 100.0 100.0 100.0 100.0	58.0 57.0 56.4 55.7 54.9 54.1 52.4	17.2 17.2 17.1 17.0 17.0 16.7 16.0	19.1 19.9 20.6 21.2 21.4 22.3 23.1	4.5 <sup>1</sup> 4.6 <sup>1</sup> 4.7 <sup>1</sup> 4.9 4.9 4.9	0.1 0.3	1.2 1.2 1.2 1.2 1.2 1.2	
2011 2012 2013 2014	49,522 49,771 50,045 50,313	25,602 25,386 25,160 24,923	7,827 7,803 7,805 7,807	11,759 12,104 12,452 12,805	2,334 2,372 2,417 2,470	179 180 176 176	547 534 523 519	1,272 1,393 1,511 1,612	100.0 100.0 100.0 100.0	51.7 51.0 50.3 49.5	15.8 15.7 15.6 15.5	23.7 24.3 24.9 25.4	4.7 4.8 4.8 4.9	0.4 0.4 0.4 0.3	1.1 1.1 1.0	2.6 2.8 3.0 3.2
2015 <sup>3</sup> 2016 <sup>4</sup> 2017 <sup>3</sup> 2018 <sup>5</sup>	50,438 50,615 50,686 50,650	24,644 24,413 24,124 23,846	7,784 7,765 7,709 7,671	13,080 13,329 13,571 13,704	2,521 2,571 2,640 2,691	177 184 185 187	510 511 498 491	1,723 1,842 1,959 2,060	100.0 100.0 100.0 100.0	48.9 48.2 47.6 47.1	15.4 15.3 15.2 15.1	25.9 26.3 26.8 27.1	5.0 5.1 5.2 5.3	0.4 0.4 0.4 0.4	1.0 1.0 1.0 1.0	3.4 3.6 3.9 4.1
2019 <sup>5</sup> 2020 <sup>5</sup> 2021 <sup>5</sup> 2022 <sup>5</sup> 2023 <sup>5</sup>	50,634 50,654 50,643 50,721 50,768	23,597 23,376 23,170 23,041 22,910	7,639 7,616 7,598 7,636 7,657	13,831 13,952 14,044 14,070 14,082	2,737 2,787 2,823 2,882 2,939	188 189 190 189 187	484 477 471 464 458	2,160 2,257 2,347 2,439 2,535	100.0 100.0 100.0 100.0 100.0	46.6 46.1 45.8 45.4 45.1	15.1 15.0 15.0 15.1 15.1	27.3 27.5 27.7 27.7 27.7	5.4 5.5 5.6 5.7 5.8 5.9	0.4 0.4 0.4 0.4	1.0 0.9 0.9 0.9 0.9	4.3 4.5 4.6 4.8 5.0
2024 <sup>5</sup> 2025 <sup>5</sup> 2026 <sup>5</sup> 2027 <sup>5</sup> 2028 <sup>5</sup> 2029 <sup>5</sup>	50,758 50,704 50,672 50,734 50,885 51,068	22,779 22,639 22,522 22,446 22,401 22,359	7,665 7,664 7,664 7,675 7,707 7,746	14,057 14,016 13,975 13,967 13,995 14,049	2,999 3,060 3,122 3,192 3,260 3,327	186 186 185 186 186 186	452 446 441 437 434 433	2,619 2,694 2,762 2,832 2,901 2,967	100.0 100.0 100.0 100.0 100.0 100.0	44.9 44.6 44.4 44.2 44.0 43.8	15.1 15.1 15.1 15.1 15.1 15.2	27.7 27.6 27.6 27.5 27.5 27.5	6.9 6.2 6.3 6.4 6.5	0.4 0.4 0.4 0.4 0.4 0.4	0.9 0.9 0.9 0.9 0.9	5.2 5.3 5.5 5.6 5.7 5.8
Northeast 1995 2000 2005 2010	7,894 8,222 8,240 8,071	5,497 5,545 5,317 4,876	1,202 1,270 1,282 1,208	878 1,023 1,189 1,364	295 <sup>1</sup> 361 <sup>1</sup> 425 <sup>1</sup> 494	_ _ _ 6	21 24 27 27	  96	100.0 100.0 100.0 100.0	69.6 67.4 64.5 60.4	15.2 15.4 15.6 15.0	11.1 12.4 14.4 16.9	3.7 <sup>1</sup> 4.4 <sup>1</sup> 5.2 <sup>1</sup> 6.1	— — — 0.1	0.3 0.3 0.3 0.3	  1.2
2014 2015 2016 2017	7,980 7,934 7,959 7,947	4,507 4,409 4,345 4,269	1,155 1,136 1,132 1,117	1,566 1,610 1,668 1,714	538 547 558 570	7 7 13 13	28 29 30 30	179 197 214 232	100.0 100.0 100.0 100.0	56.5 55.6 54.6 53.7	14.5 14.3 14.2 14.1	19.6 20.3 21.0 21.6	6.7 6.9 7.0 7.2	0.1 0.1 0.2 0.2	0.4 0.4 0.4 0.4	2.2 2.5 2.7 2.9
Midwest 1995 2000 2005 2010	10,512 10,730 10,819 10,610	8,335 8,208 7,950 7,327	1,450 1,581 1,654 1,505	438 610 836 1,077	197 <sup>1</sup> 239 <sup>1</sup> 283 <sup>1</sup> 303	  9	92 92 96 94		100.0 100.0 100.0 100.0	79.3 76.5 73.5 69.1	13.8 14.7 15.3 14.2	4.2 5.7 7.7 10.2	1.9 <sup>1</sup> 2.2 <sup>1</sup> 2.6 <sup>1</sup> 2.9	 	0.9 0.9 0.9 0.9	2.8
2014 2015 2016 2017 <b>South</b>	10,561 10,556 10,539 10,524	7,037 6,968 6,893 6,825	1,459 1,458 1,449 1,446	1,249 1,284 1,312 1,340	338 348 360 372	11 12 12 13	86 84 86 82	380 400 426 447	100.0 100.0 100.0 100.0	66.6 66.0 65.4 64.9	13.8 13.8 13.8 13.7	11.8 12.2 12.4 12.7	3.2 3.3 3.4 3.5	0.1 0.1 0.1 0.1	0.8 0.8 0.8 0.8	3.6 3.8 4.0 4.2
1995 2000 2005 2010	16,118 17,007 18,103 18,805	9,565 9,501 9,381 8,869	4,236 4,516 4,738 4,545	1,890 2,468 3,334 4,206	280 <sup>1</sup> 352 <sup>1</sup> 456 <sup>1</sup> 533		148 170 194 207	  424	100.0 100.0 100.0 100.0	59.3 55.9 51.8 47.2	26.3 26.6 26.2 24.2	11.7 14.5 18.4 22.4	1.7 <sup>1</sup> 2.1 <sup>1</sup> 2.5 <sup>1</sup> 2.8	— — 0.1	0.9 1.0 1.1 1.1	2.3
2014 2015 2016 2017 <b>West</b>	19,506 19,641 19,750 19,824	8,681 8,601 8,513 8,439	4,577 4,583 4,571 4,555	4,846 4,994 5,142 5,249	613 637 665 689	28 29 30 32	184 181 177 174	579 615 652 688	100.0 100.0 100.0 100.0	44.5 43.8 43.1 42.6	23.5 23.3 23.1 23.0	24.8 25.4 26.0 26.5	3.1 3.2 3.4 3.5	0.1 0.1 0.2 0.2	0.9 0.9 0.9 0.9	3.0 3.1 3.3 3.5
1995 2000 2005 2010	10,316 11,244 11,951 11,998	5,648 5,624 5,356 4,861	662 733 771 659	2,866 3,625 4,428 4,792	896 <sup>1</sup> 998 <sup>1</sup> 1,115 <sup>1</sup> 966	133	244 264 281 237		100.0 100.0 100.0 100.0	54.7 50.0 44.8 40.5	6.4 6.5 6.5 5.5	27.8 32.2 37.1 39.9	8.7 <sup>1</sup> 8.9 <sup>1</sup> 9.3 <sup>1</sup> 8.1	- - 1.1	2.4 2.4 2.4 2.0	
2014 2015 <sup>3</sup> 2016 <sup>4</sup> 2017 <sup>3</sup>	12,266 12,307 12,367 12,391	4,698 4,665 4,662 4,592	616 606 612 592	5,144 5,192 5,208 5,268	982 988 989 1,009	130 129 128 127	221 216 217 211	475 511 550 592	100.0 100.0 100.0 100.0	38.3 37.9 37.7 37.1	5.0 4.9 5.0 4.8	41.9 42.2 42.1 42.5	8.0 8.0 8.0 8.1	1.1 1.1 1.0 1.0		3.9 4.2 4.4 4.8

<sup>-</sup>Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals. Prior to 2008,

reported by race/entiniting were profused by state and grade to match state totals. Prior to 2006, data on students of Two or more races were not collected. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1995–96 through 2017–18; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2029. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Includes Pacific Islanders.

For this year, data on Pacific Islanders and students of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to figures for 2010 and later years.

Includes imputations for prekindergarten enrollment in California and Oregon.

<sup>&</sup>lt;sup>4</sup>Includes imputations for prekindergarten enrollment in California. <sup>5</sup>Projected.

Table 203.60. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1999 through fall 2029

				Enrollm	ent (in th	ousands)							Percei	ntage dist	tribution			
					Asian/	Pacific Is	lander	American	T					Asian/	Pacific Is	lander	American	<b>T</b>
Level of education and year	Total	White	Black	His- panic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races	Total	White	Black	His- panic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>Total</b> 1999 2000 2001 2002 2003	46,857 47,204 47,672 48,183 48,540	29,035 28,878 28,735 28,618 28,442	8,066 8,100 8,177 8,299 8,349	7,327 7,726 8,169 8,594 9,011	1,887 1,950 2,028 2,088 2,145	_ _ _ _ _	_ _ _ _	542 550 564 583 593		100.0 100.0 100.0 100.0 100.0	62.0 61.2 60.3 59.4 58.6	17.2 17.2 17.2 17.2 17.2	15.6 16.4 17.1 17.8 18.6	4.0 4.1 4.3 4.3 4.4	† † † †	† † † †	1.2 1.2 1.2 1.2 1.2	† † † †
2004 2005 2006 2007 2008	48,795 49,113 49,316 49,291 49,266	28,318 28,005 27,801 27,454 27,057	8,386 8,445 8,422 8,392 8,358	9,317 9,787 10,166 10,454 10,563	2,183 2,279 2,332 2,396 2,451			591 598 595 594 589		100.0 100.0 100.0 100.0 100.0	58.0 57.0 56.4 55.7 54.9	17.2 17.2 17.1 17.0 17.0	19.1 19.9 20.6 21.2 21.4	4.5 4.6 4.7 4.9 5.0	† † † 4.9	† † † † 0.1	1.2 1.2 1.2 1.2 1.2	† † † 0.51
2009 2010 2011 2012 2013	49,361 49,484 49,522 49,771 50,045	26,702 25,933 25,602 25,386 25,160	8,245 7,917 7,827 7,803 7,805	10,991 11,439 11,759 12,104 12,452	2,484 2,466 2,513 2,552 2,593	2,435 2,296 2,334 2,372 2,417	49 171 179 180 176	601 566 547 534 523	338 <sup>1</sup> 1,164 1,272 1,393 1,511	100.0 100.0 100.0 100.0 100.0	54.1 52.4 51.7 51.0 50.3	16.7 16.0 15.8 15.7 15.6	22.3 23.1 23.7 24.3 24.9	5.0 5.0 5.1 5.1 5.2	4.9 4.6 4.7 4.8 4.8	0.1 0.3 0.4 0.4 0.4	1.2 1.1 1.1 1.1 1.0	0.7 <sup>1</sup> 2.4 2.6 2.8 3.0
2014 2015 <sup>2</sup> 2016 <sup>3</sup> 2017 <sup>2</sup> 2018 <sup>4</sup>	50,313 50,438 50,615 50,686 50,650	24,923 24,644 24,413 24,124 23,846	7,807 7,784 7,765 7,709 7,671	12,805 13,080 13,329 13,571 13,704	2,646 2,697 2,756 2,825 2,878	2,470 2,521 2,571 2,640 2,691	176 177 184 185 187	519 510 511 498 491	1,612 1,723 1,842 1,959 2,060	100.0 100.0 100.0 100.0 100.0	49.5 48.9 48.2 47.6 47.1	15.5 15.4 15.3 15.2 15.1	25.4 25.9 26.3 26.8 27.1	5.3 5.3 5.4 5.6 5.7	4.9 5.0 5.1 5.2 5.3	0.3 0.4 0.4 0.4 0.4	1.0 1.0 1.0 1.0 1.0	3.2 3.4 3.6 3.9 4.1
2019 <sup>4</sup> 2020 <sup>4</sup> 2021 <sup>4</sup> 2022 <sup>4</sup> 2023 <sup>4</sup>	50,634 50,654 50,643 50,721 50,768	23,597 23,376 23,170 23,041 22,910	7,639 7,616 7,598 7,636 7,657	13,831 13,952 14,044 14,070 14,082	2,925 2,976 3,013 3,071 3,126	2,737 2,787 2,823 2,882 2,939	188 189 190 189 187	484 477 471 464 458	2,160 2,257 2,347 2,439 2,535	100.0 100.0 100.0 100.0 100.0	46.6 46.1 45.8 45.4 45.1	15.1 15.0 15.0 15.1 15.1	27.3 27.5 27.7 27.7 27.7	5.8 5.9 5.9 6.1 6.2	5.4 5.5 5.6 5.7 5.8	0.4 0.4 0.4 0.4 0.4	1.0 0.9 0.9 0.9 0.9	4.3 4.5 4.6 4.8 5.0
2024 <sup>4</sup> 2025 <sup>4</sup> 2026 <sup>4</sup> 2027 <sup>4</sup> 2028 <sup>4</sup> 2029 <sup>4</sup>	50,758 50,704 50,672 50,734 50,885 51,068	22,779 22,639 22,522 22,446 22,401 22,359	7,665 7,664 7,664 7,675 7,707 7,746	14,057 14,016 13,975 13,967 13,995 14,049	3,185 3,246 3,307 3,378 3,446 3,514	2,999 3,060 3,122 3,192 3,260 3,327	186 186 185 186 186 186	452 446 441 437 434 433	2,619 2,694 2,762 2,832 2,901 2,967	100.0 100.0 100.0 100.0 100.0 100.0	44.9 44.6 44.4 44.2 44.0 43.8	15.1 15.1 15.1 15.1 15.1 15.2	27.7 27.6 27.6 27.5 27.5 27.5	6.3 6.4 6.5 6.7 6.8 6.9	5.9 6.0 6.2 6.3 6.4 6.5	0.4 0.4 0.4 0.4 0.4 0.4	0.9 0.9 0.9 0.9 0.9 0.8	5.2 5.3 5.5 5.6 5.7 5.8
Prekindergarten through grade 8 1999 2000 2001 2002 2003	33,486 33,686 33,936 34,114 34,201	20,327 20,130 19,960 19,764 19,558	5,952 5,981 6,004 6,042 6,015	5,512 5,830 6,159 6,446 6,729	1,303 1,349 1,409 1,447 1,483	_ _ _ _ _	  -  -  -  -	391 397 405 415 415		100.0 100.0 100.0 100.0 100.0	60.7 59.8 58.8 57.9 57.2	17.8 17.8 17.7 17.7 17.6	16.5 17.3 18.1 18.9 19.7	3.9 4.0 4.2 4.2 4.3	† † † †	† † † †	1.2 1.2 1.2 1.2 1.2	† † † †
2004 2005 2006 2007 2008	34,178 34,204 34,235 34,204 34,286	19,368 19,051 18,863 18,679 18,501	5,983 5,954 5,882 5,821 5,793	6,909 7,216 7,465 7,632 7,689	1,504 1,569 1,611 1,660 1,705		— — — 31	413 412 414 412 410	   1871	100.0 100.0 100.0 100.0 100.0	56.7 55.7 55.1 54.6 54.0	17.5 17.4 17.2 17.0 16.9	20.2 21.1 21.8 22.3 22.4	4.4 4.6 4.7 4.9 5.0	† † † 4.9	† † † † 0.1	1.2 1.2 1.2 1.2 1.2	† † † 0.51
2009 2010 2011 2012 2013	34,409 34,625 34,773 35,018 35,251	17,654	5,713 5,495 5,470 5,473 5,483	7,977 8,314 8,558 8,804 9,054	1,730 1,711 1,744 1,773 1,809	1,697 1,589 1,616 1,644 1,683	33 122 128 129 126	419 394 384 375 367	254 <sup>1</sup> 887 963 1,057 1,148	100.0 100.0 100.0 100.0 100.0	53.2 51.5 50.8 50.1 49.3	16.6 15.9 15.7 15.6 15.6	23.2 24.0 24.6 25.1 25.7	5.0 4.9 5.0 5.1 5.1	4.9 4.6 4.6 4.7 4.8	0.1 0.4 0.4 0.4 0.4	1.2 1.1 1.1 1.1 1.0	0.7 <sup>1</sup> 2.6 2.8 3.0 3.3
2014 2015 <sup>2</sup> 2016 <sup>3</sup> 2017 <sup>2</sup> 2018 <sup>4</sup>	35,370 35,388 35,477 35,496 35,443	16,972 16,823 16,623	5,471 5,448 5,440 5,409 5,401	9,273 9,424 9,544 9,678 9,718	1,842 1,878 1,914 1,956 1,992	1,718 1,754 1,784 1,827 1,862	124 124 129 129 130	363 356 358 347 342	1,227 1,311 1,399 1,482 1,549	100.0 100.0 100.0 100.0 100.0	48.6 48.0 47.4 46.8 46.4	15.5 15.4 15.3 15.2 15.2	26.2 26.6 26.9 27.3 27.4	5.2 5.3 5.4 5.5 5.6	4.9 5.0 5.0 5.1 5.3	0.4 0.4 0.4 0.4 0.4	1.0 1.0 1.0 1.0 1.0	3.5 3.7 3.9 4.2 4.4
2019 <sup>4</sup> 2020 <sup>4</sup> 2021 <sup>4</sup> 2022 <sup>4</sup> 2023 <sup>4</sup>	35,402 35,293 35,094 35,019 35,022	16,291 16,130 15,968 15,900 15,856	5,393 5,371 5,324 5,332 5,336	9,748 9,745 9,700 9,603 9,549	2,023 2,060 2,086 2,135 2,187	1,894 1,930 1,956 2,007 2,058	129 130 130 129 129	336 330 323 318 313	1,610 1,658 1,693 1,730 1,780	100.0 100.0 100.0 100.0 100.0	46.0 45.7 45.5 45.4 45.3	15.2 15.2 15.2 15.2 15.2	27.5 27.6 27.6 27.4 27.3	5.7 5.8 5.9 6.1 6.2	5.3 5.5 5.6 5.7 5.9	0.4 0.4 0.4 0.4 0.4	0.9 0.9 0.9 0.9	4.5 4.7 4.8 4.9 5.1
2024 <sup>4</sup> 2025 <sup>4</sup> 2026 <sup>4</sup> 2027 <sup>4</sup> 2028 <sup>4</sup> 2029 <sup>4</sup>	35,123 35,267 35,452 35,641 35,818 35,987	15,858 15,868 15,872	5,365 5,406 5,449 5,493 5,533 5,572	9,529 9,531 9,567 9,617 9,672 9,726	2,238 2,290 2,338 2,376 2,421 2,462	2,109 2,161 2,209 2,248 2,293 2,335	129 129 129 128 128 127	310 309 309 308 308 308	1,828 1,872 1,922 1,975 2,030 2,087	100.0 100.0 100.0 100.0 100.0 100.0	45.1 45.0 44.8 44.5 44.3 44.0	15.3 15.3 15.4 15.4 15.4 15.5	27.1 27.0 27.0 27.0 27.0 27.0	6.4 6.5 6.6 6.7 6.8 6.8	6.0 6.1 6.2 6.3 6.4 6.5	0.4 0.4 0.4 0.4 0.4 0.4	0.9 0.9 0.9 0.9 0.9	5.2 5.3 5.4 5.5 5.7 5.8

See notes at end of table.

Table 203.60. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1999 through fall 2029—Continued

				Enrollm	ent (in th	ousands)							Percer	ntage dist	ribution			
					Asian/	Pacific Is	lander	American	T					Asian/	Pacific Is	lander	American	T
Level of education and year	Total	White	Black	His- panic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races	Total	White	Black	His- panic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Grades 9 through 12 1999 2000 2001 2002 2003	13,371 13,517 13,736 14,069 14,339	8,708 8,747 8,774 8,854 8,884	2,114 2,119 2,173 2,257 2,334	1,815 1,896 2,011 2,148 2,282	584 601 619 642 663	_ _ _ _	=	151 153 159 168 177		100.0 100.0 100.0 100.0 100.0	65.1 64.7 63.9 62.9 62.0	15.8 15.7 15.8 16.0 16.3	13.6 14.0 14.6 15.3 15.9	4.4 4.4 4.5 4.6 4.6	† † † †	† † † †	1.1 1.2 1.2	† † † †
2004 2005 2006 2007 2008	14,618 14,909 15,081 15,086 14,980	8,950 8,954 8,938 8,775 8,556	2,403 2,490 2,540 2,571 2,565	2,408 2,570 2,701 2,821 2,874	679 709 720 736 746	— — — 731	   15	178 186 181 183 179	— — — 591	100.0 100.0 100.0 100.0 100.0	61.2 60.1 59.3 58.2 57.1	16.4 16.7 16.8 17.0 17.1	16.5 17.2 17.9 18.7 19.2	4.6 4.8 4.8 4.9 5.0	† † † 4.9	† † † 0.1	1.2	† † † 0.41
2009 2010 2011 2012 2013	14,952 14,860 14,749 14,753 14,794	8,385 8,109 7,948 7,851 7,770	2,532 2,422 2,357 2,330 2,322	3,014 3,125 3,202 3,300 3,398	754 755 769 779 784	738 707 719 727 733	16 49 50 51	182 171 163 158 156	84 <sup>1</sup> 277 309 335 363	100.0 100.0 100.0 100.0 100.0	56.1 54.6 53.9 53.2 52.5	16.9 16.3 16.0 15.8 15.7	20.2 21.0 21.7 22.4 23.0	5.0 5.1 5.2 5.3 5.3	4.9 4.8 4.9 4.9 5.0	0.1 0.3 0.3 0.3 0.3	1.1 1.1	0.6 <sup>1</sup> 1.9 2.1 2.3 2.5
2014 2015 <sup>2</sup> 2016 <sup>3</sup> 2017 <sup>2</sup> 2018 <sup>4</sup>	14,943 15,050 15,138 15,190 15,206	7,730 7,672 7,590 7,501 7,405	2,336 2,336 2,324 2,300 2,270	3,532 3,656 3,786 3,892 3,986	804 819 842 869 885	753 767 787 813 829	52 52 55 56 57	156 154 153 150 149	385 412 443 477 511	100.0 100.0 100.0 100.0 100.0	51.7 51.0 50.1 49.4 48.7	15.6 15.5 15.4 15.1 14.9	23.6 24.3 25.0 25.6 26.2	5.4 5.4 5.6 5.7 5.8	5.0 5.1 5.2 5.4 5.4	0.3 0.3 0.4 0.4 0.4	1.0 1.0 1.0	2.6 2.7 2.9 3.1 3.4
2019 <sup>4</sup> 2020 <sup>4</sup> 2021 <sup>4</sup> 2022 <sup>4</sup> 2023 <sup>4</sup>	15,232 15,361 15,549 15,703 15,746	7,305 7,245 7,202 7,142 7,054	2,245 2,245 2,274 2,304 2,321	4,083 4,208 4,345 4,467 4,533	902 916 927 935 939	843 857 867 875 881	58 59 60 60 58	147 147 148 146 145	550 600 654 709 755	100.0 100.0 100.0 100.0 100.0	48.0 47.2 46.3 45.5 44.8	14.7 14.6 14.6 14.7 14.7	26.8 27.4 27.9 28.5 28.8	5.9 6.0 6.0 6.0 6.0	5.5 5.6 5.6 5.6 5.6	0.4 0.4 0.4 0.4 0.4		3.6 3.9 4.2 4.5 4.8
2024 <sup>4</sup> 2025 <sup>4</sup> 2026 <sup>4</sup> 2027 <sup>4</sup> 2028 <sup>4</sup> 2029 <sup>4</sup>	15,635 15,438 15,220 15,093 15,067 15,081	6,927 6,781 6,655 6,574 6,546 6,527	2,300 2,259 2,214 2,182 2,173 2,174	4,528 4,485 4,408 4,349 4,323 4,323	947 956 970 1,001 1,026 1,052	889 899 913 944 967 993	58 57 56 58 58 59	141 136 132 129 126 125	791 821 841 858 872 880	100.0 100.0 100.0 100.0 100.0 100.0	44.3 43.9 43.7 43.6 43.4 43.3	14.7 14.6 14.5 14.5 14.4 14.4	29.0 29.0 29.0 28.8 28.7 28.7	6.1 6.2 6.4 6.6 6.8 7.0	5.7 5.8 6.0 6.3 6.4 6.6	0.4 0.4 0.4 0.4 0.4 0.4	0.9 0.9 0.9 0.8	5.1 5.3 5.5 5.7 5.8 5.8

<sup>—</sup>Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals.

Prior to 2008, data on students of Two or more races were not collected. Total counts of ungraded students were prorated to prekindergarten through grade 8 and grades 9  $\,$ 

through 12 based on prior reports. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1998–99 through 2017–18; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2029. (This table was prepared December 2019.) December 2019.)

<sup>†</sup>Not applicable.

For this year, data on students of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to figures for 2010 and later years.

<sup>&</sup>lt;sup>2</sup>Includes imputations for prekindergarten enrollment in California and Oregon.

<sup>&</sup>lt;sup>3</sup>Includes imputations for prekindergarten enrollment in California. <sup>4</sup>Projected.

Table 203.65. Enrollment in public elementary and secondary schools, by level, grade, and race/ethnicity: Selected years, fall 1999 through fall 2017
[In thousands]

							Eleme	ntary								Secon	dary		
Year	All grades	Total	Pre- kinder- garten	Kinder- garten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	Ungraded	Total	9th grade	10th grade	11th grade	12th grade	Ungraded <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1999																			
<b>Total</b> White	<b>46,857</b> 29,035	<b>33,486</b> 20,327	<b>751</b> 354	<b>3,397</b> 2,010	<b>3,684</b> 2,159	<b>3,656</b> 2,175	<b>3,691</b> 2,219	<b>3,686</b> 2,261	3,604	3,564	3,541	<b>3,497</b> 2,254	<b>415</b> 183	<b>13,371</b> 8,708	<b>3,935</b> 2,438	<b>3,415</b> 2,214	<b>3,034</b> 2,045	<b>2,782</b> 1,920	
Black	8,066	5,952	181	590	679	660	666	644	2,240 622	2,231 610	2,243 595	564	141	2,114	695	537	432	380	70
Hispanic	7,327	5,512	180	627	662	636	620	594	556	538 144	522 138	499	79 9	1,815	598	474	382	321	39 4
Asian/Pacific Islander American Indian/Alaska Native	1,887 542	1,303 391	27 9	132 39	142 43	142 43	143 43	145 43	143 43	42	43	138 41	3	584 151	156 47	151 40	141 33	131 29	
2001																			
Total	47,672	33,936	865	3,379	3,614	3,593	3,653	3,695	3,727	3,769	3,720	3,616	304	13,736	4,012	3,528	3,174	2,863	
White Black	28,732 8,181	19,959 6.006	404 192	1,955 558	2,073 630	2,063 642	2,114 665	2,178 661	2,228 655	2,285 658	2,282 646	2,248 602	129 97	8,773 2,175	2,408 723	2,247 555	2,108 453	1,943 393	67 51
Hispanic	8,168	6,158	225	683	717	696	680	658	645	627	593	566	68	2,010	667	526	427	354	36
Asian/Pacific Islander American Indian/Alaska Native	2,027 564	1,409 405	33 11	144 40	152 42	152 41	152 43	153 44	153 45	154 46	153 46	155 44	8	619 159	165 49	157 42	151 35	142 31	
	304	400	- 11	40	72	71	70		40	70	40			100	70	72	00	- 01	<del>†                                    </del>
2003 Total	48,540	34,201	950	3,503	3,613	3,544	3,611	3,619	3,685	3,772	3,841	3,809	255	14,339	4,190	3,675	3,277	3,046	150
White	28,442	19,558	437	1,975	2,022	2,006	2,045	2,069	2,127	2,203	2,271	2,297	107	8,884	2,442	2,255	2,106	2,017	63
Black Hispanic	8,349 9.011	6,015 6.729	198 264	588 748	619 767	600 735	633 730	641 706	654 699	677 686	681 679	652 650	73 65	2,334 2.282	774 740	600 602	487 487	430 414	
Asian/Pacific Islander	2,145	1,483	38	151	161	162	161	160	160	160	161	162	7	663	178	172	158	150	4
American Indian/Alaska Native	593	415	13	42	44	42	42	43	45	47	48	47	2	177	56	46	39	35	1
2005	40.440	04.004	4 000	0.040	0.004	0.000	0.500	0.570	0.000	0.070	0.777	0.000	205	44.000	4 007	0.000	0.454	0.400	101
<b>Total</b> White	<b>49,113</b> 28,005	<b>34,204</b> 19,051	<b>1,036</b> 465	<b>3,619</b> 1,989	<b>3,691</b> 2,023	<b>3,606</b> 1,992	<b>3,586</b> 1,991	<b>3,578</b> 2,014	<b>3,633</b> 2,051	<b>3,670</b> 2,083	<b>3,777</b> 2,158	<b>3,802</b> 2,212	73	<b>14,909</b> 8,954	<b>4,287</b> 2,418	<b>3,866</b> 2,304	<b>3,454</b> 2,153	<b>3,180</b> 2,035	
Black	8,445	5,954	214	603	630	616	612	603	623	649	675	665	64	2,490	803	651	534	464	38
Hispanic Asian/Pacific Islander	9,787 2,279	7,216 1,569	301 43	815 169	825 168	788 168	770 170	747 171	747 170	726 168	729 168	708 169	60 7	2,570 709	824 186	680 181	552 173	479 165	
American Indian/Alaska Native	598	412	14	43	45	43	42	43	43	45	47	47	2	186	56	49	42	38	
2007_																			
Total	<b>49,291</b> 27,454	<b>34,204</b> 18.679	<b>1,081</b> 491	3,609	<b>3,750</b> 2.009	<b>3,704</b> 2.000	<b>3,659</b> 1.996	<b>3,624</b> 1.995	3,600	<b>3,628</b> 2.028	<b>3,700</b> 2,076	3,709	<b>139</b>	<b>15,086</b> 8.775	4,200	<b>3,863</b> 2,221	<b>3,557</b> 2.143	<b>3,375</b> 2,091	
White Black	8.392	5.821	224	1,944 582	627	623	620	611	1,997 600	610	634	2,098 642	46 48	2.571	2,291 797	669	564	509	30 32 26
Hispanic	10,454	7,632	310	863	886	850	821	797	781	769	769	748	39	2,821	868	739	627	560	26
Asian/Pacific Islander American Indian/Alaska Native	2,396 594	1,660 412	42 14	177 43	184 45	187 44	177 44	177 44	179 43	178 43	177 45	176 45	5 1	736 183	190 52	186 48	181 42	175 40	
2009																			
Total	49,361	34,409	1,223	3,678	3,729	3,665	3,707	3,701	3,652	3,644	3,641	3,651	119	14,952	4,080	3,809	3,541	3,432	
White	26,702	18,316	556	1,932	1,952	1,924	1,960	1,978	1,977	1,984	1,995	2,021	35	8,385	2,188	2,116	2,034	2,022	
Black Hispanic	8,245 10,991	5,713 7,977	244 351	576 903	600 907	602 876	617 867	617 843	604 819	609 802	604 792	602 779	38 39	2,532 3,014	741 882	656 778	573 689	534 636	29 30
Asian	2,435	1,697	47	184	191	186	185	188	177	176	179	179	5	738	191	187	180	176	4
Pacific Islander American Indian/Alaska Native	49 601	33 419	1 18	4 45	4 45	4 44	3 44	4 44	4 45	4 45	4 44	44	0 1	16 182	4 50	4 47	4 42	4 42	0
Two or more races <sup>2</sup>	338	254	6	34	31	29	29	27	26	24	23	22	0	84	24	21	20	19	

See notes at end of table.

CHAPTER 2: Elementary and Secondary Education Enrollment in Public Schools

Table 203.65. Enrollment in public elementary and secondary schools, by level, grade, and race/ethnicity: Selected years, fall 1999 through fall 2017—Continued
[In thousands]

								[											
							Eleme	ntary								Secon	dary		
Year	All grades	Total	Pre- kinder- garten	Kinder- garten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	Ungraded	Total	9th grade	10th grade	11th grade	12th grade	Ungraded <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2011 Total	49,522	34,773	1,291	3,746	3,773	3,713	3,703	3,672	3,699	3,724	3,696	3,679	77	14,749	3,957	3,751	3,546	3,452	43
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	25,602 7,827 11,759 2,334 179 547 1,272	17,654 5,470 8,558 1,616 128 384 963	563 247 379 44 3 19 37	1,845 566 986 164 14 41 130	1,865 576 981 176 15 40 119	1,866 563 936 181 14 40 112	1,875 571 919 181 14 40 105	1,872 575 896 176 14 40 99	1,908 579 887 175 13 40 96	1,933 595 871 177 13 41 93	1,944 590 850 168 13 42 89	1,951 586 834 169 13 41 84	31 21 19 3 0 1	7,948 2,357 3,202 719 50 163 309	2,049 670 908 182 14 44 90	2,008 602 823 183 13 41 82	1,946 547 751 179 12 39 72	1,928 526 709 174 11 39 65	18 12 11 2 0 0
2013 Total	50,045	35,251	1,328	3,834	3,885	3,791	3,738	3,708	3,697	3,684	3,748	3,753	85	14,794	3,980	3,761	3,526	3,476	52
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	25,160 7,805 12,452 2,417 176 523 1,511	17,390 5,483 9,054 1,683 126 367 1,148	577 248 392 47 3 17	1,828 587 1,038 174 14 39 154	1,861 605 1,039 178 14 40 148	1,832 581 1,008 180 13 39 137	1,831 571 975 183 14 38 125	1,851 558 941 187 14 38 119	1,863 557 927 187 14 38 112	1,864 573 909 180 13 39 106	1,912 588 912 180 13 39 103	1,934 592 892 183 13 40 99	1	7,770 2,322 3,398 733 51 156 363	2,018 665 954 181 14 43	1,960 597 872 183 13 40 95	1,884 534 792 184 12 36 84	1,886 513 767 184 11 36 79	22 13 13 2 0 0
2015 <sup>3</sup> Total	50,438	35,388	1,402	3,713	3,768	3,842	3,869	3,793	3,733	3,731	3,732	3,719	87	15,050	4,019	3,846	3,598	3,537	49
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	24,644 7,784 13,080 2,521 177 510 1,723	16,972 5,448 9,424 1,754 124 356 1,311	600 263 413 54 3 16 52	1,742 556 1,019 183 13 37 164	1,768 590 1,021 180 12 38 159	1,804 598 1,043 189 13 38 158	1,829 600 1,047 189 14 38 152	1,814 575 1,022 190 14 37 142	1,816 558 987 191 14 37 130	1,842 558 961 194 14 38 125	1,860 561 950 192 13 38 118	1,863 569 937 188 13 38 111	34 22 24 5 0 1	7,672 2,336 3,656 767 52 154 412	1,978 656 1,018 195 14 41 117	1,942 602 944 198 14 39 107	1,872 542 854 185 13 36 97	1,860 525 827 187 12 36 91	20 12 14 3 0 0
2017 <sup>3</sup> Total	50,686	35,496	1,471	3,684	3,667	3,684	3,788	3,859	3,877	3,827	3,777	3,772	89	15,190	3,996	3,834	3,677	3,631	52
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	24,124 7,709 13,571 2,640 185 498 1,959	16,623 5,409 9,678 1,827 129 347 1,482	627 263 439 62 3 17 59	1,711 539 1,008 199 13 35	1,703 557 996 190 14 35 172	1,708 563 1,006 191 14 36 167	1,751 592 1,039 191 13 37 165	1,796 592 1,059 198 14 37 164	1,821 589 1,060 197 14 38 158	1,812 576 1,043 196 14 38 149	1,816 561 1,012 197 15 37 138	1,843 556 990 201 14 38 131	34 21 26 5 0 0	7,501 2,300 3,892 813 56 150 477	1,920 622 1,058 206 15 40	1,873 585 1,000 202 14 38 122	1,840 546 930 200 13 36 112	1,849 536 889 202 13 36 107	20 12 15 3 0 0

<sup>&</sup>lt;sup>1</sup>Includes students reported as being enrolled in grade 13.

for "Asian" and "Pacific Islander" or a "Two or more races" category; each student could be assigned to only one of the available race categories. The total ungraded counts of students were prorated to the elementary and secondary levels based on prior reports. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1999–2000 through 2017–18. (This table was prepared August 2019.)

<sup>&</sup>lt;sup>2</sup>For 2009, data on students of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to the figures for later years.

<sup>&</sup>lt;sup>3</sup>Includes imputations for prekindergarten enrollment in California and Oregon.

NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals. Prior to 2008, the survey did not yet include separate categories

Table 203.70. Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 2000 and fall 2017

		Perce	entage distr	ibution, fall	2000				Perce	entage distri	ibution, fall	2017		
State or jurisdiction	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	100.0	61.2	17.2	16.3	4.1	1.2	100.0	47.6	15.2	26.7	5.2	0.4	1.0	3.9
Alabama	100.0	60.8	36.5	1.3	0.7	0.7	100.0	54.5	32.8	7.9	1.5	0.1	0.9	2.2
Alaska	100.0	61.5	4.6	3.4	5.5	25.0	100.0	47.6	2.9	6.7	5.9	2.9	22.9	11.1
Arizona	100.0	52.8	4.6	33.9	2.1	6.6	100.0	38.2	5.4	45.5	2.9	0.4	4.5	3.1
Arkansas	100.0	71.7	23.3	3.6	0.9	0.5	100.0	60.8	20.4	13.1	1.6	0.8	0.6	2.6
California	100.0	36.1	8.5	43.4	11.1	0.9	100.0	23.2	5.5	54.3	11.6	0.5	0.5	4.5
Colorado	100.0	68.2	5.7	22.0	2.9	1.2	100.0	53.4	4.6	33.7	3.2	0.3	0.7	4.2
Connecticut	100.0	70.1	13.7	13.1	2.8	0.3	100.0	53.6	12.8	24.8	5.1	0.1	0.3	3.3
Delaware	100.0	60.7	30.8	6.0	2.3	0.3	100.0	44.2	30.3	17.4	3.9	0.1	0.4	3.7
District of Columbia	100.0	4.5	84.6	9.2	1.6	0.1	100.0	11.1	68.5	16.3	1.6	0.1	0.2	2.2
Florida	100.0	53.3	25.2	19.4	1.9	0.3	100.0	38.0	22.1	33.1	2.7	0.2	0.3	3.5
Georgia	100.0	54.7	38.2	4.8	2.2	0.2	100.0	39.7	36.7	15.6	4.1	0.1	0.2	3.7
Hawaii	100.0	20.4	2.3	4.5	72.3	0.4	100.0	12.2	1.7	14.2	28.6	28.6	0.2	14.4
Idaho	100.0	86.0	0.7	10.7	1.2	1.4	100.0	75.4	1.1	18.1	1.2	0.3	1.1	2.7
Illinois	100.0	59.8	21.3	15.4	3.4	0.2	100.0	48.0	16.8	26.2	5.1	0.1	0.3	3.5
Indiana	100.0	83.6	11.7	3.5	1.0	0.2	100.0	67.9	12.6	11.9	2.4	0.1	0.2	4.9
lowa	100.0	90.2	4.0	3.6	1.7	0.5	100.0	75.9	6.1	10.8	2.5	0.3	0.4	4.0
Kansas	100.0	78.7	8.9	8.9	2.2	1.3	100.0	64.2	6.9	19.8	2.8	0.2	1.0	5.2
Kentucky	100.0	87.5	10.7	1.0	0.6	0.2	100.0	76.8	10.5	6.7	1.8	0.1	0.1	3.9
Louisiana	100.0	48.9	47.8	1.4	1.3	0.6	100.0	44.7	43.6	6.9	1.6	0.1	0.7	2.5
Maine	100.0	96.5	1.2	0.6	1.0	0.7	100.0	89.3	3.6	2.2	1.5	0.1	0.8	2.5
Maryland	100.0	53.4	37.1	4.8	4.4	0.4	100.0	37.3	33.7	17.4	6.6	0.1	0.3	4.6
Massachusetts	100.0	76.1	8.5	10.7	4.4	0.3	100.0	60.2	9.0	20.0	6.8	0.1	0.2	3.6
Michigan	100.0	73.8	19.8	3.5	1.8	1.0	100.0	66.2	18.0	7.9	3.4	0.1	0.6	3.9
Minnesota	100.0	82.9	6.6	3.4	5.1	2.0	100.0	66.5	11.0	9.3	6.8	0.1	1.6	4.7
Mississippi	100.0	47.3	51.1	0.8	0.7	0.1	100.0	44.2	48.5	3.7	1.1	0.1	0.2	2.1
Missouri	100.0	79.3	17.4	1.8	1.2	0.3	100.0	71.1	15.9	6.4	2.0	0.3	0.4	3.9
Montana	100.0	86.2	0.6	1.7	1.0	10.5	100.0	78.3	0.9	4.6	0.8	0.2	11.6	3.6
Nebraska	100.0	83.0	6.7	7.3	1.5	1.5	100.0	66.5	6.7	18.8	2.8	0.1	1.4	3.8
Nevada	100.0	56.7	10.2	25.7	5.7	1.7	100.0	32.5	11.1	42.4	5.5	1.4	0.9	6.2
New Hampshire	100.0	95.5	1.1	1.8	1.3	0.2	100.0	85.5	2.0	5.6	3.3	0.1	0.3	3.3
New Jersey	100.0	60.3	17.9	15.3	6.3	0.2	100.0	43.6	15.3	28.7	10.0	0.2	0.1	2.0
New Mexico	100.0	35.3	2.4	50.2	1.1	11.1	100.0	23.2	1.9	61.7	1.1	0.1	10.0	1.9
New York	100.0	54.9	20.2	18.5	6.0	0.4	100.0	43.2	17.2	27.0	9.3	0.3	0.7	2.4
North Carolina	100.0	61.0	31.3	4.4	1.9	1.5	100.0	48.2	25.3	17.5	3.3	0.1	1.2	4.3
North Dakota	100.0	89.4	1.0	1.2	0.8	7.6	100.0	77.4	4.9	4.9	1.6	0.3	8.5	2.4
Ohio	100.0	80.7	16.3	1.7	1.1	0.1	100.0	69.9	16.6	5.7	2.4	0.1	0.1	5.2
Oklahoma	100.0	64.9	10.8	6.0	1.4	16.9	100.0	48.9	8.6	17.2	2.0	0.4	13.6	9.3
Oregon	100.0	80.4	2.9	10.5	4.0	2.1	100.0	62.4	2.3	23.0	4.0	0.7	1.3	6.1
Pennsylvania	100.0	78.2	15.1	4.5	2.0	0.1	100.0	65.8	14.7	11.4	3.9	0.1	0.2	3.9
Rhode Island	100.0	74.3	7.9	14.0	3.3	0.5	100.0	57.7	8.6	25.3	3.3	0.2	0.7	4.2
South Carolina	100.0	54.9	42.1	1.9	1.0	0.2	100.0	50.8	33.6	9.5	1.6	0.1	0.3	4.1
South Dakota	100.0	86.5	1.2	1.2	0.9	10.1	100.0	73.9	3.2	6.0	1.8	0.1	11.1	4.0
Tennessee	100.0	72.4	24.5	1.8	1.1	0.2	100.0	62.8	21.9	10.3	2.0	0.1	0.2	2.7
Texas	100.0	42.0	14.4	40.6	2.7	0.3	100.0	27.9	12.6	52.4	4.4	0.1	0.4	2.3
Utah	100.0	85.8	1.0	8.9	2.8	1.6	100.0	74.4	1.4	17.1	1.7	1.6	1.1	2.7
Vermont	100.0	96.3	1.1	0.6	1.4	0.6	100.0	90.2	2.1	2.0	2.0	0.1	0.2	3.5
Virginia	100.0	63.6	27.1	4.9	4.1	0.3	100.0	48.9	22.4	15.7	7.0	0.2	0.3	5.5
Washington	100.0	74.4	5.3	10.2	7.3	2.7	100.0	54.4	4.4	23.2	7.7	1.1	1.2	8.0
West Virginia	100.0	94.7	4.3	0.4	0.5	0.1	100.0	90.1	4.3	1.8	0.7	#	0.1	3.1
Wisconsin	100.0	80.7	10.0	4.5	3.3	1.4	100.0	69.9	9.2	12.0	4.0	0.1	1.1	3.8
Wyoming	100.0	87.9	1.2	6.9	0.9	3.1	100.0	77.9	1.1	13.7	0.8	0.1	3.7	2.6
Bureau of Indian Education	100.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
DoDEA <sup>1</sup>	100.0	56.9	23.1	11.4	7.9	0.8	_	_	_	_	_	_	_	_
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	100.0 100.0 100.0 100.0 100.0	0.0 1.7 0.3 0.0 0.8	0.0 0.3 # 0.0 85.8	0.0 0.2 0.0 100.0 13.1	100.0 97.7 99.7 0.0 0.2	0.0 0.1 0.0 0.0 0.1	100.0 100.0 — 100.0 100.0	0.1 0.6 — 0.1 1.7	0.1 	99.8 20.2	0.4 22.3 — # 0.6	99.4 74.3 — # 0.1	0.1  0.1 0.1	0.0 2.5 — 0.0 0.3

<sup>-</sup>Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01 and 2017–18. (This table was prepared January 2020.)

<sup>#</sup>Rounds to zero.

¹DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

NOTE: Percentage distribution based on students for whom race/ethnicity was reported, which may be less than the total number of students in the state. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

Table 204.10. Number and percentage of public school students eligible for free or reduced-price lunch, by state: Selected years, 2000-01 through 2017-18

	1	Number of stud	dents enrolled				dents eligible fo ed-price lunch	or	Pe	rcent of stude free/reduced	ents eligible for price lunch	r
State	2000-01	2010-11	2016–17	2017–18	2000-01	2010-11	2016–17	2017–18	2000-01	2010-11	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	46,579,068 <sup>1</sup>	48,941,267	49,944,748	50,044,716		23,544,479		26,341,970 <sup>1</sup>	38.31	48.1	52.3 <sup>1</sup>	52.6 <sup>1</sup>
Alabama	728,351	730,427	744,809	742,437	335,143	402,386	384,199	415,423	46.0	55.1	51.6	56.0
Alaska	105,333	132,104	132,709	132,820	32,468	50,701	60,182	72,080	30.8	38.4	45.3	54.3
Arizona	877,696 <sup>2</sup>	1,067,210	993,129	977,571	274,277 <sup>2</sup>	482,044	566,549	538,290	31.2 <sup>2</sup>	45.2	57.0	55.1
Arkansas	449,959	482,114	492,802	495,773	205,058	291,608	313,314 <sup>3</sup>	315,203 <sup>3</sup>	45.6	60.5	63.6 <sup>3</sup>	63.6 <sup>3</sup>
California	6,050,753	6,169,427	6,214,620	6,195,446	2,820,611	3,335,885	3,611,597	3,726,495	46.6	54.1	58.1	60.1
Colorado	724,349	842,864	904,798	910,050	195,148	336,426	381,537	380,318	26.9	39.9	42.2	41.8
Connecticut	562,179 <sup>2</sup>	552,919	529,616	519,710	143,030 <sup>2</sup>	190,554	188,877	188,482	25.4 <sup>2</sup>	34.5	35.7	36.3
Delaware	114,676	128,342	136,217	136,041	37,766	61,564	65,563 <sup>4</sup>	47,580 <sup>4</sup>	32.9	48.0	48.1 <sup>4</sup>	35.0 <sup>4</sup>
District of Columbia	68,380	71,263	84,970	86,360	47,839	52,027	64,900 <sup>3,4</sup>	65,961 <sup>3,4</sup>	70.0	73.0	76.4 <sup>3,4</sup>	76.4 <sup>3,4</sup>
Florida	2,434,755	2,641,555	2,811,090	2,832,766	1,079,009	1,479,519	1,633,226	1,622,871	44.3	56.0	58.1	57.3
Georgia	1,444,937	1,676,419	1,763,540	1,768,562	624,511	961,954	1,092,777	1,076,613	43.2	57.4	62.0	60.9
Hawaii	184,357	179,601	181,550	180,837	80,657	84,106	86,376	85,219	43.8	46.8	47.6	47.1
Idaho	244,755	275,815	297,118	301,118	85,824	124,104	136,058	132,442	35.1	45.0	45.8	44.0
Illinois	2,048,792 <sup>2</sup>	1,973,401	2,009,331	1,992,111	759,973 <sup>2</sup>	921,471	1,008,830	983,855	37.1 <sup>2</sup>	46.7	50.2	49.4
Indiana	977,219	1,038,817	1,048,952	1,053,841	285,267	485,728	502,844	525,526	29.2	46.8	47.9	49.9
lowa	492,021	484,856	500,960	502,877	131,553	188,486	204,841	201,627	26.7	38.9	40.9	40.1
Kansas	462,594	479,953	489,706	490,629	154,693	228,852	235,849	233,302	33.4	47.7	48.2	47.6
Kentucky	626,723	673,128	683,844	680,860	298,334	380,773	401,614	406,314	47.6	56.6	58.7	59.7
Louisiana	741,162	695,772	716,248	715,096	433,068	460,546	451,173	387,083	58.4	66.2	63.0	54.1
Maine	198,532	183,477	175,383	175,304	60,162	78,915	79,819	78,522	30.3	43.0	45.5	44.8
Maryland	852,911	852,202	886,187	893,679	255,872	341,557	413,580	415,367	30.0	40.1	46.7	46.5
Massachusetts	979,590	955,301	953,693	953,645	237,871	326,849	380,744 <sup>4,5</sup>	380,725 <sup>4,5</sup>	24.3	34.2	39.9 <sup>4,5</sup>	39.9 <sup>4,5</sup>
Michigan	1,703,260	1,551,861	1,477,193	1,471,209	504,044	719,800	675,696	740,066	29.6	46.4	45.7	50.3
Minnesota	854,154	837,930	874,432	884,397	218,867	306,136	329,341	328,701	25.6	36.5	37.7	37.2
Mississippi	497,421	489,462	483,148	478,124	319,670	345,734	362,296	356,365	64.3	70.6	75.0	74.5
Missouri	912,247	902,375	913,838	910,283	315,608	406,358	481,683	478,503	34.6	45.0	52.7	52.6
Montana	154,438	140,497	146,213	146,550	47,415	57,836	66,649	64,961	30.7	41.2	45.6	44.3
Nebraska	286,138	298,276	319,147	323,728	87,045	127,114	142,555	148,540	30.4	42.6	44.7	45.9
Nevada	282,621	436,840	472,790	481,005	92,978	219,904	287,510	282,776	32.9	50.3	60.8	58.8
New Hampshire	206,919	194,001	179,762	178,306	31,212	48,904	49,058	47,169	15.1	25.2	27.3	26.5
New Jersey	1,312,983	1,356,882	1,370,824	1,370,584	357,728	444,735	519,298	519,524	27.2	32.8	37.9	37.9
New Mexico	320,303	335,810	332,184	333,879	174,939	227,077	237,331	245,797	54.6	67.6	71.4	73.6
New York	2,859,927	2,722,761	2,701,730	2,697,327	1,236,945	1,315,564	1,422,290	1,477,753	43.3	48.3	52.6	54.8
North Carolina	1,194,371	1,487,699	1,549,452	1,553,494	470,316	747,978	889,189	868,117	39.4	50.3	57.4	55.9
North Dakota	109,201	94,273	107,460	109,688	31,840	29,929	33,248	33,001	29.2	31.7	30.9	30.1
Ohio	1,745,237	1,747,851	1,707,469	1,701,472	494,829	745,121	757,120	782,651	28.4	42.6	44.3	46.0
Oklahoma	623,110	659,376	693,747	694,932	300,179	398,917	433,509	432,732	48.2	60.5	62.5	62.3
Oregon	535,617	553,468	552,350	553,257	186,203	280,174	279,145	272,748	34.8	50.6	50.5	49.3
Pennsylvania	1,798,977	1,742,608	1,572,026	1,601,823	510,121	686,641	747,388	794,648	28.4	39.4	47.5	49.6
Rhode Island	157,347	142,575	140,469	141,448	52,209	61,127	66,895	66,156	33.2	42.9	47.6	46.8
South Carolina	677,411	722,203	770,800	777,254	320,254	395,033	516,520	514,156	47.3	54.7	67.0	66.2
South Dakota	128,598	125,883	135,762	137,251	37,857	46,718	51,430	51,412	29.4	37.1	37.9	37.5
Tennessee	909,161 <sup>2</sup>	987,078	997,148	994,568	436,298 <sup>2</sup>	542,953	586,427 <sup>3,4</sup>	584,910 <sup>3,4</sup>	48.0 <sup>2</sup>	55.0	58.8 <sup>3,4</sup>	58.8 <sup>3,4</sup>
Texas	4,059,353	4,916,401	5,360,055	5,400,720	1,823,029	2,471,212	3,159,896	3,169,088	44.9	50.3	59.0	58.7
Utah	470,265	585,552	645,030	666,841	135,428	223,943	235,042	227,388	28.8	38.2	36.4	34.1
Vermont	102,049	85,144	84,325	84,334	23,986	31,339	32,507	32,171	23.5	36.8	38.5	38.1
Virginia	1,067,710	1,250,206	1,273,127	1,278,044	320,233	458,879	525,022	560,281	30.0	36.7	41.2	43.8
Washington	1,004,770 <sup>2</sup>	1,043,466	1,101,514	1,110,163	326,295 <sup>2</sup>	418,065	480,171	477,543	32.5 <sup>2</sup>	40.1	43.6	43.0
West Virginia	286,285	282,879	273,845	272,253	143,446	145,605	122,257	151,490 <sup>4</sup>	50.1	51.5	44.6	55.6 <sup>4</sup>
Wisconsin	859,276	872,164	863,557	860,067	219,276	342,660	323,368	319,045	25.5	39.3	37.4	37.1
Wyoming	89,895	88,779	94,079	94,182	43,483	32,968	36,314	34,980	48.4	37.1	38.6	37.1

<sup>5</sup>Imputation for survey nonresponse. State-level imputations for 2016–17 and 2017–18 were based on the reported percentages for 2014–15 (the most recent year for which percentages were reported) applied to the 2016–17 and 2017–18 enrollments. NOTE: The National School Lunch Program (NSLP) is a federally assisted meal program. Table reflects counts of students enrolled in all schools for which both enrollment

data and free/reduced-price lunch eligibility data were reported. Data for 2016–17 and 2017–18 include students whose NSLP eligibility has been determined through direct certification.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, 2010–11, 2016–17, and 2017–18. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>1</sup>U.S. total includes imputation for nonreporting states. <sup>2</sup>Imputation for survey nonresponse. State-level imputations for 2000–01 were based on the reported percentages for 2001–02 applied to the 2000–01 enrollments. 
³Imputation for survey nonresponse. State-level imputations for 2016–17 and 2017–18 were based on the reported percentages for 2015–16 applied to the 2016–17 and 2017–18

enrollments.

4This state reported only the count of students who were eligible based on direct certification. Direct certification is the process by which children are certified for free meals based on household participation in one or more means-tested federal assistance programs—such as the Supplemental Nutrition Assistance Program (SNAP)—without the need for a household application.

Table 204.20. English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2017

			Numb	er of ELL stu	dents				Number of	ELL studen	ts as a perc	ent of total	enrollment	
State	2000	2005	2010	2014	2015	2016	2017	2000	2005	2010	2014	2015	2016	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	3,793,7641	4,471,300 <sup>1</sup>	4,455,860 <sup>1</sup>	4,670,356	4,794,994	4,858,377	4,952,708	8.1 <sup>1</sup>	9.21	9.21	9.5	9.8	9.9	10.1
Alabama	7,226	16,550	17,559	18,651	20,228	20,725	25,212	1.0	2.3	2.4	2.5	2.8	2.8	3.5
Alaska	19,337	20,743	14,963	15,089	15,203	14,662	15,623	14.5	15.4	11.3	11.8	11.8	11.3	12.1
Arizona	131,933	174,856	76,320	67,389	67,195	70,546	88,629	15.0	18.2	7.3	6.1	6.1	6.3	8.1
Arkansas	11,850	20,709	31,537	37,799	38,376	41,482	39,836	2.6	4.6	6.8	7.9	8.1	8.7	8.3
California	1,479,819	1,571,463	1,474,250 <sup>2</sup>	1,392,295	1,307,804	1,260,672	1,197,296	24.5	25.2	23.3 <sup>2</sup>	22.3	21.0	20.2	19.2
Colorado	60,852	99,797	99,804	104,979	104,289	105,810	104,299	8.4	13.3	13.0	12.2	12.0	12.1	11.9
Connecticut	20,499	29,789	30,428	34,855	35,064	36,573	38,089	3.6	5.2	5.3	6.6	6.7	7.1	7.4
Delaware	2,081	5,919	6,858	8,482	9,704	10,831	12,296	1.8	5.1	5.8	6.4	7.3	8.1	9.1
District of Columbia	8,594	5,001	5,261	7,330	6,215	6,574	8,145	12.5	6.6	6.9	10.6	8.7	9.0	10.9
Florida	187,566	221,705	229,758	252,318	268,189	288,921	280,540	7.7	8.7	8.7	9.4	9.8	10.5	10.1
Georgia	54,444	86,615	81,409	97,768	112,006	114,427	113,605	3.8	5.8	5.2	5.8	6.5	6.7	6.6
Hawaii	12,718	18,106	19,092	14,425	13,619	12,658	14,773	6.9	9.8	10.4	8.0	7.5	7.0	8.2
Idaho	18,097	18,184	15,393	12,755	13,492	16,187	17,849	7.4	7.3	6.0	4.4	4.7	5.5	6.0
Illinois	126,475	172,049 <sup>3</sup>	174,340	210,221	194,040	197,496	217,790	6.2	8.3 <sup>3</sup>	8.3	10.7	9.9	10.2	11.3
Indiana	30,953	56,510	49,573	57,839	50,717	47,676	55,607	3.1	5.6	4.9	5.6	4.9	4.6	5.4
lowa	11,253	15,156	21,733	25,875	27,300	28,659	29,473	2.3	3.1	4.5	5.4	5.7	6.0	6.1
Kansas	14,878	24,671	39,323	47,209	52,789	54,667	49,238	3.2	5.2	8.4	9.9	11.1	11.5	10.3
Kentucky	4,030	10,138	16,351	20,716	22,067	21,897	25,653	0.6	1.5	2.4	3.1	3.3	3.3	3.9
Louisiana	10,293	12,006	11,698	18,665	23,924	22,843	25,060	1.4	1.6	1.6	2.7	3.5	3.3	3.6
Maine	2,410 <sup>3</sup>	3,353	4,792	5,177	5,091	5,295	5,775	1.1 <sup>3</sup>	1.6	2.4	2.9	2.9	3.0	3.3
Maryland	24,213	31,416	45,500	60,705	63,349	69,079	79,656	2.8	3.6	5.3	7.2	7.5	8.1	9.2
Massachusetts	49,077	51,618	54,988	75,531	82,779	86,658	93,217	5.0	5.3	5.6	8.1	8.9	9.3	10.0
Michigan	49,279 <sup>3</sup>	65,419	56,474	81,678	89,597	94,921	97,837	2.9 <sup>3</sup>	3.7	3.2	5.5	6.0	6.4	6.6
Minnesota	44,360	57,831	48,428	66,934	71,162	72,128	73,203	5.2	6.8	5.8	7.9	8.4	8.4	8.5
Mississippi	2,176	2,859	5,620	7,773	9,588	13,042	12,865	0.4	0.6	1.1	1.6	2.0	2.7	2.7
Missouri	10,238	18,745	21,918	29,144	29,690	30,950	33,925	1.1	2.0	2.4	3.3	3.4	3.5	3.8
Montana	7,713 <sup>3</sup>	6,711	3,300	3,299	3,202	3,000	3,191	5.0 <sup>3</sup>	4.5	2.2	2.3	2.2	2.1	2.2
Nebraska	11,276	17,449	20,077	17,528	20,900	22,507	23,332	3.9	6.1	7.0	5.9	7.0	7.4	7.6
Nevada	38,301 <sup>3</sup>	63,856	83,352	75,282	78,416	75,430	81,635	11.2 <sup>3</sup>	17.3	20.8	16.6	17.0	16.1	17.1
New Hampshire	2,728	2,876 <sup>3</sup>	3,965	3,605	4,116	4,321	4,988	1.3	1.4 <sup>3</sup>	1.9	2.0	2.3	2.4	2.8
New Jersey	55,463 <sup>3</sup>	50,515	52,771	66,748	68,725	70,941	79,574	4.2 <sup>3</sup>	3.7	3.8	5.0	5.1	5.3	5.9
New Mexico	68,679	62,682	52,557	48,906	52,821	44,899	52,892	21.4	19.6	16.1	14.7	16.1	13.7	16.3
New York	230,625	194,123	208,125	187,445	216,378	236,792	243,737	8.0	6.7	7.3	7.0	8.1	8.9	9.2
North Carolina	44,165	73,634	103,249	94,093	102,090	92,388	105,801	3.4	5.5	7.5	6.2	6.7	6.0	6.9
North Dakota	925 <sup>3</sup>	2,213 <sup>3</sup>	2,788	3,111	3,171	3,198	3,669	0.8 <sup>3</sup>	2.1 <sup>3</sup>	2.8	3.0	3.0	3.0	3.4
Ohio	25,658 <sup>3</sup>	29,804	37,116	46,766	51,441	56,945	53,392	1.4 <sup>3</sup>	1.6	2.0	2.8	3.1	3.4	3.2
Oklahoma	38,042	47,381	41,812	49,102	46,831	46,396	52,200	6.1	7.6	6.6	7.6	7.2	7.1	8.0
Oregon	43,416	64,676	58,946	49,485	52,786	56,598	51,036	7.9	11.7	10.7	8.7	9.2	9.8	8.8
Pennsylvania	42,412 <sup>3</sup>	42,795 <sup>3</sup>	47,014	51,623	52,624	56,454	61,724	2.3 <sup>3</sup>	2.4 <sup>3</sup>	2.6	3.0	3.1	3.3	3.6
Rhode Island	10,245	7,468	7,655	10,066	10,550	11,057	12,620	6.5	4.7	4.9	7.2	7.6	7.9	9.0
South Carolina	5,121	14,388	36,379	42,480	42,574	44,301	45,574	0.8	2.1	5.2	5.8	5.8	5.9	6.1
South Dakota	4,270	5,110	4,383	4,679	4,598	4,678	5,452	3.3	4.0	3.5	3.6	3.5	3.5	4.1
Tennessee	26,452 <sup>3</sup>	28,251 <sup>3</sup>	29,681	36,398	40,637	43,277	44,790	3.0 <sup>3</sup>	3.1 <sup>3</sup>	3.2	3.8	4.2	4.4	4.6
Texas	570,453	711,737	738,663	814,945	892,082	922,012	926,325	14.1	16.7	16.8	16.3	17.6	18.0	18.0
Utah	38,998	49,973	42,804	38,543	42,815	41,339	46,220	8.2	10.3	8.7	6.2	6.8	6.4	7.1
Vermont	942	1,775	1,510	1,439	1,448	1,506	1,770	0.9	1.8	1.5	1.8	1.8	1.9	2.2
Virginia	36,802	72,420	88,033	97,871	109,104	100,814	114,739	3.2	6.2	7.3	7.8	8.7	8.0	9.1
Washington	70,431 <sup>3</sup>	75,103	90,282	107,197	112,763	122,408	127,777	7.0 <sup>3</sup>	7.4	8.9	10.1	10.5	11.3	11.7
West Virginia	920	1,944	1,788	2,707	2,812	2,546	2,035	0.3	0.7	0.6	1.0	1.1	1.0	0.8
Wisconsin	22,542	30,130	43,638	42,729	45,669	46,342	49,905	2.6	3.4	5.0	5.2	5.6	5.7	6.2
Wyoming	2,534	3,077	2,602	2,707	2,964	2,849	2,839	2.8	3.6	3.1	2.9	3.1	3.0	3.0

<sup>1</sup>U.S. total includes imputation for nonreporting states. <sup>2</sup>Data are from U.S. Department of Education, National Center for Education Statistics, EDFacts file 046, Data Group 123, extracted October 25, 2017, from the EDFacts Data Warehouse (internal U.S. Department of Education source).

<sup>3</sup>Imputation for survey nonresponse. State-level imputations were based on the percentages reported by the state for other years applied to the enrollment for the given year. NOTE: Data for 2009 and earlier years may include prekindergarten ELL students. Starting with 2010, states were instructed to exclude prekindergarten ELL students from EDFacts

reporting. Data for 2014 and earlier years include only those ELL students who participated in ELL programs. Starting with 2015, data include all ELL students, regardless of program participation. Counts and percentages in this table are aggregated from data collected at the school district level and may differ from those in tables based on data collected at

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2000–01 through 2017–18. (This table was prepared September 2019.)

Table 204.30. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by type of disability: Selected years, 1976-77 through 2018-19

Type of disability	1976–77	1980-81	1990–91	2000-01	2008-09 <sup>1</sup>	2009–10	2010–11	2011–12	2012–13	2013-14	2014–15	2015–16	2016-17 <sup>2,3</sup>	2017-183,4	2018-19 <sup>2</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						Nun	nber of chil	dren served	d (in thousa	nds)					
All disabilities	3,694	4,144	4,710	6,296	6,483	6,481	6,436	6,401	6,429	6,464	6,555	6,677	6,802	6,964	7,134
Autism	_	_	<u> </u>	93	336	378	417	455	498	538	576	617	661	710	762
Deaf-blindness	_	3	1	1	2	2	2	2	1	1	1	1	1	1	2
Developmental delay Emotional disturbance	283	347	389	213 480	354 420	368 407	382 390	393 373	402 362	410 354	419 349	434 347	446 348		479 358
Hearing impairment	88	79	58	77	78	79	78	78	77	77	76	75			74
Intellectual disability	961	830	534	624	478	463	448	435	430	425	423	425	431	436	439
Multiple disabilities	_	68	96	131	130	131	130	132	133	132	132	131	132	132	133
Orthopedic impairment	87	58	49	82	70	65	63	61	59	56	52	47	42	41	39
Other health impairment <sup>5</sup> Preschool disabled <sup>6</sup>	141	98	55 390	303	659	689	716	743	779	817	862	909	955	1,002	1,049
Specific learning disability	796	1,462	2,129	2,860	2,476	2,431	2,361	2,303	2,277	2,264	2,278	2,298	2,318	2,342	2,368
Speech or language	1.302	1.168	985	1,388	1.426	1.416	1.396	1,373	1,356	1.334	1,332	1,337	1,337	1,357	1,378
impairment Traumatic brain injury	1,302	1,100	900	1,300	1,426	1,416	1,396	26	26	1,334	1,332	1,337	1,337	27	27
Visual impairment	38	31	23	29	29	29	28	28	28	28	28	27			27
						Pero	entage dis	tribution of	children se	rved					
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Autism	_	_	_	1.5	5.2	5.8	6.5	7.1	7.8	8.3	8.8	9.2	9.7	10.2	10.7
Deaf-blindness	_	0.1	#	#	#	#	#	#	#	#	#	#		#	#
Developmental delay		_	_	3.4	5.5	5.7	5.9	6.1	6.2	6.3	6.4	6.5			6.7
Emotional disturbance Hearing impairment	7.7 2.4	8.4 1.9	8.3 1.2	7.6 1.2	6.5 1.2	6.3 1.2	6.1 1.2	5.8 1.2	5.6 1.2	5.5 1.2	5.3 1.2	5.2 1.1	5.1	5.1 1.1	5.0 1.0
Intellectual disability	26.0	20.0	11.3	9.9	7.4	7.1	7.0	6.8	6.7	6.6	6.4	6.4	6.3		6.2
Multiple disabilities	-	1.6	2.0	2.1	2.0	2.0	2.0	2.1	2.1	2.0	2.0	2.0		1.9	1.9
Orthopedic impairment	2.4	1.4	1.0	1.3	1.1	1.0	1.0	1.0	0.9	0.9	0.8	0.7	0.6		0.5
Other health impairment <sup>5</sup>	3.8	2.4	1.2	4.8	10.2	10.6	11.1	11.6	12.1	12.6	13.2	13.6	14.0	14.4	14.7
Preschool disabled <sup>6</sup> Specific learning disability	21.5	35.3	8.3 45.2	45.4	38.2	† 37.5	36.7	7 36.0	35.4	35.0	† 34.8	34.4	34.1	33.6	33.2
Speech or language	21.0	00.0	10.2	10.1	00.2	01.0	00.7	00.0	00.1	00.0	01.0	01.1	0	00.0	00.2
impairment	35.2	28.2	20.9	22.0	22.0	21.8	21.7	21.4	21.1	20.6	20.3	20.0		19.5	19.3
Traumatic brain injury	1.0	0.7	0.5	0.2	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4			0.4
Visual impairment	1.0	0.7	0.5	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
								ed as a per							
All disabilities	8.3	10.1	11.4	13.3	13.2	13.1	13.0	12.9	12.9	12.9	13.0	13.2	_		14.1
Autism	_			0.2	0.7	0.8	0.8	0.9	1.0	1.1	1.1	1.2		1.4	1.5
Deaf-blindness Developmental delay	_	#	#	0.5	0.7	# 0.7	0.8	# 0.8	0.8	# 0.8	# 0.8	0.9			# 0.9
Emotional disturbance	0.6	0.8	0.9	1.0	0.7	0.7	0.8	0.8	0.7	0.7	0.8	0.5	0.5	0.5	0.5
Hearing impairment	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Intellectual disability	2.2	2.0	1.3	1.3	1.0	0.9	0.9	0.9	0.9	0.9	0.8	0.8			0.9
Multiple disabilities	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3			0.3
Orthopedic impairment Other health impairment <sup>5</sup>	0.2	0.1 0.2	0.1 0.1	0.2 0.6	0.1 1.3	0.1 1.4	0.1 1.4	0.1 1.5	0.1 1.6	0.1 1.6	0.1 1.7	0.1 1.8	0.1	0.1 2.0	0.1 2.1
Preschool disabled <sup>6</sup>	1 7	†	0.9	1 1	†	†	1.7	†	†	†	1.7	†	1.3	1 7	†
Specific learning disability	1.8	3.6	5.2	6.1	5.0	4.9	4.8	4.7	4.6	4.5	4.5	4.6		4.6	† 4.7
Speech or language						0.0		0.0	0 -	0.7	0.0	6 -			
impairment Traumatic brain injury	2.9	2.9	2.4	2.9 #	2.9 0.1	2.9 0.1	2.8 0.1	2.8 0.1	2.7 0.1	2.7 0.1	2.6 0.1	2.7 0.1	2.6 0.1	2.7 0.1	2.7 0.1
Visual impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	J. 1	0.1	U 0.1	U 0.1	U.1	0.1	0.1	0.1	0.1	0.1	0.1	5.1	1 3.1	1 3.1	0.1

<sup>—</sup>Not available.

<sup>7</sup>Based on total public school enrollment in prekindergarten through grade 12. For total public school enrollment, see table 203.20.

NOTE: Prior to October 1994, children and youth with disabilities were served under

Chapter 1 of the Elementary and Secondary Éducation Act (ESEA) as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for years prior to 1994–95 include children ages 0–21 served under Chapter 1 of ESEA. Data are for the 50 states and the District of Columbia only. Increases since 1987–88 are due in part to new legislation enacted in fall 1986, which added a mandate for public school special education services for 3- to 5-year-old children with disabilities. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Special Education Programs, *Annual* 

Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1979 through 2006; and Individuals with Disabilities Education Act (IDEA) database, retrieved February 20, 2020, from <a href="https://www2.ed.gov/programs/">https://www2.ed.gov/programs/</a> osepidea/618-data/state-level-data-files/index.html#bcc. National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1977–78 and 1980–81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/ Secondary Education," 1990–91 through 2018–19; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029. (This table was prepared February 2020.)

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>Data do not include Vermont, for which 2007–08 and 2008–09 data were not available. In 2006-07, the total number of 3- to 21-year-olds served in Vermont was 14,010.

<sup>&</sup>lt;sup>2</sup>Data in the 2016-17, 2017-18, and 2018-19 columns include 2015-16 data for 3- to 21-year-olds in Wisconsin because 2016–17, 2017–18, and 2018–19 data were not available for children served in Wisconsin.

<sup>&</sup>lt;sup>3</sup>Data in the 2016-17 column include 2015-16 data for 3- to 5-year-olds in Nebraska because 2016–17 data were not available for children in that age group served in Nebraska. 

\*Data in the 2017–18 column include 2016–17 data for 3- to 5-year-olds in Minnesota and 6- to 21-year-olds in Maine and Vermont because 2017-18 data were not available for children in those age groups served in those states.

5Other health impairments include having limited strength, vitality, or alertness due to

chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or

 $<sup>^6\</sup>mbox{For }1990\mbox{-}91,$  preschool children are not included in the counts by disability condition but are separately reported. For other years, preschool children are included in the counts by disability condition.

Table 204.40. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity and age group: 2000-01 through 2018-19

							American Indian/	Two or
Age group and year	Total	White	Black	Hispanic	Asian	Pacific Islander	Alaska Native	more races
1	2	3	4	5	6	7	8	9
-					nildren served	- 1	- 1	
3 to 21 years old								
2000-01	6,295,709	3,957,589	1,259,348	877,655	121,044	()	80,073	_
2001–02 2002–03	6,407,417 6,522,977	3,989,528 4,014,340	1,281,803 1,311,270	928,776 980,590	123,434 130,252	(')	83,876 86,525	_
2003–04	6,633,902	4,035,880	1,334,666	1,035,463	137,544		90,349	_
2004-05	6,718,630	4,044,491	1,355,550	1,081,697	144,339	() () ()	92,553	_
2005–06	6,712,614	4,003,865	1,346,177	1,119,140	149,954		93,478	_
2006–07 2007–08 <sup>2</sup>	6,686,386 6,574,368	3,948,853 3,833,922	1,335,870 1,307,462	1,154,217 1,181,130	153,265 158,623	(¹)	94,181 93,231	_
2007-00° 2008-09°	6,461,938	3,725,896	1,273,996	1,200,290	162,630	8	93,672	5,454 <sup>3</sup>
2009–10	6,461,226	3,659,194	1,262,799	1,252,493	167,144	(¹)	92,646	26,950 <sup>3</sup>
2010–11 2011–12 <sup>4</sup>	6,435,141	3,518,169	1,214,849	1,310,031	145,896 147,697	19,581	91,258	135,357
2011–12	6,401,238 6,429,331	3,436,105 3,396,135	1,196,679 1,189,148	1,352,435 1,406,540	150,913	19,203 20,343	88,665 86,884	160,458 180,268
2013–13° 2013–14 <sup>4</sup>	6,464,096	3,356,261	1,191,817	1,469,282	155,668	19,606	86,307	185,274
2014–154	6,555,291	3,350,084	1,199,743	1,531,923	161,250	20,227	86,226	205,980
2015–16 <sup>4</sup> 2016–17 <sup>4,5,6</sup>	6,676,974 6,802,402	3,366,701	1,208,510 1,219,376	1,602,140	167,263	20,408	87,870	224,911 247,278
2017–17 4-5-7.8	6,964,424	3,374,045 3,409,308	1,234,609	1,679,626 1,758,498	174,486 184,409	20,525 20,807	87,724 88,870	268,565
2018–19 <sup>4,5</sup>	7,134,248	3,443,719	1,251,038	1,844,017	192,918	20,640	90,489	291,673
3 to 5 years old								
2000-01	592,090	400,650	93,281	78,070	13,203	(¹)	6,886	10140
2010–11 2017–18 <sup>4,5,7</sup>	723,793 793,039	416,034 416,222	102,097 104,229	153,033 195,242	23,189 32,242	2,159 1,964	9,141 8,775	18,140 34,378
2018–19 <sup>4,5</sup>	818,575	423,308	106,370	206,795	33,591	2,065	9,554	36,960
6 to 21 years old								
2000-01	5,703,619	3,556,939	1,166,067	799,585	107,841	(1)	73,187	
2010–11 2017–18 <sup>4,5,8</sup>	5,711,348 6,171,385	3,102,135 2,993,086	1,112,752 1,130,380	1,156,998 1,563,256	122,707 152,167	17,422 18,843	82,117 80,095	117,217 234,187
2018–19 <sup>4,5</sup>	6,315,673	3,020,411	1,144,668	1,637,222	159,327	18,575	80,935	254,713
			Pe	rcentage distributi	on of children serv	ed		
3 to 21 years old								
2000-01	100.0	62.9	20.0	13.9	1.9	()	1.3	_
2001–02 2002–03	100.0 100.0	62.3 61.5	20.0 20.1	14.5 15.0	1.9 2.0	()	1.3 1.3	_
2003-04	100.0	60.8	20.1	15.6	2.1	(6)	1.4	_
2004–05	100.0	60.2	20.2	16.1	2.1	() () ()	1.4	_
2005–06	100.0	59.6	20.1	16.7	2.2		1.4	_
2006–07 2007–08 <sup>2</sup>	100.0 100.0	59.1 58.3	20.0 19.9	17.3 18.0	2.3 2.4	() () () ()	1.4 1.4	_
2008-09 <sup>2</sup>	100.0	57.7	19.7	18.6	2.5	Ŏ	1.4	0.13
2009–10	100.0	56.6	19.5	19.4	2.6	(¹)	1.4	0.43
2010–11 2011–12	100.0 100.0	54.7 53.7	18.9 18.7	20.4 21.1	2.3 2.3	0.3 0.3	1.4 1.4	2.1 2.5
2012–13	100.0	52.8	18.5	21.9	2.3	0.3	1.4	2.8
2013–14	100.0	51.9	18.4	22.7	2.4	0.3	1.3	2.9
2014–15 2015–16	100.0 100.0	51.1 50.4	18.3 18.1	23.4 24.0	2.5 2.5	0.3 0.3	1.3 1.3	3.1 3.4
2015–10 2016–17 <sup>5,6</sup>	100.0	49.6	17.9	24.7	2.6	0.3	1.3	3.6
2017–18 <sup>5,7,8</sup>	100.0	49.0	17.7	25.2	2.6	0.3	1.3	3.9
2018–19 <sup>5</sup>	100.0	48.3	17.5	25.8		0.3	1.3	4.1
3 to 21 years old		Т	Number of	cniidren served as	a percent of total of	enrollment <sup>®</sup>	I	
2000–01	13.3	13.7	15.5	11.4	6.2	(1)	14.6	_
2001-02	13.4	13.9	15.7	11.4	6.1	[ j	14.9	_
2002–03 2003–04	13.5 13.7	14.0 14.2	15.8 16.0	11.4 11.5	6.2	(')	14.8 15.2	_
2004–05	13.8	14.3	16.1	11.5	6.5	() () ()	15.7	_
2005–06	13.7	14.3	15.9	11.4	6.6	(1)	15.6	_
2006-07	13.6	14.2	15.9	11.3	6.6	(¹)	15.8	_
2007-08 <sup>2</sup>	13.3	14.0	15.6	11.3		()	15.7	
2008–09 <sup>2</sup> 2009–10	13.1 13.1	13.8 13.7	15.2 15.2	11.4 11.5	6.6 6.7	(¹) (¹)	15.9 15.6	8.0 <sup>3</sup>
2010–11	13.0	13.6	15.4	11.5	6.4	11.5	16.2	11.7
2011–12	12.9	13.4	15.3	11.5		10.8	16.2	12.6
2012–13	12.9	13.4	15.2	11.7	6.4	11.3	16.3	13.0
2013–14 2014–15	12.9 13.0	13.4 13.4	15.3 15.4	11.8 12.0	6.5 6.5	11.2 11.5	16.5 16.6	12.3 12.8
2015–16	13.2	13.7	15.5	12.2	6.6	11.6	17.2	13.0
2016–17 <sup>5,6</sup>	13.4	13.8	15.7	12.6	6.8	11.1	17.2	13.4
2017-18 <sup>5,7,8</sup> 2018–19 <sup>5</sup>	13.7 14.1	14.1 14.4	16.0 16.3	13.0 13.5	7.1 7.2	10.9 11.1	17.5 18.4	13.8 14.2
	13.1	1-1-7	10.0	10.0	7.2		10.7	17.4

<sup>-</sup>Not available

<sup>2</sup>Data do not include Vermont, for which 2007–08 and 2008–09 data were not available. For 2008–09 and 2009–10, data on children of Two or more races were reported by only a small number of states. Therefore, these data are not comparable to figures for later years. <sup>4</sup>For 2011–12 and later years, the total column shows the overall counts of children as reported by the 50 states and the District of Columbia rather than the sum of counts reported for individual racial/ethnic groups. (Due to data limitations, summing the data for the racial/ethnic groups can result in overcounts. For 2017–18, summing these data would result in a total overcount of 13 children in the 3 + to 5-year-old age group and 629 children in the 6 + to 21-year-old age group. For 2018–19, summing these data would result in a total overcount of 68 children in the 3- to 5-year-old age group and 178 children in the 6 - to 21-year-old age group.)

in the 6- to 21-year-old age group.)

5Includes 2015-16 data for children served in Wisconsin. More recent data were not available for children in any age group served in Wisconsin.

6Includes 2015–16 data for 3- to 5-year-olds served in Nebraska because 2016–17 data

were not available.

<sup>7</sup>Includes 2016–17 data for 3- to 5-year-olds served in Minnesota because 2017–18 data were not available.

§Includes 2016–17 data for 6- to 21-year-olds served in Maine and Vermont because

2017–18 data were not available.

Based on total public school enrollment in prekindergarten through grade 12 by race/ethnicity. For total public school enrollment by race/ethnicity, see table 203.60.

NOTE: Data include only those children served for whom race/ethnicity was reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because

of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved February 20, 2020, from <a href="https://creativecommons.org/library/bases/">https://creativecommons.org/</a> www1.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc.
National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2000-01 through 2018-19; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2029. (This table was prepared February 2020.)

<sup>&#</sup>x27;Included under Asian.

Data do not include Vermont, for which 2007–08 and 2008–09 data were not available.

Table 204.70. Number and percentage of children served under Individuals with Disabilities Education Act (IDEA), Part B, by age group and state or jurisdiction: Selected years, 1990-91 through 2018-19

	3- to 21-year-olds served								3- to 5-year-olds served					
							As a percent of public school enrollment,	Percent change in number served, 2000-01						
State or jurisdiction	1990–91	2000-01	2010–11	2015–16	2017–181	2018–19 <sup>1</sup>	2018–19 <sup>2</sup>	to 2018-19	1990–91	2000-01	2010–11	2015–16	2017–181	2018–19¹
United States	4 710 000	3	6 424 016	5	6	7 124 249	8 <b>14.1</b>	9 <b>13.3</b>	10	11	12	13	14	15
Alabama Alaska Arizona Arkansas California	94,601 14,390 56,629 47,187 468,420	99,828 17,691 96,442 62,222 645,287	82,286 18,048 125,816 64,881 672,174	84,278 18,390 132,592 68,178 727,718	90,319 19,148 140,702 72,835 767,562	93,472 19,479 144,812 74,863 788,268	12.7 14.6 13.0 15.1 12.5	-6.4 10.1 50.2 20.3 22.2	389,751 7,154 1,458 4,330 4,626 39,627	7,554 1,637 9,144 9,376 57,651	723,738 7,492 2,104 14,756 13,034 72,404	746,499 7,368 2,115 15,328 12,981 78,610	793,039 7,827 2,430 16,517 13,716 83,853	818,575 8,036 2,477 16,746 13,497 86,456
Colorado	56,336	78,715	84,710	95,101	102,240	105,186	11.5	33.6	4,128	8,202	11,797	12,774	14,293	14,471
Connecticut	63,886	73,886	68,167	75,030	79,758	82,336	15.7	11.4	5,466	7,172	7,933	8,691	9,120	9,785
Delaware	14,208	16,760	18,608	20,742	23,196	24,382	17.8	45.5	1,493	1,652	2,123	2,030	2,616	2,801
District of Columbia	6,290	10,559	11,947	12,258	13,399	14,113	16.2	33.7	411	374	957	1,471	1,789	1,895
Florida	234,509	367,335	368,808	372,476	389,626	405,796	14.2	10.5	14,883	30,660	36,027	39,359	39,862	42,076
Georgia	101,762	171,292	177,544	202,314	214,267	219,111	12.4	27.9	7,098	16,560	15,911	18,201	18,833	18,661
Hawaii	12,705	23,951	19,716	19,223	19,276	19,592	10.8	-18.2	809	1,919	2,398	2,444	2,469	2,555
Idaho	21,703	29,174	27,388	29,718	32,908	34,310	11.3	17.6	2,815	3,591	3,596	3,331	3,733	3,866
Illinois	236,060	297,316	302,830	296,784	295,066	297,960	14.9	0.2	22,997	28,787	36,488	37,878	37,137	38,046
Indiana	112,949	156,320	166,073	171,368	176,104	178,511	16.9	14.2	7,243	15,101	18,725	18,049	18,644	18,914
lowa	59,787	72,461	68,501	63,822	65,935	67,990	13.3	-6.2	5,421	5,580	7,378	6,226	6,976	7,429
Kansas	44,785	61,267	66,873	70,762	73,729	75,511	15.3	23.2	3,881	7,728	10,604	11,387	11,772	12,105
Kentucky	78,853	94,572	102,370	99,283	104,270	106,158	15.6	12.3	10,440	16,372	17,963	17,044	18,070	18,232
Louisiana	72,825	97,938	82,943	84,221	84,473	86,829	12.2	-11.3	6,703	9,957	10,427	10,430	9,885	10,484
Maine	27,987	35,633	32,261	32,531	33,004 <sup>3</sup>	34,382	19.2	-3.5	2,895	3,978	3,824	3,512	3,384	3,642
Maryland	88,017	112,077	103,490	105,440	108,491	110,563	12.3	-1.4	7,163	10,003	12,875	13,473	14,300	14,645
Massachusetts	149,743	162,216	167,526	168,199	173,762	176,627	18.3	8.9	12,141	14,328	16,662	16,802	18,022	18,377
Michigan	166,511	221,456	218,957	197,316	198,751	199,794	13.3	-9.8	14,547	19,937	23,183	20,573	21,624	22,073
Minnesota	79,013	109,880	122,850	128,218	135,386 <sup>4</sup>	141,454	15.9	28.7	8,646	11,522	15,076	15,843	16,586 <sup>4</sup>	18,353
Mississippi	60,872	62,281	64,038	66,799	69,197	69,433	14.7	11.5	5,642	6,944	10,191	8,660	8,400	8,261
Missouri	101,166	137,381	127,164	126,328	131,114	132,286	14.5	-3.7	4,100	11,307	15,891	17,123	18,400	18,253
Montana	16,955	19,313	16,761	17,387	18,803	19,380	12.9	0.3	1,751	1,635	1,656	1,592	1,660	1,722
Nebraska	32,312	42,793	44,299	47,795	50,415	52,005	16.0	21.5	2,512	3,724	5,050	5,557	6,217	6,551
Nevada	18,099	38,160	48,148	55,452	60,123	60,120	12.2	57.5	1,401	3,676	6,947	8,838	8,984	8,443
New Hampshire	19,049	30,077	29,920	28,806	29,233	29,920	16.8	-0.5	1,468	2,387	3,135	3,335	3,519	3,677
New Jersey	178,870	221,715	232,002	232,401	238,178	241,063	17.2	8.7	14,741	16,361	17,073	18,674	19,846	20,701
New Mexico	36,000	52,256	46,628	49,667	52,838	53,996	16.3	3.3	2,210	4,970	5,224	4,245	4,413	6,607
New York	307,366	441,333	454,542	499,551	522,221	530,702	19.5	20.2	26,266	51,665	64,923	67,067	71,893	73,348
North Carolina	122,942	173,067	185,107	198,808	200,905	201,658	13.0	16.5	10,516	17,361	18,433	19,070	19,899	20,111
North Dakota	12,294	13,652	13,170	13,953	15,153	15,902	14.3	16.5	1,164	1,247	1,714	1,972	2,189	2,343
Ohio	205,440	237,643	259,454	253,896	266,670	271,090	16.0	14.1	12,487	18,664	22,454	21,897	25,247	26,419
Oklahoma	65,457	85,577	97,250	108,459	112,080	115,289	16.5	34.7	5,163	6,393	8,298	9,023	9,751	10,309
Oregon	54,422	75,204	81,050	84,517	87,156	89,125	14.6	18.5	2,854	6,926	9,392	10,374	11,331	11,693
Pennsylvania	214,254	242,655	295,080	303,633	320,817	327,908	19.1	35.1	17,982	21,477	31,072	33,022	36,340	37,012
Rhode Island	20,646	30,727	25,332	23,515	23,748	24,170	16.9	-21.3	1,682	2,614	2,945	3,022	3,168	3,235
South Carolina	77,367	105,922	100,289	101,776	104,698	106,521	13.7	0.6	7,948	11,775	11,083	9,432	9,568	9,792
South Dakota	14,726	16,825	18,026	19,527	21,190	21,712	15.6	29.0	2,105	2,286	2,738	2,627	2,941	2,923
Tennessee	104,853	125,863	120,263	129,386	129,319	130,229	13.0	3.5	7,487	10,699	13,096	12,905	13,950	14,592
Texas	344,529	491,642	442,019	463,238	498,588	532,185	9.8	8.2	24,848	36,442	41,494	43,787	49,681	53,750
Utah	46,606	53,921	70,278	79,932	84,196	86,532	12.8	60.5	3,424	5,785	8,990	10,007	10,731	10,741
Vermont	12,160	13,623	13,936	13,903	14,482 <sup>3</sup>	14,911	17.1	9.5	1,097	1,237	1,762	1,774	2,005	2,050
Virginia	112,072	162,212	162,338	164,757	172,370	175,450	13.6	8.2	9,892	14,444	17,081	16,755	18,296	18,807
Washington	83,545	118,851	127,978	135,757	143,498	147,628	13.2	24.2	9,558	11,760	14,275	15,361	16,425	17,140
West Virginia	42,428	50,333	45,007	45,297	46,810	47,183	17.5	-6.3	2,923	5,445	5,607	5,004	5,219	5,245
Wisconsin	85,651	125,358	124,722	120,864	120,864 <sup>5</sup>	120,864 <sup>5</sup>	14.1	-3.6	10,934	14,383	16,079	16,089	16,089 <sup>5</sup>	16,089 <sup>5</sup>
Wyoming	10,852	13,154	15,348	15,608	15,551	15,487	16.5	17.7	1,221	1,695	3,398	3,367	3,419	3,419
Bureau of Indian Education	6,997	8,448	6,801	6,309	6,285	6,754	_	-20.1	1,092	338	396	266	250	240
Other jurisdictions	38,986	70,670	131,847	128,268	110,613	107,736	_	52.4	3,892	8,168	14,505	16,743	12,840	12,203
American Samoa	363	697	935	666	636	561	=	-19.5	48	48	142	50	37	56
Guam	1,750	2,267	2,003	2,036	2,015	1,929		-14.9	198	205	165	159	167	149
Northern Marianas	411	569	944	886	956	964		69.4	211	53	104	93	116	108
Palau Puerto Rico U.S. Virgin Islands	35,129 1,333	131 65,504 1,502	126,560 1,405	97 123,376 1,207	74 105,827 1,105	81 103,137 1,064		-38.2 57.5 -29.2	3,345 90	10 7,746 106	13,952 142	6 16,303 132	3 12,391 126	1 11,799 90

NOTE: Prior to October 1994, children and youth with disabilities were served under Chapter 1 of the Elementary and Secondary Education Act (ESEA) as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for 1990–91 include children ages 0–21 served under Chapter 1 of ESEA. SOURCE: U.S. Department of Education, Office of Special Education Programs, *Annual* 

Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1992 through 2006; and Individuals with Disabilities Education Act (IDEA) database, retrieved February 20, 2020, from <a href="https://www2.ed.gov/programs/osepidea/618-">https://www2.ed.gov/programs/osepidea/618-</a> data/state-level-data-files/index.html. National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2018–19; and State Public Elementary and Secondary Enrollment Projection Model, 1980 through 2029. (This table was prepared February 2020.)

<sup>—</sup>Not available.  $^1$ Includes some data for 2015–16 or 2016–17 due to unavailability of 2017–18 and 2018–19 data for specific states, as noted below.

<sup>&</sup>lt;sup>2</sup>Based on projected total public school enrollment in prekindergarten through grade 12. For total public school enrollment, see table 203.20.

<sup>&</sup>lt;sup>3</sup>Data for 6- to 21-year-olds are for 2016-17 instead of 2017-18 because 2017-18 data

for this age group were not available for this state.

<sup>4</sup>Data for 3- to 5-year-olds are for 2016–17 instead of 2017–18 because 2017–18 data for

this age group were not available for this state.

5Data are for 2015–16 because 2017–18 and 2018–19 data were not available for this state.

Table 204.75a. Homeless students enrolled in public elementary and secondary schools, by grade, primary nighttime residence, and selected student characteristics: 2009-10 through 2016-17

Grade, primary nighttime residence, or selected student characteristic	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15¹	2015–16	2016–17²
1	2	3	4	5	6	7	8	9
Total number of homeless students <sup>3</sup>	910,439	1,047,397	1,128,503	1,216,117	1,285,641	1,260,721	1,301,238	1,351,120
As a percent of total public school enrollment	1.8	2.1	2.3	2.4	2.6	2.5	2.6	2.7
Total number, by grade and nighttime residence Grade								
Prekindergarten <sup>4</sup> Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12 Ungraded <sup>5</sup>	28,871 82,378 83,675 80,437 77,594 73,942 69,605 65,238 61,009 60,186 66,474 54,510 47,835 54,030 4,655	32,966 89,589 92,153 88,125 86,253 82,570 79,314 75,867 71,412 69,406 79,897 68,484 59,120 68,532 3,709	32,866 105,795 104,554 96,845 93,214 88,809 85,224 80,962 76,481 73,528 81,262 69,396 63,078 73,687 73,687 2,802	38,281 115,943 113,226 105,311 99,446 94,303 89,769 86,880 82,159 79,516 90,139 72,673 66,519 79,260 2,692	47,976 112,343 121,159 113,238 107,574 99,005 93,912 89,965 86,659 83,404 97,129 77,486 69,619 83,671 2,501	39,381 118,470 116,464 111,189 105,739 98,221 91,647 87,844 83,924 82,122 94,508 76,951 68,729 83,022 2,510	42,580 109,852 116,517 115,054 110,868 103,859 97,068 90,716 86,480 85,327 95,662 82,040 73,881 88,452 2,882	43,333 115,653 115,312 114,772 115,200 108,411 102,560 94,806 89,234 88,325 99,880 85,644 78,969 95,723 3,297
Primary nighttime residence <sup>6</sup> Doubled-up or shared housing <sup>7</sup> Hotels or motels Shelters, transitional housing, or awaiting foster care placement Unsheltered <sup>8</sup>	648,233 45,727 172,644 38,450	741,460 53,499 177,028 74,044	849,684 62,530 174,472 40,151	917,122 69,179 173,397 39,108	978,463 78,767 183,653 41,738	957,053 82,187 180,302 39,327	983,782 84,978 185,596 43,014	1,022,425 90,013 186,141 49,864
Number with selected characteristics Unaccompanied homeless youth <sup>5</sup> English language learners <sup>10</sup> Migrant students <sup>11</sup> Students with disabilities <sup>12</sup>		_ _ _	_ _ _	78,654 174,821 16,231 190,050	88,390 190,256 18,588 217,048	94,800 181,764 17,748 215,630	111,720 201,099 16,700 232,764	118,362 216,245 16,170 245,130

migratory workers and have moved within the preceding 36 months in order to obtain, or to accompany parents or spouses who moved in order to obtain, temporary or seasonal employment in agricultural or fishing work. For more information, see <a href="https://www2.ed.gov/">https://www2.ed.gov/</a> about/inits/ed/edfacts/eden-workbook.html. Connecticut, the District of Columbia, Rhode Island, and West Virginia did not operate a migrant education program during the 2012–13, 2013–14, 2014–15, 2015–16, and 2016–17 school years and therefore had no data to provide on migrant homeless students.

<sup>12</sup>Includes only students with disabilities who were served under the Individuals with Disabilities Education Act (IDEA).

NOTE: Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. For more information, see "C118-Homeless Students Enrolled" at <a href="https://www2.ed.gov/about/inits/ed/edfacts/sy-16-17-nonxml.html">https://www2.ed.gov/about/inits/ed/edfacts/sy-16-17-nonxml.html</a>. Data include all homeless students enrolled at any time during the school year. Data exclude Puerto Rico and the Bureau of Indian Education. This table is based on state-level data unless otherwise noted.

SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 118, Data Group 655, extracted June 5, 2019, from the EDFacts Data Warehouse (internal U.S. Department of Education Source); and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 through 2016–17. (This table was prepared June 2019.)

<sup>&</sup>lt;sup>1</sup>The decrease in homeless students in 2014–15 was caused in part by changes to California's data collection systems. For more information, see section 1.9.1.1 of California's 2014–15 Consolidated State Performance Report, available at https://www2.ed.gov/admins/lead/ account/consolidated/sy14-15part1/ca.pdf. <sup>2</sup>Includes imputed data for Kansas.

<sup>&</sup>lt;sup>3</sup>The sum of counts by grade.

<sup>&</sup>lt;sup>4</sup>Homeless children 3 to 5 years old who are not in kindergarten. <sup>5</sup>Includes students reported as being enrolled in grade 13.

Does not sum to the total number of homeless students because of missing data on primary nighttime residence. (Counts by primary nighttime residence differ from those shown in the total row by less than 2 percent for 2012–13 and less than 1 percent for all other years.) <sup>7</sup>Refers to temporarily sharing the housing of other persons due to loss of housing, economic hardship, or other reasons (such as domestic violence).

<sup>&</sup>lt;sup>8</sup>Includes living in cars, parks, campgrounds, temporary trailers—including Federal Emergency Management Agency (FEMA) trailers—or abandoned buildings.
<sup>9</sup>Youth who are not in the physical custody of a parent or guardian. Includes youth living on

their own and youth living with a caregiver who is not their legal guardian.

10 Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see <a href="https://www2.ed.gov/about/inits/ed/edfacts/">https://www2.ed.gov/about/inits/ed/edfacts/</a> eden-workbook.html.

11Students who met the definition of eligible migrant children as outlined in the EDFacts

workbook. Such students are either migratory workers or the children or spouses of

Table 204.90. Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14

			lott	andard erroi	- прош	n paronino		2013	-14 <sup>1</sup>				
					Se	ex			Ra	ace/ethnici	Iy		
State	2004, total	2006, tota	2011–12, l total <sup>1</sup>	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	3 4	5	6	7	8	9	10	11	12	13	14
United States	6.7 (0.05)			6.7	6.4	7.0	7.7	4.3	4.9	13.3	4.4	5.2	6.9
Alabama Alaska Arizona Arkansas California	4.8 (0.11) 4.1 (0.19) 5.9 (0.17) 9.9 (0.65) 8.4 (0.18)	4.1 (0.19 6.3 (0.11 9.5 (0.43	4.7 5.8 9.8	8.4 4.9 4.8 9.8 7.8	8.0 4.7 5.0 8.9 7.6	8.9 5.2 4.6 10.9 8.1	11.2 6.8 6.6 11.1 9.7	3.9 3.0 2.3 8.5 4.5	4.9 4.3 3.4 5.5 5.8	17.6 6.3 9.9 16.2 15.1	6.9 2.3 3.3 2.2 8.1	0.9 1.7	5.7 6.5 5.5 6.3 9.0
Colorado Connecticut Delaware District of Columbia Florida	6.7 (0.11) 3.0 (0.32) 4.6¹ (†) — (†) 4.5 (0.06)	6.8 (0.11 3.8 (0.41 5.6¹ († — († 4.7 (0.05	2.3 2.0 0.1	7.7 2.2 2.3 # 5.8	7.9 2.0 2.1 # 5.6	7.5 2.4 2.5 # 5.9	9.6 2.7 2.9 0.1 7.6	4.1 1.1 1.4 # 2.3	4.4 1.0 1.2 # 5.3	12.8 4.6 6.1 0.1–0.3 13.3	6.4 0.5 0.7–2.0 0.0 4.1	4.3 1.1 1.8 0.0 4.3	9.0 2.4 2.4 0.0 6.2
Georgia Hawaii Idaho Illinois Indiana	8.9 (0.30) 5.7 (0.57) 3.9 (0.23) 5.4 (0.22) 7.1 (0.49)	9.3 (0.35 6.2 <sup>1</sup> († 4.2 (0.20 5.8 (0.24 7.9 (0.40	1.4 3.0 3.5	12.9 3.0 3.6 6.8 12.1	12.1 2.4 3.5 6.5 11.6	13.8 3.5 3.7 7.1 12.6	16.1 4.4 4.1 5.7 14.0	10.4 2.1 2.2 7.7 4.9	6.5 1.6 1.4 6.7 6.5	26.5 4.2 7.1 15.4 20.8	9.0 1.7 2.7 10.9 8.7	10.5 4.2 1.9 6.4 9.5	12.5 2.5 2.9 7.1 9.8
lowa Kansas Kentucky Louisiana Maine	8.5 (0.38) 3.3 (0.11) 13.0 (0.54) 3.9 (0.32) 3.0 (0.36)	8.2 (0.26 3.0 (0.12 14.6 (0.50 3.4 (0.13 3.2 (0.19	2.9 12.7 3.0	9.4 2.7 15.8 4.2 4.9	9.2 2.8 14.7 3.7 4.5	9.7 2.5 17.0 4.8 5.3	10.5 3.2 17.3 5.8 5.0	3.2 0.9 7.9 2.3 2.4	4.2 0.9 7.5 3.6 2.6	13.9 6.8 26.8 14.8 8.0	4.4 1.9 14.6 5.2 3.5	10.9 2.8	7.9 2.5 11.7 4.3 3.7
Maryland Massachusetts Michigan Minnesota Mississippi	13.8 <sup>1</sup> (†) 0.8 (0.13) 3.9 (0.37) 8.1 (0.37) 6.0 (0.19)	3.4 (0.29 8.8 (0.28	0.7 1.9 8.0	16.0 0.5 1.3 7.2 6.7	14.7 0.4 1.2 7.1 6.3	17.4 0.5 1.4 7.4 7.1	17.5 0.4 1.5 7.2 10.2	11.1 0.6 0.7 6.0 3.5	14.0 0.4 0.6 4.7 5.7	39.4 1.0 3.0 14.9 14.7	10.1 0.4 1.6 4.6 10.7	10.2 0.3 1.0 2.5 3.3	17.2 0.5 0.7 5.8 4.8
Missouri Montana Nebraska Nevada New Hampshire	3.8 (0.12) 5.6 (0.28) 11.4 (0.31) 1.9 (0.01) 2.3 (0.55)	3.6 (0.11 5.2 (0.20 11.4 (0.24 1.91 († 2.6 (0.54	4.2 11.8 2.0	4.2 3.8 12.0 3.3 1.2	4.1 3.9 11.5 3.3 1.2	4.3 3.7 12.6 3.3 1.2	4.5 4.2 13.5 5.4 1.2	2.2 2.4 8.3 0.9 0.4	2.7 2.0 6.9 1.7 0.3	11.6 6.5 19.9 5.5 1.6	2.2 3.4 8.7 2.0 0.0	3.0 1.7 5.6 1.8 0.7	3.9 2.5 11.7 4.6 1.1
New Jersey New Mexico New York North Carolina North Dakota	6.9 (0.38) 10.7 (0.26) 2.2 (0.18) 10.9 (0.83) 3.1 (0.30)	10.8 (0.42	4.6 1.5 10.6	5.9 4.5 1.7 10.0 2.3	5.4 4.6 1.6 9.8 2.3	6.5 4.3 1.9 10.3 2.2	7.1 8.2 2.2 14.4 2.2	3.1 3.3 0.9 4.0 1.7	2.9 3.1 0.6 4.5 0.7	11.9 13.4 3.6 18.7 6.2	7.5 5.7 1.9 7.9 3.1		4.6 5.8 2.1 9.8 0.1–0.2
Ohio Oklahoma Oregon Pennsylvania Rhode Island	7.4 (0.40) 14.0 (0.45) 7.1 (0.20) 4.8 (0.19) 1.8 (0.38)	7.3 (0.33 13.7 (0.39 6.9 (0.16 4.5 (0.17 1.4 (0.21	13.9 6.8 3.8	4.3 13.7 6.5 3.7 0.3	4.2 13.1 6.7 3.7 0.3	4.3 14.3 6.3 3.7 0.3	4.9 16.5 7.4 4.4 0.2	1.4 7.6 3.1 1.0 0.5	1.9 7.7 2.6 1.2 0.6	11.2 26.5 16.6 8.8 0.6	1.8 8.5 3.0 3.3 0.0	13.3 2.5	3.5 11.1 7.6 2.7 0.1
South Carolina South Dakota Tennessee Texas Utah	12.7 (0.98) 2.2 (0.20) 3.3 (0.18) 8.0 (0.10) 4.6 (0.29)	1.7 (0.10 7.6 (0.07	2.0 2.5 7.7	13.4 2.0 1.6 7.6 4.7	12.0 2.0 1.6 7.4 4.4	14.9 1.9 1.6 7.9 5.0	18.7 2.3 2.0 10.6 4.9	6.5 0.8 0.6 4.0 3.7	7.2 0.7 0.7 6.0 3.4	25.6 4.5 4.0 18.3 10.7	14.1 3.0 1.8 6.6 5.6	1.3 5.8	11.7 1.3 1.5 8.2 3.4
Vermont Virginia Washington West Virginia Wisconsin Wyoming	0.8 (0.17) 12.1 (0.38) 3.8 (0.10) 2.2 (0.19) 6.8 (0.47) 3.2! (1.04)	3.9 (0.13 2.2 (0.21 6.4 (0.35	11.8 3.5 1.9 6.0	0.4 12.1 3.3 2.1 6.2 3.6	0.4 11.6 3.2 2.1 6.0 3.6	0.4 12.6 3.4 2.1 6.4 3.7	0.4 14.6 3.7 2.1 6.5 4.2	0.3 6.0 1.3 1.3 5.2 2.4	0.1-0.3 7.5 1.9 1.1 4.7 1.3	0.6 22.6 6.7 10.2 8.8 5.6	0.9–2.6 11.3 1.3 5.4 3.0 3.1	8.4 1.2 1.9 2.1	0.1-0.2 13.4 3.1 1.7 5.5 1.8

<sup>—</sup>Not available.

<sup>†</sup>Not applicable. #Rounds to zero.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between

<sup>30</sup> and 50 percent.

Data are based on universe counts of schools and school districts; therefore, these figures do not have standard errors.

NOTE: Race categories exclude persons of Hispanic ethnicity. Percentages based on counts of between 1 and 3 gifted and talented students are displayed as ranges to

protect student privacy.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection: 2004, 2006, 2011–12, and 2013–14. (This table was prepared June 2018.)

Table 205.10. Private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Selected years, fall 1995 through fall 2017

											Priva	te enrollm	ent, by regio	n						
	Tot	al private	enrollment			North	east			Midv	/est			So	uth			We	st	
Grade level and year	In the	ousands		t of total rollment	In the	ousands	enrol	t of total Iment in ortheast	In the	ousands	enrol	t of total Iment in Vlidwest	In th	ousands	Percen enrollment	t of total in South	In the	ousands	Percen enrollment	nt of total It in West
1		2		3		4		5		6		7		8		9		10		11
Total, all grades 1995 1997 1999 2001 2003	5,918 5,944 6,018 6,320 6,099	(31.8) (18.5) (30.2) (40.3) (41.2)	11.7 11.4 11.4 11.7 11.2	(0.06) (0.03) (0.05) (0.07) (0.07)	1,509 1,496 1,507 1,581 1,513	(18.8) (8.3) (7.9) (9.5) (25.8)	16.1 15.6 15.5 16.1 15.4	(0.17) (0.07) (0.07) (0.08) (0.22)	1,525 1,528 1,520 1,556 1,460	(14.2) (11.6) (10.3) (22.9) (15.1)	12.7 12.5 12.4 12.6 11.9	(0.10) (0.08) (0.07) (0.16) (0.11)	1,744 1,804 1,863 1,975 1,944	(12.8) (11.3) (26.7) (21.4) (21.0)	9.8 9.8 10.0 10.3 9.9	(0.07) (0.06) (0.13) (0.10) (0.10)	1,141 1,116 1,127 1,208 1,182	(11.5) (5.2) (5.4) (23.4) (19.1)	10.0 9.4 9.3 9.6 9.2	(0.09) (0.04) (0.04) (0.17) (0.14)
2005 2007 2009 2011 2013	6,073 5,910 5,488 5,268 5,396	(42.4) (28.4) (35.9) (24.9) (50.3)	11.0 10.8 10.1 9.7 9.8	(0.07) (0.05) (0.06) (0.04) (0.08)	1,430 1,426 1,310 1,252 1,201	(7.7) (11.0) (15.7) (18.0) (9.5)	14.8 15.0 14.1 13.7 13.2	(0.07) (0.10) (0.14) (0.17) (0.09)	1,434 1,352 1,296 1,263 1,326	(21.0) (8.3) (25.9) (17.1) (45.2)	11.7 11.2 10.9 10.7 11.2	(0.15) (0.06) (0.19) (0.13) (0.34)	1,976 1,965 1,842 1,747 1,840	(24.7) (21.5) (17.6) (2.6) (8.3)	9.9 9.7 9.0 8.5 8.7	(0.11) (0.10) (0.08) (0.01) (0.04)	1,234 1,167 1,041 1,006 1,028	(26.3) (12.3) (8.0) (0.4) (18.3)	9.5 9.1 8.1 7.8 7.8	(0.18) (0.09) (0.06) (#) (0.13)
2015 2017	5,751 5,720	(85.7) (74.1)	10.3 10.2	(0.14) (0.12)	1,314 1,229	(37.3) (18.4)	14.3 13.6	(0.35) (0.18)	1,408 1,378	(54.5) (45.5)	11.9 11.7	(0.40) (0.34)	1,965 2,030	(53.2) (45.4)	9.1 9.3	(0.22) (0.19)	1,062 1,082	(12.5) (32.0)	8.0 8.1	(0.09) (0.22)
Prekindergarten through grade 8 1995 1997 1999 2001 2003	4,756 4,759 4,789 5,023 4,788	(28.4) (17.3) (23.1) (36.1) (30.3)	12.8 12.6 12.6 12.9 12.3	(0.07) (0.04) (0.05) (0.08) (0.07)	1,174 1,165 1,168 1,216 1,131	(16.8) (8.3) (7.5) (9.4) (7.8)	17.0 16.7 16.5 17.2 16.3	(0.20) (0.10) (0.09) (0.11) (0.09)	1,238 1,235 1,222 1,253 1,167	(13.5) (11.0) (8.4) (21.2) (13.6)	14.2 14.1 14.0 14.3 13.5	(0.13) (0.11) (0.08) (0.21) (0.14)	1,413 1,449 1,487 1,584 1,547	(11.9) (10.0) (19.6) (17.8) (18.6)	10.8 10.8 10.9 11.3 10.9	(0.08) (0.07) (0.13) (0.11) (0.12)	931 909 913 969 944	(9.2) (4.4) (4.4) (21.2) (18.1)	11.2 10.6 10.5 10.8 10.4	(0.10) (0.05) (0.04) (0.21) (0.18)
2005 2007 2009 2011 2013	4,724 4,546 4,179 3,977 4,084	(33.0) (21.9) (33.2) (18.2) (42.4)	12.2 11.8 10.9 10.3 10.4	(0.07) (0.05) (0.08) (0.04) (0.10)	1,063 1,047 938 898 859	(6.6) (6.3) (12.6) (12.8) (8.8)	15.8 15.9 14.6 14.1 13.5	(0.08) (0.08) (0.17) (0.17) (0.12)	1,142 1,065 1,016 967 1,036	(19.3) (7.7) (25.1) (12.8) (37.9)	13.4 12.7 12.2 11.7 12.4	(0.20) (0.08) (0.26) (0.14) (0.40)	1,551 1,525 1,424 1,337 1,403	(21.2) (17.7) (16.2) (1.8) (7.9)	10.8 10.5 9.7 9.0 9.2	(0.13) (0.11) (0.10) (0.01) (0.05)	969 909 802 774 786	(15.0) (8.1) (7.2) (0.3) (15.0)	10.6 10.2 9.0 8.6 8.6	(0.15) (0.08) (0.07) (#) (0.15)
2015 2017	4,304 4,252	(69.2) (69.0)	10.9 10.8	(0.16) (0.16)	932 860	(27.8) (18.3)	14.6 13.7	(0.37) (0.25)	1,099 1,062	(48.9) (41.8)	13.1 12.8	(0.51) (0.44)	1,471 1,525	(38.4) (42.4)	9.5 9.8	(0.23) (0.25)	802 805	(12.2) (29.9)	8.7 8.6	(0.12) (0.29)
Grades 9 through 12 1995 1997 1999 2001 2003	1,163 1,185 1,229 1,296 1,311	(4.6) (2.4) (8.3) (6.7) (24.7)	8.6 8.3 8.4 8.6 8.4	(0.03) (0.02) (0.05) (0.04) (0.15)	335 331 340 365 382	(2.9) (0.5) (1.1) (0.8) (24.0)	13.4 12.8 12.9 13.3 13.3	(0.10) (0.02) (0.04) (0.03) (0.72)	287 293 299 302 294	(0.9) (0.7) (2.5) (2.0) (4.1)	8.6 8.4 8.5 8.5 8.2	(0.03) (0.02) (0.07) (0.05) (0.11)	331 354 376 390 397	(2.1) (1.7) (7.6) (4.4) (3.0)	7.1 7.2 7.5 7.6 7.4	(0.04) (0.03) (0.14) (0.08) (0.05)	209 207 215 239 238	(2.3) (1.2) (1.8) (4.5) (3.5)	6.9 6.4 6.3 6.8 6.4	(0.07) (0.04) (0.05) (0.12) (0.09)
2005 2007 2009 2011 2013	1,349 1,364 1,309 1,291 1,312	(18.1) (12.0) (6.5) (15.4) (14.9)	8.3 8.3 8.1 8.1 8.2	(0.10) (0.07) (0.04) (0.09) (0.09)	367 379 372 353 342	(1.7) (8.8) (5.7) (5.2) (0.8)	12.4 12.8 13.0 12.6 12.4	(0.05) (0.26) (0.17) (0.16) (0.03)	292 287 280 295 291	(5.0) (1.3) (2.2) (14.4) (13.1)	8.0 7.8 7.8 8.4 8.4	(0.13) (0.03) (0.06) (0.38) (0.35)	425 440 418 411 437	(7.2) (5.5) (1.7) (1.8) (1.3)	7.5 7.6 7.2 7.1 7.4	(0.12) (0.09) (0.03) (0.03) (0.02)	265 257 239 232 242	(15.7) (5.7) (1.1) (0.1) (7.0)	6.7 6.6 6.1 5.9 6.2	(0.37) (0.14) (0.03) (#) (0.17)
2015 2017	1,446 1,468	(23.8) (17.4)	8.8 8.8	(0.13) (0.10)	382 369	(10.5) (1.3)	13.7 13.3	(0.32) (0.04)	309 316	(10.9) (7.5)	8.8 9.0	(0.28) (0.20)	494 505	(18.2) (15.2)	8.0 8.0	(0.27) (0.22)	261 278	(1.9) (3.4)	6.6 6.9	(0.04) (0.08)

#Rounds to zero.

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1995–96 through 2017–18; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1995–96 through 2017–18. (This table was prepared August 2019.)

CHAPTER 2: Elementary and Secondary Education Private School Education

DIGEST OF EDUCATION STATISTICS 2019

Table 205.15. Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private school enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade: Selected years, fall 1999 through fall 2017

[Standard errors appear in parentheses]

														20	17			
Grade		1999		2005		2011		2013		2015		Total		Catholic	Othe	r religious	No	onsectarian
1		2		3		4		5		6		7		8		9		10
									Enrolli	ment								
Total, all grades	6,018,280	. , ,	6,073,240	(42,446)	5,268,090	(24,908)	, ,	_ , ,	5,750,520		5,719,990		2,137,330		2,188,240	(40,106)	1,394,420	(26,889)
Prekindergarten through grade 8	4,788,990	. , ,	4,724,310	(33,034)	3,976,960	(18,241)		(42,441)	4,304,470			(69,049)	1,478,040		1,727,280	(36,077)	1,046,640	(24,548)
Prekindergarten	763,790	(6,261)	926,430	(15,701)	773,240	(2,420)	819,320	(10,185)	846,920	(17,898)	821,830	(17,849)	175,660	(4,995)	330,470	(12,883)	315,710	(8,956)
Kindergarten	593,690	(4,053)	547,590	(4,887)	449,820	(2,989)	461,730	(5,429)	466,470	(8,411)	456,880	(7,890)	144,990	(3,694)	186,250	(4,149)	125,630	(3,870)
1st grade	472,110	(2,080)	421,120	(2,826)	348,730	(2,191)	357,860	(4,963)	373,850	(6,901)	361,030	(6,042)	137,970	(3,863)	156,640	(3,450)	66,410	(1,772)
2nd grade	449,090	(2,248)	405,470	(2,659)	340,230	(2,008)	344,520	(4,887)	368,450	(6,625)	352,130	(5,906)	138,210	(3,904)	151,220	(3,214)	62,700	(1,563)
3rd grade	436,730	(1,962)	398,120	(2,462)	336,150	(1,850)	338,840	(4,193)	364,290	(6,479)	354,400	(6,167)	141,640	(4,058)	149,980	(3,217)	62,780	(1,287)
4th grade	425,140	(1,956)	391,530	(2,297)	328,950	(1,921)	337,440	(4,508)	357,820	(6,202)	355,650	(5,831)	142,810	(4,008)	149,900	(3,174)	62,950	(1,294)
5th grade	407,590	(2,019)	389,720	(2,379)	330,390	(1,832)	337,950	(4,192)	354,710	(5,903)	358,720	(5,811)	145,550	(4,032)	146,790	(2,955)	66,380	(1,669)
6th grade	403,110	(2,094)	393,220	(2,280)	341,690	(1,766)	344,960	(4,820)	372,750	(7,276)	374,200	(6,861)	148,490	(4,091)	151,830	(3,558)	73,870	(2,066)
7th grade	384,140	(2,140)	390,550	(4,093)	336,770	(1,684)	343,370	(4,317)	367,920	(6,574)	370,920	(6,791)	147,790	(4,249)	146,020	(3,417)	77,100	(2,028)
8th grade	369,580	(2,285)	387,720	(4,024)	336,670	(1,951)	343,500	(3,717)	363,840	(7,047)	374,210	(6,444)	148,740	(3,812)	145,060	(3,494)	80,410	(2,007)
Elementary ungraded	84,000	(1,267)	72,830	(1,916)	54,300	(672)	54,380	(1,061)	67,440	(11,164)	72,000	(12,109)	6,190	(†)	13,130!	(4,668)	52,680	(11,179)
Grades 9 through 12	1,229,290	(8,260)	1,348,930	(18,073)	1,291,130	(15,396)	1,311,880	(14,936)	1,446,060	(23,777)	1,468,020	(17,378)	659,290	(15,189)	460,960	(6,962)	347,780	(4,172)
9th grade	336,220	(2,131)	356,130	(4,333)	329,600	(3,875)	333,610	(3,612)	367,810	(6,279)	373,950	(4,554)	168,010	(3,729)	120,140	(2,073)	85,800	(1,322)
10th grade	313,310	(1,919)	348,190	(5,949)	324,540	(4,161)	330,710	(3,780)	367,250	(6,041)	365,940	(4,257)	165,130	(3,681)	116,280	(1,662)	84,530	(1,060)
11th grade	294,650	(2,193)	326,260	(4,456)	318,310	(3,647)	324,680	(3,850)	356,150	(5,906)	364,600	(4,572)	163,880	(4,110)	113,570	(1,639)	87,150	(1,169)
12th grade	280,380	(1,958)	315,290	(4,850)	314,500	(3,769)	319,720	(3,787)	348,600	(5,652)	359,030	(4,200)	162,050	(3,683)	109,540	(1,778)	87,440	(1,011)
Secondary ungraded	4,720	(1,404)	3,070	(†)	4,180	(92)	3,160	(14)	6,240	(†)	4,500	(†)	210	(†)	1,430	(†)	2,860	(†)
									Percentage	distribution								
Total, all grades	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Prekindergarten through grade 8	79.6	(0.06)	77.8	(0.22)	75.5	(0.23)	75.7	(0.22)	74.9	(0.27)	74.3	(0.35)	69.2	(0.73)	78.9	(0.31)	75.1	(0.38)
Prekindergarten	12.7	(0.08)	15.3	(0.21)	14.7	(80.0)	15.2	(0.15)	14.7	(0.22)	14.4	(0.22)	8.2	(0.17)	15.1	(0.45)	22.6	(0.49)
Kindergarten	9.9	(0.04)	9.0	(0.06)	8.5	(0.04)	8.6	(0.08)	8.1	(0.08)	8.0	(0.06)	6.8	(0.08)	8.5	(80.0)	9.0	(0.16)
1st grade	7.8	(0.02)	6.9	(0.03)	6.6	(0.02)	6.6	(0.05)	6.5	(0.07)	6.3	(0.06)	6.5	(0.09)	7.2	(0.09)	4.8	(0.08)
2nd grade	7.5	(0.01)	6.7	(0.03)	6.5	(0.02)	6.4	(0.05)	6.4	(0.06)	6.2	(0.05)	6.5	(0.09)	6.9	(0.07)	4.5	(0.08)
3rd grade	7.3	(0.02)	6.6	(0.03)	6.4	(0.02)	6.3	(0.04)	6.3	(0.05)	6.2	(0.06)	6.6	(0.10)	6.9	(0.07)	4.5	(0.07)
4th grade	7.1	(0.01)	6.4	(0.03)	6.2	(0.02)	6.3	(0.04)	6.2	(0.05)	6.2	(0.05)	6.7	(0.08)	6.9	(0.07)	4.5	(0.08)
5th grade	6.8	(0.01)	6.4	(0.04)	6.3	(0.02)	6.3	(0.04)	6.2	(0.05)	6.3	(0.05)	6.8	(0.09)	6.7	(0.08)	4.8	(0.09)
6th grade	6.7	(0.02)	6.5	(0.03)	6.5	(0.02)	6.4	(0.05)	6.5	(0.07)	6.5	(0.06)	6.9	(0.09)	6.9	(0.10)	5.3	(0.12)
7th grade	6.4	(0.02)	6.4	(0.04)	6.4	(0.02)	6.4	(0.05)	6.4	(0.06)	6.5	(0.07)	6.9	(0.12)	6.7	(0.11)	5.5	(0.11)
8th grade	6.1	(0.02)	6.4	(0.04)	6.4	(0.02)	6.4	(0.04)	6.3	(0.06)	6.5	(0.07)	7.0	(0.11)	6.6	(0.11)	5.8	(0.10)
Elementary ungraded	1.4	(0.02)	1.2	(0.03)	1.0	(0.01)	1.0	(0.02)	1.2	(0.19)	1.3	(0.21)	0.3	(0.01)	0.6!	(0.21)	3.8	(0.77)
Grades 9 through 12	20.4	(0.06)	22.2	(0.22)	24.5	(0.23)	24.3	(0.22)	25.1	(0.27)	25.7	(0.35)	30.8	(0.73)	21.1	(0.31)	24.9	(0.38)
9th grade	5.6	(0.02)	5.9	(0.05)	6.3	(0.06)	6.2	(0.05)	6.4	(0.07)	6.5	(0.09)	7.9	(0.18)	5.5	(0.08)	6.2	(0.11)
10th grade	5.2	(0.01)	5.7	(0.08)	6.2	(0.06)	6.1	(0.06)	6.4	(0.07)	6.4	(0.09)	7.7	(0.18)	5.3	(0.08)	6.1	(0.09)
11th grade	4.9	(0.02)	5.4	(0.06)	6.0	(0.05)	6.0	(0.06)	6.2	(0.07)	6.4	(0.09)	7.7	(0.19)	5.2	(0.08)	6.3	(0.10)
12th grade	4.7	(0.02)	5.2	(0.07)	6.0	(0.06)	5.9	(0.06)	6.1	(0.07)	6.3	(0.09)	7.6	(0.18)	5.0	(0.08)	6.3	(0.10)
Secondary ungraded	0.1	(0.02)	0.1	(#)	0.1	(#)	0.1	(#)	0.1	(#)	0.1	(#)	#	(†)	0.1	(#)	0.2	(#)

Table 205.15. Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade: Selected years, fall 1999 through fall 2017—Continued

														201	7			
Grade		1999		2005		2011		2013		2015		Total		Catholic	Other	religious	Nor	nsectarian
1		2		3		4		5		6		7		8		9		10
							Pri	vate enrollr	ment as a per	cent of tota	l enrollment							
Total, all grades	11.4	(0.05)	11.0	(0.07)	9.7	(0.04)	9.8	(0.08)	10.3	(0.14)	10.2	(0.12)	3.8	(0.07)	3.9	(0.07)	2.5	(0.05)
Prekindergarten through grade 8	12.6	(0.05)	12.2	(0.07)	10.3	(0.04)	10.4	(0.10)	10.9	(0.16)	10.8	(0.16)	3.7	(0.09)	4.4	(0.09)	2.7	(0.06)
Prekindergarten	55.4	(0.20)	52.3	(0.42)	40.4	(80.0)	41.5	(0.30)	41.6	(0.51)	39.6	(0.52)	8.5	(0.23)	15.9	(0.51)	15.2	(0.37)
Kindergarten	14.9	(0.09)	13.2	(0.10)	10.7	(0.06)	10.8	(0.11)	11.2	(0.18)	11.0	(0.17)	3.5	(0.09)	4.5	(0.09)	3.0	(0.09)
1st grade	11.4	(0.04)	10.2	(0.06)	8.5	(80.0)	8.4	(0.11)	9.0	(0.15)	9.0	(0.14)	3.4	(0.09)	3.9	(80.0)	1.7	(0.04)
2nd grade	10.9	(0.05)	10.1	(0.06)	8.4	(0.05)	8.3	(0.11)	8.8	(0.14)	8.7	(0.13)	3.4	(0.09)	3.8	(80.0)	1.6	(0.04)
3rd grade	10.6	(0.04)	10.0	(0.06)	8.3	(0.05)	8.3	(0.09)	8.6	(0.14)	8.6	(0.14)	3.4	(0.09)	3.6	(0.07)	1.5	(0.03)
4th grade	10.3	(0.04)	9.9	(0.05)	8.2	(0.04)	8.4	(0.10)	8.6	(0.14)	8.4	(0.13)	3.4	(0.09)	3.6	(0.07)	1.5	(0.03)
5th grade	10.2	(0.05)	9.7	(0.05)	8.2	(0.04)	8.4	(0.10)	8.7	(0.13)	8.5	(0.13)	3.4	(0.09)	3.5	(0.07)	1.6	(0.04)
6th grade	10.2	(0.05)	9.7	(0.05)	8.4	(0.04)	8.6	(0.11)	9.1	(0.16)	8.9	(0.15)	3.5	(0.09)	3.6	(0.08)	1.8	(0.05)
7th grade	9.8	(0.05)	9.4	(0.09)	8.4	(0.04)	8.4	(0.10)	9.0	(0.15)	9.0	(0.15)	3.6	(0.10)	3.5	(0.08)	1.9	(0.05)
8th grade	9.5	(0.05)	9.3	(0.09)	8.4	(0.04)	8.4	(80.0)	8.9	(0.16)	9.0	(0.14)	3.6	(0.09)	3.5	(80.0)	1.9	(0.05)
Elementary ungraded	16.8	(0.21)	22.8	(0.46)	40.3	(0.30)	38.6	(0.46)	46.6	(4.19)	48.5	(4.26)	4.2	(†)	8.8!	(2.98)	35.5	(5.03)
Grades 9 through 12	8.4	(0.05)	8.3	(0.10)	8.1	(0.09)	8.2	(0.09)	8.8	(0.13)	8.8	(0.10)	4.0	(0.09)	2.8	(0.04)	2.1	(0.02)
9th grade	7.9	(0.05)	7.7	(0.09)	7.7	(80.0)	7.8	(80.0)	8.4	(0.13)	8.6	(0.10)	3.9	(0.08)	2.8	(0.05)	2.0	(0.03)
10th grade	8.4	(0.05)	8.3	(0.13)	8.0	(0.09)	8.1	(0.09)	8.7	(0.13)	8.7	(0.09)	3.9	(0.08)	2.8	(0.04)	2.0	(0.02)
11th grade	8.8	(0.06)	8.6	(0.11)	8.3	(0.09)	8.5	(0.09)	9.0	(0.14)	9.1	(0.10)	4.1	(0.10)	2.8	(0.04)	2.2	(0.03)
12th grade	9.1	(0.06)	9.0	(0.13)	8.4	(0.09)	8.5	(0.09)	9.0	(0.13)	9.0	(0.10)	4.1	(0.09)	2.8	(0.04)	2.2	(0.02)
Secondary ungraded	3.6	(1.03)	3.2	(†)	9.5	(0.19)	6.8	(0.03)	11.7	(†)	8.7	(†)	0.4	(†)	2.8	(†)	5.5	(†)

†Not applicable.

#Rounds to zero.

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999–2000 through 2017–18; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 through 2017–18. (This table was prepared August 2019.)

CHAPTER 2: Elementary and Secondary Education Private School Education

Table 205.20. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995 through fall 2017

[Standard errors appear in parentheses]

			Cat	holic			Other re	ligious		
Grade level and year	Total private enrollment	Tota	l Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated <sup>1</sup>	Unaffiliated <sup>1</sup>	Nonsectarian
1	2	1010		5	6	7	8	9	10	11
		<u> </u>			Enrol	ment	<u> </u>			
Total, all grades 1995 1997 1999 2001 2003	5,918,040 (31,815) 5,944,320 (18,543) 6,018,280 (30,179) 6,319,650 (40,272) 6,099,220 (41,219)	2,665,630 (5,472 2,660,420 (4,831 2,672,650 (12,460	) 1,438,860 (5,331) ) 1,397,570 (4,421) ) 1,309,890 (5,626)	850,560 (5,674) 873,780 (761) 880,650 (†) 979,050 (6,976) 963,140 (4,754)	350,900 (1,176) 352,990 (1,405) 382,190 (1,945) 383,710 (3,152) 373,740 (3,996)	2,094,690 (16,956) 2,097,190 (13,733) 2,193,370 (27,176) 2,328,160 (17,281) 2,228,230 (19,674)	786,660 (8,815) 823,610 (7,342) 871,060 (4,827) 937,420 (6,070) 889,710 (8,852)	697,280 (4,886) 646,500 (3,104) 646,280 (4,894) 663,190 (8,636) 650,530 (5,860)	610,750 (11,831) 627,080 (11,133) 676,030 (24,593) 727,550 (13,303) 688,000 (14,805)	1,162,900 (18,443) 1,181,510 (12,013) 1,164,500 (8,156) 1,318,840 (27,300) 1,350,870 (29,197)
2005 2007 2009 2011 2013	5,910,210 (28,363)	2,402,800 (9,293 2,308,150 (6,083 2,160,220 (3,494 2,087,870 (14,426 2,055,140 (37,142	945,860 (5,361) 856,440 (3,088) 804,410 (3,686)	956,610 (6,325) 969,940 (1,788) 909,010 (4,393) 899,810 (14,320) 936,320 (32,000)	383,230 (3,996) 392,340 (3,432) 394,770 (1,087) 383,650 (459) 378,970 (980)	2,303,330 (22,368) 2,283,210 (20,628) 2,076,220 (32,751) 1,991,950 (21,814) 2,030,930 (30,090)	957,360 (9,561) 883,180 (6,616) 737,020 (1,891) 730,570 (4,721) 707,100 (7,544)	696,910 (6,677) 527,040 (3,512) 516,310 (4,366) 565,340 (2,990) 565,490 (5,884)	649,050 (14,200) 872,990 (18,217) 822,890 (31,180) 696,040 (20,419) 758,350 (28,152)	1,367,120 (27,558) 1,318,850 (18,235) 1,252,050 (8,849) 1,188,270 (5,376) 1,309,670 (14,800)
2015 2017		2,082,660 (42,791 2,137,330 (40,520	716,120 (24,336) 648,580 (26,112)	960,590 (22,533) 1,052,150 (32,312)	405,950 (14,453) 436,590 (7,204)	2,268,820 (68,162) 2,188,240 (40,106)	760,790 (53,772) 685,070 (13,085)	587,490 (23,414) 633,310 (24,576)	920,550 (45,692) 869,850 (30,669)	1,399,030 (29,132) 1,394,420 (26,889)
Prekindergarten through grade 8										
1995 1997 1999 2001 2003	4,755,540 (28,435) 4,759,060 (17,323) 4,788,990 (23,055) 5,023,160 (36,096) 4,788,070 (30,338)	2,041,990 (5,249 2,046,620 (5,469 2,033,900 (4,830 2,032,080 (10,751 1,886,530 (11,055	) 1,352,620 (5,331) ) 1,317,300 (4,421) ) 1,226,960 (4,494)	575,190 (3,528) 598,380 (761) 607,860 (†) 687,540 (6,976) 670,910 (4,754)	98,460 (1,176) 95,620 (1,393) 108,740 (1,943) 117,580 (2,978) 107,300 (337)	1,752,510 (14,834) 1,744,500 (12,194) 1,818,260 (19,897) 1,926,870 (15,459) 1,835,930 (16,931)	651,050 (7,219) 678,660 (5,957) 713,020 (3,748) 765,080 (5,110) 722,460 (6,517)	574,820 (4,581) 529,050 (2,504) 529,280 (3,866) 535,850 (7,370) 519,310 (4,134)	526,630 (11,121) 536,790 (10,120) 575,970 (17,632) 625,940 (12,240) 594,160 (13,504)	961,040 (17,471) 967,940 (11,050) 936,820 (7,302) 1,064,210 (24,703) 1,065,620 (15,379)
2005 2007 2009 2011 2013	4,724,310 (33,034) 4,545,910 (21,853) 4,179,060 (33,168) 3,976,960 (18,241) 4,083,860 (42,441)	1,779,830 (9,318 1,685,220 (5,288 1,541,830 (3,250 1,481,620 (3,867 1,466,550 (27,646	) 878,830 (4,562) 782,050 (3,085) 737,090 (3,675)	673,110 (6,286) 688,260 (1,640) 642,720 (846) 630,970 (321) 666,260 (20,228)	113,330 (2,896) 118,130 (3,104) 117,050 (578) 113,560 (459) 119,930 (843)	1,865,430 (19,380) 1,833,540 (18,364) 1,665,680 (30,216) 1,583,610 (16,558) 1,615,120 (29,311)	764,920 (8,028) 698,930 (5,885) 579,190 (1,685) 568,150 (3,607) 544,610 (5,638)	561,320 (5,730) 417,610 (3,218) 401,430 (3,952) 443,780 (2,604) 446,050 (5,316)	539,190 (12,633) 717,000 (16,573) 685,050 (28,928) 571,690 (15,197) 624,470 (27,948)	1,079,050 (15,497) 1,027,150 (11,379) 971,550 (8,113) 911,730 (3,469) 1,002,180 (11,849)
2015 2017	4,304,470 (69,171) 4,251,960 (69,049)	1,487,620 (42,646 1,478,040 (37,641		677,540 (22,542) 738,980 (27,007)	147,410 (14,387) 145,150 (7,204)	1,771,440 (47,422) 1,727,280 (36,077)	576,570 (38,496) 518,200 (10,946)	445,620 (15,105) 486,720 (19,828)	749,250 (33,313) 722,360 (29,984)	1,045,410 (27,611) 1,046,640 (24,548)
Grades 9 through 12 1995 1997 1999 2001 2003	1,162,500 (4,625) 1,185,260 (2,374) 1,229,290 (8,260) 1,296,480 (6,669) 1,311,150 (24,733)	618,460 (2,786 619,010 (96 626,520 (70 640,570 (2,317 633,590 (3,888	86,240 (†) 80,270 (†) 82,930 (2,293)	275,370 (2,786) 275,400 (†) 272,790 (†) 291,520 (†) 292,230 (†)	252,440 (†) 257,370 (96) 273,460 (70) 266,130 (338) 266,430 (3,888)	342,180 (3,174) 352,690 (2,261) 375,100 (7,920) 401,290 (3,527) 392,310 (4,195)	135,610 (2,338) 144,950 (1,660) 158,040 (1,640) 172,340 (2,633) 167,250 (3,144)	122,460 (645) 117,450 (848) 117,000 (1,237) 127,340 (1,625) 131,220 (1,924)	84,120 (1,720) 90,290 (1,221) 100,060 (7,461) 101,600 (1,852) 93,840 (2,031)	201,860 (1,495) 213,560 (1,860) 227,670 (2,208) 254,620 (4,465) 285,250 (23,952)
2005 2007 2009 2011 2013	1,348,930 (18,073) 1,364,300 (11,958) 1,309,430 (6,480) 1,291,130 (15,396) 1,311,880 (14,936)	622,970 (1,538 622,930 (1,377 618,390 (4,409 606,250 (14,313 588,580 (13,452	67,030 (1,201) 74,380 (42) 67,320 (10)	283,510 (700) 281,680 (566) 266,290 (4,311) 268,840 (14,313) 270,060 (13,416)	269,900 (1,341) 274,210 (364) 277,720 (920) 270,090 (†) 259,040 (905)	437,900 (6,541) 449,680 (3,796) 410,540 (4,285) 408,330 (5,747) 415,810 (2,774)	192,440 (3,404) 184,260 (1,768) 157,830 (362) 162,420 (1,349) 162,490 (1,942)	135,590 (1,493) 109,430 (374) 114,880 (1,074) 121,560 (513) 119,440 (1,862)	109,860 (5,190) 156,000 (3,052) 137,840 (4,111) 124,350 (5,792) 133,880 (1,762)	288,070 (16,551) 291,700 (11,156) 280,500 (1,880) 276,550 (3,485) 307,490 (6,938)
2015 2017	1,446,060 (23,777) 1,468,020 (17,378)	595,050 (2,166 659,290 (15,189		283,050 (38) 313,180 (14,701)	258,550 (1,388) 291,440 (†)	497,390 (23,622) 460,960 (6,962)	184,220 (15,411) 166,870 (2,664)	141,870 (9,045) 146,600 (5,627)	171,300 (16,438) 147,490 (2,665)	353,620 (5,530) 347,780 (4,172)

Table 205.20. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995 through fall 2017—Continued

						Cath	olic							Other re	eligious					
Grade level and year	Total privat enrollmer			Total	F	arochial	[	Diocesan		Private		Total		servative Christian	A	affiliated <sup>1</sup>	Una	ffiliated <sup>1</sup>	Non	sectarian
1		2		3		4		5		6		7	-	8		9		10		11
			-				-	*	Pe	ercentage	distribution									
<b>Total, all grades</b> 1995 1997 1999 2001 2003	100.0 (7 100.0 (7 100.0 (7 100.0 (7 100.0 (7	†)  -)  -)	45.0 44.8 44.2 42.3 41.3	(0.19) (0.13) (0.24) (0.25) (0.27)	24.7 24.2 23.2 20.7 19.4	(0.13) (0.09) (0.14) (0.14) (0.17)	14.4 14.7 14.6 15.5 15.8	(0.08) (0.05) (0.07) (0.12) (0.14)	5.9 5.9 6.4 6.1 6.1	(0.03) (0.03) (0.04) (0.04) (0.07)	35.4 35.3 36.4 36.8 36.5	(0.19) (0.18) (0.28) (0.22) (0.25)	13.3 13.9 14.5 14.8 14.6	(0.12) (0.12) (0.09) (0.13) (0.13)	11.8 10.9 10.7 10.5 10.7	(0.08) (0.06) (0.08) (0.13) (0.10)	10.3 10.5 11.2 11.5 11.3	(0.18) (0.17) (0.36) (0.18) (0.22)	19.7 19.9 19.3 20.9 22.1	(0.23) (0.17) (0.11) (0.33) (0.36)
2005 2007 2009 2011 2013	100.0 (1 100.0 (1 100.0 (1 100.0 (1 100.0 (1	†) †)	39.6 39.1 39.4 39.6 38.1	(0.26) (0.20) (0.25) (0.25) (0.50)	17.5 16.0 15.6 15.3 13.7	(0.13) (0.11) (0.11) (0.09) (0.33)	15.8 16.4 16.6 17.1 17.4	(0.14) (0.09) (0.13) (0.25) (0.51)	6.3 6.6 7.2 7.3 7.0	(0.07) (0.06) (0.05) (0.04) (0.07)	37.9 38.6 37.8 37.8 37.6	(0.25) (0.25) (0.37) (0.28) (0.44)	15.8 14.9 13.4 13.9 13.1	(0.14) (0.12) (0.09) (0.09) (0.16)	11.5 8.9 9.4 10.7 10.5	(0.09) (0.06) (0.07) (0.08) (0.13)	10.7 14.8 15.0 13.2 14.1	(0.20) (0.26) (0.48) (0.34) (0.47)	22.5 22.3 22.8 22.6 24.3	(0.34) (0.25) (0.16) (0.15) (0.28)
2015 2017	100.0 († 100.0 (†	†)	36.2 37.4	(0.66) (0.53)	12.5 11.3	(0.38) (0.40)	16.7 18.4	(0.40) (0.51)	7.1 7.6	(0.24) (0.16)	39.5 38.3	(0.80) (0.42)	13.2 12.0	(0.85) (0.24)	10.2 11.1	(0.39) (0.40)	16.0 15.2	(0.73) (0.43)	24.3 24.4	(0.51) (0.40)
Prekindergarten through																				
grade 8 1995 1997 1999 2001 2003	100.0 († 100.0 († 100.0 († 100.0 († 100.0 (†	r)   r)	42.9 43.0 42.5 40.5 39.4	(0.20) (0.15) (0.23) (0.27) (0.25)	28.8 28.4 27.5 24.4 23.1	(0.17) (0.12) (0.16) (0.17) (0.18)	12.1 12.6 12.7 13.7 14.0	(0.06) (0.05) (0.06) (0.14) (0.13)	2.1 2.0 2.3 2.3 2.2	(0.02) (0.03) (0.04) (0.05) (0.01)	36.9 36.7 38.0 38.4 38.3	(0.22) (0.20) (0.26) (0.25) (0.23)	13.7 14.3 14.9 15.2 15.1	(0.13) (0.13) (0.09) (0.15) (0.12)	12.1 11.1 11.1 10.7 10.8	(0.09) (0.06) (0.07) (0.14) (0.09)	11.1 11.3 12.0 12.5 12.4	(0.21) (0.19) (0.32) (0.20) (0.24)	20.2 20.3 19.6 21.2 22.3	(0.28) (0.19) (0.12) (0.37) (0.22)
2005 2007 2009 2011 2013	100.0 († 100.0 († 100.0 († 100.0 († 100.0 (†	†)  -)  -)	37.7 37.1 36.9 37.3 35.9	(0.25) (0.20) (0.29) (0.18) (0.53)	21.0 19.3 18.7 18.5 16.7	(0.14) (0.13) (0.15) (0.11) (0.42)	14.2 15.1 15.4 15.9 16.3	(0.15) (0.09) (0.12) (0.08) (0.44)	2.4 2.6 2.8 2.9 2.9	(0.06) (0.07) (0.03) (0.02) (0.04)	39.5 40.3 39.9 39.8 39.5	(0.21) (0.27) (0.43) (0.24) (0.52)	16.2 15.4 13.9 14.3 13.3	(0.16) (0.14) (0.11) (0.08) (0.17)	11.9 9.2 9.6 11.2 10.9	(0.09) (0.07) (0.10) (0.08) (0.15)	11.4 15.8 16.4 14.4 15.3	(0.22) (0.30) (0.57) (0.32) (0.59)	22.8 22.6 23.2 22.9 24.5	(0.23) (0.21) (0.20) (0.11) (0.31)
2015 2017	100.0 († 100.0 (†	†) †)	34.6 34.8	(0.78) (0.64)	15.4 14.0	(0.48) (0.52)	15.7 17.4	(0.50) (0.56)	3.4 3.4	(0.31) (0.17)	41.2 40.6	(0.81) (0.52)	13.4 12.2	(0.82) (0.28)	10.4 11.4	(0.35) (0.45)	17.4 17.0	(0.73) (0.56)	24.3 24.6	(0.61) (0.48)
Grades 9 through 12 1995 1997 1999 2001 2003	100.0 (1 100.0 (1 100.0 (1 100.0 (1 100.0 (1	†) †)	53.2 52.2 51.0 49.4 48.3	(0.20) (0.10) (0.34) (0.26) (0.91)	7.8 7.3 6.5 6.4 5.7	(0.03) (0.01) (0.04) (0.17) (0.11)	23.7 23.2 22.2 22.5 22.3	(0.20) (0.05) (0.15) (0.12) (0.42)	21.7 21.7 22.2 20.5 20.3	(0.09) (0.04) (0.15) (0.10) (0.44)	29.4 29.8 30.5 31.0 29.9	(0.20) (0.16) (0.45) (0.19) (0.59)	11.7 12.2 12.9 13.3 12.8	(0.18) (0.13) (0.14) (0.17) (0.32)	10.5 9.9 9.5 9.8 10.0	(0.06) (0.08) (0.11) (0.12) (0.23)	7.2 7.6 8.1 7.8 7.2	(0.14) (0.10) (0.56) (0.13) (0.20)	17.4 18.0 18.5 19.6 21.8	(0.12) (0.14) (0.19) (0.28) (1.43)
2005 2007 2009 2011 2013	100.0 (1 100.0 (1 100.0 (1 100.0 (1 100.0 (1	r)  r)  r)	46.2 45.7 47.2 47.0 44.9	(0.60) (0.40) (0.25) (0.63) (0.64)	5.2 4.9 5.7 5.2 4.5	(0.07) (0.09) (0.03) (0.06) (0.06)	21.0 20.6 20.3 20.8 20.6	(0.28) (0.18) (0.27) (0.88) (0.83)	20.0 20.1 21.2 20.9 19.7	(0.27) (0.17) (0.12) (0.25) (0.24)	32.5 33.0 31.4 31.6 31.7	(0.52) (0.33) (0.25) (0.49) (0.42)	14.3 13.5 12.1 12.6 12.4	(0.28) (0.16) (0.06) (0.18) (0.19)	10.1 8.0 8.8 9.4 9.1	(0.16) (0.07) (0.08) (0.13) (0.17)	8.1 11.4 10.5 9.6 10.2	(0.37) (0.22) (0.28) (0.43) (0.19)	21.4 21.4 21.4 21.4 23.4	(0.97) (0.65) (0.15) (0.35) (0.47)
2015 2017	100.0 († 100.0 (†	†) †)	41.1 44.9	(0.67) (0.63)	3.7 3.7	(0.13) (0.25)	19.6 21.3	(0.32) (0.80)	17.9 19.9	(0.30) (0.24)	34.4 31.4	(1.11) (0.46)	12.7 11.4	(0.96) (0.21)	9.8 10.0	(0.59) (0.36)	11.8 10.0	(1.02) (0.19)	24.5 23.7	(0.51) (0.34)

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>Affiliated schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1995–96 through 2017–18. (This table was prepared August 2019.)

CHAPTER 2: Elementary and Secondary Education Private School Education

Table 205.30. Percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and selected characteristics: Selected years, fall 2005 through fall 2017

[Standard errors appear in parentheses]

											20	)17				
									Cat	holic			Other	religious		
Selected characteristic	2005	200	7 200	9 2011	2013	2015	Total	Total	Parochial	Diocesan	Private	Tota	Conservative Christian	Affiliated <sup>1</sup>	Unaffiliated <sup>1</sup>	Nonsectarian
1	2		3	4 5	6	7	8	9	10	11	12	13	3 14	15	16	17
Total	100.0 (†)	100.0 (1	) 100.0 (	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)
School level <sup>2</sup> Elementary Secondary Combined	56.8 (0.34) 14.2 (0.34) 29.1 (0.29)	54.6 (0.24 14.0 (0.17 31.4 (0.25	14.3 (0.1	1) 14.4 (0.25)	13.7 (0.19)	13.5 (0.20)	14.1 (0.32)	27.1 (0.77)	86.0 (1.39) 6.0 (0.25) 8.0 (1.41)	29.0 (1.24)	53.7 (0.89)	5.5 (0.13	2.4 (0.05)	8.4 (0.34)	5.8 (0.29)	7.9 (0.18)
Student race/ethnicity <sup>3</sup> White Black Hispanic Asian <sup>4</sup> Pacific Islander <sup>4</sup> American Indian/Alaska	75.3 (0.10) 9.6 (0.08) 9.2 (0.05) 4.1 (0.05) — (†)	74.5 (0.17 9.8 (0.08 9.6 (0.14 5.4 (0.07 — (1	9.2 (0.0 9.4 (0.0 5.1 (0.0	7) 8.9 (0.06) 9) 9.8 (0.05) 5) 5.5 (0.03)	9.3 (0.27) 10.2 (0.11) 5.9 (0.05)	9.3 (0.31) 10.4 (0.15) 6.2 (0.06)	66.7 (0.40) 9.3 (0.23) 11.3 (0.22) 6.5 (0.15) 0.8 (0.03)	7.6 (0.15) 15.7 (0.29) 5.3 (0.07)	66.6 (0.96) 6.3 (0.29) 16.1 (0.58) 4.9 (0.18) 0.8 (0.21)	66.6 (0.78) 7.5 (0.21) 15.4 (0.57) 5.1 (0.12) 0.6 (0.02)	9.8 (0.11) 15.6 (0.24) 6.3 (0.09)	10.4 (0.37 8.0 (0.33 5.3 (0.16	11.6 (0.28) 9.2 (0.15) 6.3 (0.22)	8.7 (1.22) 6.6 (0.20) 5.8 (0.20)	10.8 (0.37) 8.0 (0.84) 4.0 (0.35)	10.2 (0.45) 9.0 (0.33) 10.5 (0.45)
Native Two or more races <sup>4</sup>	1.8 (0.01) — (†)	0.6 (0.02 — (†					0.5 (0.03) 4.9 (0.06)	0.5 (0.01) 4.6 (0.08)	0.5 (0.02) 4.7 (0.18)	0.4 (0.01) 4.5 (0.09)	0.9 (0.01) 4.9 (0.08)					
School enrollment Less than 50 50 to 149 150 to 299 300 to 499 500 to 749 750 or more	4.5 (0.10) 16.7 (0.17) 26.6 (0.18) 21.1 (0.20) 15.0 (0.31) 16.1 (0.24)	4.4 (0.12 16.6 (0.20 26.0 (0.19 21.2 (0.11 14.6 (0.09 17.2 (0.24	17.3 (0.1 25.9 (0.1 21.0 (0.1 14.0 (0.0	3) 16.8 (0.15) 7) 26.2 (0.15) 9) 21.0 (0.11) 9) 15.0 (0.25)	17.1 (0.23) 25.5 (0.29) 20.4 (0.21) 14.5 (0.24)	16.8 (0.40) 25.1 (0.49) 19.5 (0.49) 15.8 (0.97)	25.2 (0.54) 20.3 (0.52) 14.8 (0.49)	7.4 (0.44) 28.9 (0.96) 25.8 (0.74) 19.4 (0.99)	0.3 (0.01) 7.3 (0.49) 40.2 (2.10) 28.2 (1.45) 17.6 (2.03) 6.4 (0.26)	19.0 (1.55)	12.5 (0.21) 20.4 (1.31) 23.1 (0.38)	18.3 (0.65 24.2 (0.80 18.6 (0.94 12.8 (0.39	16.0 (0.34) 24.5 (0.61) 21.6 (1.24) 15.7 (0.89)	13.5 (0.59) 23.6 (1.88) 20.1 (2.04) 14.7 (0.65)	23.6 (1.52) 24.3 (1.45) 15.3 (1.76) 9.1 (0.33)	26.3 (0.90) 21.1 (0.85) 14.3 (0.65) 10.9 (0.59)
Region Northeast Midwest South West	23.5 (0.19) 23.6 (0.30) 32.5 (0.33) 20.3 (0.36)	24.1 (0.18 22.9 (0.19 33.3 (0.20 19.7 (0.19	23.6 (0.3 33.6 (0.2	3) 24.0 (0.26) 3) 33.2 (0.16)	24.6 (0.64) 34.1 (0.33)	24.5 (0.77) 34.2 (0.73)	24.1 (0.65) 35.5 (0.63)	35.2 (1.01) 26.0 (0.84)	19.4 (1.28) 41.9 (2.12) 24.4 (1.76) 14.2 (0.61)	35.4 (1.47) 27.2 (1.56)	24.7 (0.41) 25.6 (1.22)	20.7 (0.94 43.5 (0.93	16.5 (0.76) 49.6 (0.96)	21.4 (2.04) 39.4 (2.05)	23.4 (1.99) 41.8 (1.69)	12.5 (0.56) 37.4 (0.89)
School locale City Sburban Town Rural	41.3 (0.26) 40.0 (0.35) 7.2 (0.13) 11.5 (0.37)		9 39.0 (0.3 7.1 (0.1	4) 38.3 (0.20) 7) 6.8 (0.05)	41.0 (0.44) 6.3 (0.33)	40.2 (0.82) 6.2 (0.56)	39.9 (0.58) 6.5 (0.42)	40.8 (1.01) 8.7 (1.02)	44.2 (2.00) 39.3 (1.82) 12.5 (2.13) 4.0 (0.44)	42.7 (1.55) 9.3 (1.56)	38.7 (0.64) 1.8 (0.03)	37.7 (0.79 5.8 (0.12	() 43.7 (0.96) 6.9 (0.17)	39.2 (1.55) 5.0 (0.20)	31.9 (1.22) 5.4 (0.19)	42.0 (0.79) 4.2 (0.69)

<sup>-</sup>Not available.

<sup>3</sup>Race categories exclude persons of Hispanic ethnicity. Race/ethnicity was not collected for prekindergarten students (821,800 out of 5,719,990 students in 2017). Percentage distribution is based on the students for whom race/ethnicity was reported. 
<sup>4</sup>Prior to 2009, Pacific Islander data are included with Asian data. Separate data on Pacific Islander students and data on students of Two or more races were not collected prior to 2009.

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2005–06 through 2017–18. (This table was prepared August 2019.)

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>&</sup>lt;sup>1</sup>Affilliated schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.

<sup>&</sup>lt;sup>2</sup>Elementary schools have grade 6 or lower and no grade higher than 8. Secondary schools have no grade lower than 7. Combined schools include those that have grades lower than 7 and higher than 8, as well as those that do not classify students by grade level.

Table 205.40. Number and percentage distribution of private elementary and secondary students, teachers, and schools, by orientation of school and selected characteristics: Fall 1999, fall 2009, and fall 2017

		Fall 1999	)			Fall 2009	)									Fall 2	2017							
		Total				Total				Total				Catholic			(	Other religi	ous			Nonsectari	an	
Selected characteristic		Number	Pe	ercent		Number	Р	ercent		Number		Percent		Number	Р	ercent		Number	P	Percent		Number		Percent
1		2		3		4		5		6		7		8		9		10		11		12		13
Students <sup>1</sup> Total	6,018,280	(30,179)	100.0	(†)	5,488,490	(35,857)	100.0	(†)	5,719,990	(74,133)	100.0	(†)	2,137,330	(40,520)	100.0	(†)	2,188,240	(40,106)	100.0	(†)	1,394,420	(26,889)	100.0	(†)
School level <sup>2</sup> Elementary Secondary Combined	3,595,020 806,640 1,616,620	(11,516) (2,395) (23,949)	59.7 13.4 26.9	(80.0)	2,937,090 785,810 1,765,590	(26,807) (4,810) (15,909)	14.3	(0.24) (0.11) (0.21)	2,846,020 808,630 2,065,340	(56,267) (16,013) (35,992)	14.1	(0.55) (0.32) (0.46)	1,346,850 578,300 212,190	(36,078) (15,841) (9,771)	27.1	(0.83) (0.77) (0.42)	867,760 119,880 1,200,600	(29,313) (1,910) (27,105)	5.5	(0.95) (0.13) (0.92)	631,410 110,450 652,550	(15,274) (1,338) (16,618)	45.3 7.9 46.8	
School enrollment Less than 50 50 to 149 150 to 299 300 to 499 500 to 749 750 or more	238,980 939,110 1,615,970 1,419,360 917,670 887,190	(5,691) (10,717) (7,315) (13,203) (2,330) (18,232)	15.6 26.9		296,000 950,050 1,423,220 1,154,950 768,540 895,720	(22,889) (12,053) (9,951) (10,730) (†) (6,538)	17.3 25.9 21.0 14.0	(0.39) (0.18) (0.17) (0.19) (0.09) (0.12)	848,140	(9,120) (25,783) (38,720) (31,868) (30,584) (19,363)	16.2 25.2 20.3 14.8	(0.15) (0.37) (0.54) (0.52) (0.49) (0.34)	7,490 157,680 618,050 551,610 415,130 387,370	(0) (9,882) (25,586) (15,687) (24,969) (†)	7.4 28.9 25.8 19.4	(0.01) (0.44) (0.96) (0.74) (0.99) (0.44)	155,760 399,970 529,270 407,920 280,450 414,870	(6,968) (16,510) (20,288) (23,904) (7,412) (12,135)	18.3 24.2 18.6 12.8	(0.30) (0.65) (0.80) (0.94) (0.39) (0.54)	114,280 366,830 294,350 199,410 152,570 266,970	(6,141) (14,385) (13,550) (8,974) (9,627) (6,355)	26.3 21.1	(0.85) (0.65) (0.59)
Student race/ethnicity³ White Black Hispanic Asian Pacific Islander American Indian/ Alaska Native	4,061,870 494,530 435,890 239,510 [ <sup>4</sup> ] 22,690	(24,242) (5,079) (1,592) (877) (†)	8.3	(0.09)	3,410,360 430,970 443,290 239,320 28,020 21,080	(31,067) (2,579) (4,113) (1,894) (884)	9.2 9.4 5.1	(0.20) (0.07) (0.09) (0.05) (0.02)	3,267,740 453,670 552,000 315,970 40,960 26,840	(46,018) (11,354) (13,863) (8,834) (1,418) (1,659)	9.3 11.3 6.5 0.8	(0.40) (0.23) (0.22) (0.15) (0.03)	1,285,900 149,800 307,230 104,030 13,510	(30,147) (2,761) (7,087) (1,531) (1,387)	7.6 15.7 5.3 0.7	(0.48) (0.15) (0.29) (0.07) (0.07)	1,312,690 193,510 148,190 98,660 17,590	(26,032) (7,194) (6,890) (3,190) (188) (1,650)	10.4 8.0 5.3 0.9	(0.50) (0.37) (0.33) (0.16) (0.02) (0.09)	669,160 110,360 96,580 113,270 9,860 6,440	(10,377) (5,814) (4,916) (6,348) (94) (117)	10.2 9.0 10.5	(0.45) (0.02)
Two or more races School locale City Suburban Town Rural		(†) (†) (†) (†) (†)		(†) (†) (†) (†)	127,090 2,252,780 2,137,800 387,920 709,990	(781) (12,708) (20,891) (9,565) (26,462)	41.0 39.0 7.1	(0.02) (0.31) (0.34) (0.17) (0.42)	240,970 2,463,590 2,284,510 371,150 600,740	(3,881) (50,197) (35,510) (25,577) (25,531)	43.1 39.9 6.5	(0.06) (0.63) (0.58) (0.42) (0.41)	90,870 985,600 873,070 186,510 92,150	(23,753) (26,231) (23,522) (2,740)	46.1 40.8 8.7	(1.02) (1.01) (1.02) (1.02) (0.15)	77,070 874,720 825,600 125,930 361,990	(2,904) (26,907) (16,957) (730) (24,792)	40.0 37.7 5.8	(0.13) (0.97) (0.79) (0.12) (0.96)	73,020 603,270 585,830 58,710 146,590	(1,049) (20,872) (11,623) (10,017) (5,414)	42.0 4.2	(0.92) (0.79)
Teachers⁵ Total	408,400	(2,977)	100.0	(†)	437,410	(3,222)	100.0	(†)	482,320	(5,669)	100.0	(†)	152,900	(2,961)	100.0	(†)	182,860	(3,057)	100.0	(†)	146,560	(2,539)	100.0	(†)
School level <sup>2</sup> Elementary Secondary Combined	200,910 62,740 144,750	(735) (229) (2,682)	49.2 15.4 35.4	(0.12)	194,480 67,530 175,410	(1,878) (553) (1,853)	15.4	(0.25) (0.14) (0.26)	200,120 73,690 208,520	(3,691) (2,330) (3,496)	15.3	(0.56) (0.48) (0.47)	88,590 45,780 18,530	(2,249) (2,271) (653)	29.9	(1.17) (1.23) (0.41)	60,840 12,920 109,110	(1,641) (443) (2,639)	7.1	(0.79) (0.26) (0.82)	50,700 14,990 80,870	(1,339) (276) (1,787)	10.2	(0.63) (0.24) (0.64)
School enrollment Less than 50 50 to 149 150 to 299 300 to 499 500 to 749 750 or more	25,970 70,800 102,240 90,010 57,930 61,440	(488) (983) (486) (1,316) (79) (2,143)	6.4 17.3 25.0 22.0 14.2 15.0	(0.20) (0.28) (0.10)	34,120 82,460 107,490 86,850 56,920 69,570	(1,642) (1,102) (1,873) (751) (†) (566)	18.9	(0.34) (0.23) (0.33) (0.19) (0.10) (0.13)	35,760 85,130 114,100 91,470 68,790 87,090	(1,330) (2,523) (2,944) (2,245) (2,335) (1,768)	17.6 23.7 19.0 14.3	(0.25) (0.42) (0.53) (0.46) (0.46) (0.34)	1,100 15,010 43,360 37,920 28,290 27,230	(0) (1,508) (1,706) (1,185) (2,018) (†)	9.8 28.4 24.8 18.5	(0.01) (0.89) (0.93) (0.91) (1.17) (0.43)	19,020 34,680 41,420 31,580 23,260 32,910	(1,077) (1,158) (1,498) (1,443) (610) (1,244)	19.0 22.6 17.3 12.7	(0.53) (0.56) (0.74) (0.70) (0.36) (0.61)	15,640 35,440 29,330 21,970 17,240 26,950	(782) (1,440) (1,504) (680) (506) (553)	10.7 24.2 20.0 15.0 11.8 18.4	(0.94) (0.47) (0.27)
School locale City Suburban Town Rural		(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	176,740 166,170 30,390 64,120	(799) (2,463) (663) (1,960)	40.4 38.0 6.9 14.7	(0.33) (0.41) (0.15) (0.39)	206,880 185,400 31,410 58,640	(3,770) (2,704) (2,294) (2,235)	38.4 6.5	(0.58) (0.53) (0.45) (0.43)	69,920 60,840 14,830 7,310	(1,760) (2,145) (2,040) (173)	39.8 9.7	(1.23) (1.23) (1.21) (0.14)	73,510 65,780 10,910 32,660	(2,032) (1,336) (125) (1,970)	36.0 6.0	(0.87) (0.74) (0.13) (0.92)	63,450 58,770 5,660 18,670	(1,782) (1,342) (1,041) (1,036)	43.3 40.1 3.9 12.7	(0.70)

Table 205.40. Number and percentage distribution of private elementary and secondary students, teachers, and schools, by orientation of school and selected characteristics: Fall 1999, fall 2009, and fall 2017—Continued

		Fall 1999	9			Fall 2009	)									Fall 2	2017							
		Total				Total				Total				Catholic	;		Ot	her religi	ous		1	lonsectar	an	
Selected characteristic		Number		Percent		Number		Percent		Number		Percent		Number	F	Percent		Number	F	ercent		Number		Percent
1		2		3		4		5		6		7		8		9		10		11		12		13
Schools Total	33,000	(301)	100.0	(†)	33,370	(834)	100.0	(†)	32,460	(559)	100.0	(†)	7,050	(147)	100.0	(†)	14,500	(319)	100.0	(†)	10,910	(342)	100.0	(†)
School level <sup>2</sup> Elementary Secondary Combined	22,300 2,540 8,150	(242) (62) (160)	67.6 7.7 24.7	(0.43) (0.19) (0.40)	21,420 2,780 9,160	(745) (39) (153)	64.2 8.3 27.5	(0.70) (0.23) (0.54)	20,090 2,840 9,530	(460) (92) (300)	8.8	(0.82) (0.30) (0.76)	5,410 1,130 510	(134) (57) (16)	76.7 16.1 7.2	(0.78) (0.74) (0.26)	8,010 810 5,680	(329) (63) (206)	5.6	(1.53) (0.45) (1.42)	6,670 900 3,340	(241) (28) (176)	61.1 8.2 30.6	(1.18) (0.30)
School enrollment Less than 50 50 to 149 150 to 299 300 to 499 500 to 749 750 or more	9,160 10,260 7,440 3,730 1,530 870	(210) (134) (34) (41) (3) (20)	27.8 31.1 22.5 11.3 4.6 2.6	(0.29) (0.21) (0.13) (0.04)	11,070 10,470 6,690 3,010 1,280 850	(801) (154) (46) (30) (†) (7)	33.2 31.4 20.1 9.0 3.8 2.5	(1.61) (0.81) (0.49) (0.24) (0.10) (0.06)	10,300 9,970 6,790 3,030 1,410 950	(323) (261) (196) (89) (51) (21)		(0.67) (0.57) (0.54) (0.27) (0.17) (0.08)	240 1,480 2,840 1,420 690 370	(0) (76) (113) (37) (42) (†)	3.4 21.0 40.3 20.2 9.8 5.2	(0.07) (0.92) (1.11) (0.62) (0.56) (0.16)	5,780 4,310 2,510 1,090 470 350	(207) (165) (97) (73) (12) (12)	29.7 17.3 7.5 3.2	(0.93) (0.78) (0.70) (0.50) (0.11) (0.10)	4,280 4,180 1,450 520 250 230	(259) (162) (79) (22) (16) (8)	39.2 38.3 13.3 4.8 2.3 2.1	(1.28) (0.68) (0.25)
Racial/ethnic enrollment concentration More than 50 percent White More than 50 percent Black More than 50 percent Hispanic No racial/ethnic group more than 50 percent	26,490 2,660 1,220 2,150	(290) (34) (20) (36)	80.3 8.0 3.7 6.5	(0.11)	25,110 2,640 1,550 3,300	(818) (70) (72) (103)	75.2 7.9 4.6 9.9	(0.28)	23,250 2,220 1,990 4,080	(434) (79) (153) (121)	6.8 6.1	(0.60) (0.26) (0.42) (0.32)	5,180 290 680 790	(†) (†) (†) (†)	4.1 9.7	(0.58) (0.13) (0.32) (0.30)	10,940 1,240 620 1,350	(303) (55) (100) (45)	8.5 4.3	(0.77) (0.40) (0.68) (0.34)	7,120 690 680 1,940	(259) (49) (90) (113)	6.3	(0.74)
School locale City Suburban Town Rural	_ _ _ _	(†) (†) (†) (†)	_ 	(†) (†) (†) (†)	10,810 11,610 3,340 7,610	(171) (176) (154) (799)	34.8 10.0	(0.88) (0.94) (0.50) (1.86)	10,530 12,150 2,750 7,020	(221) (300) (150) (336)	37.4 8.5	(0.61) (0.76) (0.43) (0.86)	2,830 2,660 1,020 530	(69) (69) (110) (35)	37.7 14.5	(0.99) (0.97) (1.35) (0.48)	3,910 4,420 1,180 4,990	(117) (144) (43) (301)	30.5 8.1	(0.93) (1.00) (0.36) (1.47)	3,790 5,070 550 1,500	(128) (180) (92) (148)	34.8 46.5 5.0 13.8	(1.11) (0.77)

<sup>—</sup>Not available.
†Not applicable.

<sup>†</sup>Not applicable. #Rounds to zero.

¹Includes students in prekindergarten through grade 12 in schools that offer kindergarten or higher grade.

<sup>&</sup>lt;sup>2</sup>Elementary schools have grade 6 or lower and no grade higher than 8. Secondary schools have no grade lower than 7. Combined schools include those that have grades lower than 7 and higher than 8, as well as those that do not classify students by grade level.

<sup>&</sup>lt;sup>3</sup>Race/ethnicity was not collected for prekindergarten students (821,800 in fall 2017). Percentage distribution is based on the students for whom race/ethnicity was reported.

<sup>&</sup>lt;sup>4</sup>For 1999, Pacific Islander students are included under Asian. Prior to 2009, data were not collected on Pacific Islander students as a separate category.

<sup>&</sup>lt;sup>5</sup>Reported in full-time equivalents (FTE). Excludes teachers who teach only prekindergarten students.

NOTE: Tabulation includes schools that offer kindergarten or higher grade. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999–2000, 2009–10, and 2017–18. (This table was prepared August 2019.)

Table 205.80. Private elementary and secondary schools, enrollment, teachers, and high school graduates, by state: Selected years, 2007 through 2017

	e,	chools.				Е	inrollment in	prekinder	garten throu	gh grade 1	2				To	achers.1		h school aduates,
State		II 2017	l	Fall 2007	F	all 2009		Fall 2011		Fall 2013		Fall 2015		Fall 2017		all 2017		2016–17
1		2		3		4		5		6		7		8		9		10
United States Alabama Alaska Arizona Arkansas California	32,460 370 50 330 230! 3,340	(35) (†) (32) (85) (47)	83,840 4,990 64,910 40,120 703,810	(103) (†) (†) (11,961) (6,129)	95,570 7,510! 55,390 28,900 623,150	(35,857) (11,745) (2,740) (†) (1,371) (4,185)	<b>5,268,090</b> 81,070 5,170 53,120 29,930 608,070	(49) (†) (229) (1,245) (69)	<b>5,395,740</b> 76,400 5,080 55,070 30,340 596,160	(295) (†) (†) (1,496) (3,500)	75,070 75,070 5,540 56,610 37,930 627,170	(85,729) (†) (†) (6,108) (10,231)	70,840 4,470 56,800 30,530 643,010	(74,133) (2,360) (†) (1,153) (1,872) (22,494)	5,890 410 4,300 2,460 51,490	(5,669) (212) (†) (128) (85) (2,007)	4,580 4,570 1,680 41,310	(3,751) (35) (†) (†) (†) (398)
Colorado Connecticut Delaware District of Columbia Florida	410 370 160! 60 2,870	(62) (38) (59) (†) (271)	64,740 85,150 32,520 19,640 391,660	(†) (9,241) (2,701) (†) (6,123)	63,720 72,540 26,640 17,810 343,990	(3,486) (464) (†) (†) (1,023)	61,140 66,320 25,090 16,950 340,960	(148) (142) (†) (†) (230)	60,690 72,770 23,640 19,790 372,790	(4,498) (8,293) (†) (277) (2,812)	68,140 66,710 19,660 17,110 389,310	(9,589) (2,671) (†) (1,939) (207)	56,420 62,680 28,130 14,280 471,580	(†)	5,070 7,840 2,530! 1,700 37,960	(529) (1,070) (832) (†) (2,449)	2,960 5,950 1,390 1,060 26,900	(62) (†) (147) (†) (215)
Georgia Hawaii Idaho Illinois Indiana	840 130 280 1,350 910	(111) (†) (81) (70) (118)	157,430 37,300 24,700! 312,270 119,910	(9,185) (290) (11,608) (6,638) (2,284)	150,300 37,130 18,680 289,720 120,770	(6,251) (†) (4,814) (9,237) (5,919)	138,080 37,530 13,670 271,030 129,120	(†) (193) (1,289) (12,177)	150,360 33,820 18,580 281,360 121,230	(2,250) (32) (3,090) (6,026) (3,928)	189,630 45,600 20,230 280,440 171,570	(27,662) (7,730) (3,947) (19,662) (4,510)	166,310 40,840 26,040 258,280 144,780	(16,140) (†) (5,656) (16,148) (16,314)	14,990 3,570 1,820 19,200 10,370	(209) (†) (441) (973) (1,117)	10,100 3,510 890 14,450 6,610	(†) (†) (129) (192) (291)
lowa Kansas Kentucky Louisiana Maine	320 200 420 530 140	(80) (†) (79) (71) (†)	47,820 47,780 76,140 137,460 21,260	(†) (2,414) (2,074) (†) (143)	45,160 44,680 70,590 147,040 18,310	(†) (1,668) (2,132) (9,890) (†)	63,840 43,100 69,410 125,720 18,350	(14,665) (1,640) (12) (108) (†)	56,150 41,520 74,750 129,720 18,380	(9,338) (3,286) (4,226) (2,606) (272)	70,870 42,270 70,090 166,560 18,600	(16,178) (†) (†) (33,949) (†)	51,040 43,660 86,880 146,100 18,340	(1,661) (†) (19,678) (16,303) (†)	4,030 3,350 7,300 10,940 1,990	(289) (†) (1,962) (1,060) (†)	2,810 2,870 7,260! 8,700 2,530	(†) (†) (2,868) (164) (†)
Maryland Massachusetts Michigan Minnesota Mississippi	750 660 840 810 200	(53) (22) (94) (220) (†)	165,760 151,640 159,100 101,740 55,270	(1,160) (2,516) (2,047) (3,903) (†)	145,690 137,110 153,230 89,530 54,650	(160) (1,169) (5,828) (†) (2,458)	137,450 130,940 135,580 87,620 52,060	(564) (1,596) (544) (†) (†)	143,530 134,560 141,590 85,260 50,330	(2,030) (943) (6,240) (†) (3,333)	142,630 123,230 172,130 75,630 43,580	(3,549) (865) (34,196) (†) (†)	157,180 121,040 147,650 128,690 47,450	(14,193) (658) (10,736) (30,057) (†)	14,050 14,540 10,940 9,640 3,800	(673) (61) (983) (2,104) (†)	9,830 10,700 7,930 6,260 3,030	(†) (†) (124) (922) (†)
Missouri Montana Nebraska Nevada New Hampshire	780 120 270 140 350	(182) (†) (53) (†) (97)	125,610 15,030! 40,320 29,820 30,920	(3,685) (5,465) (†) (2,009) (†)	117,970 10,390 39,040 25,060 26,470	(2,065) (1,221) (†) (†) (†)	130,130 10,550 40,750 26,130 27,350	(8,715) (†) (†) (†) (†)	139,570 10,560 42,300 21,980 26,700	(25,980) (521) (†) (†) (†)	125,290 11,690 48,960 23,910 25,330	(8,723) (†) (5,442) (†) (†)	132,030 10,390 50,940 26,330 32,490	(16,277) (†) (7,667) (†) (7,282)	10,100 1,040 4,420! 1,830 3,460	(1,442) (†) (1,451) (†) (983)	8,250 530 3,900! 1,330 2,840	(401) (†) (1,348) (†) (343)
New Jersey New Mexico New York North Carolina North Dakota	1,100 ‡ 1,690 640 50	(83) (†) (4) (9) (†)	253,250 27,290 518,850 121,660 7,430	(5,016) (1,388) (7,196) (2,226) (†)	232,020 23,730 486,310 110,740 7,750	(16,536) (507) (5,211) (1,851) (†)	210,220 22,680 487,810 119,070 7,770	(1,211) (10) (19,574) (†) (†)	211,150 21,750 452,380 118,090 8,290	(4,607) (†) (901) (492) (†)	213,170 22,230 520,660 124,030 7,830	` (†)	214,840 ‡ 469,720 122,060 9,260	(12,022) (†) (2,192) (3,653) (†)	18,990 ‡ 43,290 11,730 790	(564) (†) (118) (254) (†)	15,070 1,080 31,020 6,820 ‡	(†) (†) (†) (28) (†)
Ohio Oklahoma Oregon Pennsylvania Rhode Island	1,430 150 400 2,500 110	(186) (†) (49) (126) (†)	239,520 40,320 66,260 324,020 28,260	(2,741) (5,032) (5,188) (6,253) (1,096)	246,250 34,000 56,820 301,640 24,940	(24,214) (716) (3,502) (5,036) (†)	213,990 35,750 53,200 276,300 25,420	(3,419) (847) (†) (3,668) (†)	238,620 32,740 58,830 253,800 22,180	(19,487) (†) (3,109) (756) (†)	255,690 32,160 57,310 315,830 20,620	(40,837) (1,061) (†) (38,974) (2,711)	247,790 31,550 52,960 282,330 18,770	(24,684) (†) (787) (13,928) (†)	18,190 2,790 4,410 23,630 1,750	(1,508) (†) (394) (793) (†)	14,640 1,770 3,260 18,060 1,780	(730) (†) (197) (244) (†)
South Carolina South Dakota Tennessee Texas Utah	390 80 490 2,090 150	(33) (†) (9) (180) (†)	71,430 12,280 117,540 296,540 20,860	(1,043) (†) (12,851) (4,132) (†)	62,320 11,470 98,310 313,360 21,990	(311) (†) (4,176) (11,968) (1,558)	60,890 12,490 92,430 285,320 18,660	(†) (34) (2,046) (55)	65,350 9,950 93,990 312,640 23,310	(4,447) (†) (3,210) (5,896) (†)	62,830 10,740 91,950 351,270 21,140	(†) (†) (†) (26,334) (†)	65,200 12,170 99,110 347,430 22,650	(2,438) (†) (7,467) (28,896) (†)	5,620 1,000 9,200 31,300 1,820	(367) (†) (674) (2,472) (†)	3,260 690 7,790 17,390 1,690	(33) (†) (583) (1,399) (†)
Vermont Virginia Washington West Virginia Wisconsin Wyoming	100 820 620 120 910 40	(†) (40) (20) (†) (67) (†)	12,600 143,140 104,070 14,980 138,290 2,930	(232) (7,988) (3,054) (†) (1,597) (†)	10,350 128,140 94,340 13,860 130,510 2,910	(†) (2,581) (625) (†) (†) (†)	9,030 123,780 93,630 13,430 127,250 2,740	(†) (82) (234) (1) (†) (†)	8,890 131,330 119,730 14,350 160,650 2,780	(†) (1,828) (17,349) (†) (32,980) (†)	10,040 140,350 100,140 14,780 144,020 2,240	(†) (12,832) (479) (†) (11,405) (†)	9,090 131,290 99,620 14,310 151,990 2,320	(†) (281) (762) (†) (15,852) (†)	1,120 11,710 7,870 1,280 11,280 220	(†) (80) (78) (†) (896) (†)	870 7,440 4,330 860 6,160	(†) (160) (†) (†) (†) (†)

students in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Some state counts are based on a census of schools in that state rather than a sample; for these counts, standard errors are not applicable. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private

School Universe Survey (PSS), 2007-08 through 2017-18. (This table was prepared August 2019.)

<sup>†</sup>Not applicable. !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Reported in full-time equivalents (FTE). Excludes teachers who teach only prekindergarten

NOTE: Includes special education, vocational/technical education, and alternative schools. Tabulation includes schools that offer kindergarten or higher grade. Includes enrollment of

Table 206.10. Number and percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by selected child, parent, and household characteristics: Selected years, 1999 through 2016

		19	99			200	03			200	07			20	12			201	6	
Selected child, parent, or household characteristic		Number chooled <sup>1</sup> ousands)	homes	Percent chooled <sup>1</sup>	homes	Number chooled <sup>1</sup> ousands)	homes	Percent chooled <sup>1</sup>		Number schooled <sup>1</sup> ousands)	homes	Percent schooled <sup>1</sup>		Number chooled <sup>1,2</sup> ousands)	homeso	Percent chooled <sup>1,2</sup>		Number schooled <sup>1</sup> ousands)	homes	Percent schooled <sup>1</sup>
1		2		3		4		5		6		7		8		9		10		11
Total Sex of child	850	(71.1)	1.7	(0.14)	1,096	(92.3)	2.2	(0.18)	1,520	(118.0)	3.0	(0.23)	1,773	(115.7)	3.4	(0.23)	1,690	(118.4)	3.3	(0.23)
Male Female	417 434	(43.9) (46.1)	1.6 1.8	(0.17) (0.19)	569 527	(61.9) (58.2)	2.2 2.1	(0.24) (0.23)	639 881	(75.1) (97.4)	2.4 3.5	(0.28) (0.39)	875 898	(73.7) (80.3)	3.3 3.6	(0.28) (0.32)	807 882	(79.2) (74.8)	3.0 3.5	(0.30) (0.29)
Race/ethnicity of child White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Other	640 84 77 ‡ — ‡ 16!	(62.3) (24.8) (17.7) (†) (†) (†) (6.4)	2.0 1.0 1.1 ‡ — ‡ 1.6!	(0.19) (0.31) (0.25) (†) (†) (†) (†) (0.62)	843 103! 59! +  + 59!	(77.5) (33.9) (21.1) (†) (†) (†) (26.9)	2.7 1.3! 0.7 ‡ — ‡ 4.9!	(0.25) (0.42) (0.26) (†) (†) (†) (2.13)	1,171 61! 147 + + + 111	(102.2) (21.2) (27.5) (†) (†) (†) (29.5)	3.9 0.8! 1.5 + + 4.8	(0.34) (0.28) (0.29) (†) (†) (†) (†) (1.30)	1,205 140 265 73! ‡ ‡ 82	(95.7) (37.1) (41.1) (21.9) (†) (†) (†) (16.3)	4.5 2.0 2.3 2.8! ‡ 3.2	(0.35) (0.52) (0.35) (0.90) (†) (†) (†) (0.61)	998 132 444 44 42 ‡ 69	(92.6) (27.6) (62.2) (12.6) (12.0) (†) (†) (15.2)	3.8 1.9 3.5 1.4 1.4 2.7	(0.35) (0.39) (0.50) (0.40) (0.40) (†) (1) (0.62)
Grade equivalent <sup>4</sup> Kindergarten Kindergarten Grades 1 through 3 Grades 4 and 5 Grades 6 through 8 Grades 9 through 12	428 92 199 136 186 235	(48.1) (19.7) (36.7) (22.5) (28.0) (33.3)	1.8 2.4 1.6 1.7 1.6 1.7	(0.20) (0.52) (0.29) (0.28) (0.24) (0.24)	472 ‡ 214 160 302 315	(55.3) (†) (33.3) (30.1) (44.9) (47.0)	1.9 1.8 1.9 2.4 2.3	(0.23) (†) (0.28) (0.35) (0.36) (0.33)	717 ‡ 406 197 371 422	(83.8) (†) (64.5) (41.4) (65.3) (58.2)	3.0 ‡ 3.4 2.5 3.0 2.8	(0.36) (†) (0.54) (0.52) (0.53) (0.38)	833 212 353 268 424 516	(84.8) (47.3) (50.9) (44.2) (49.0) (53.6)	3.2 4.0 2.9 3.2 3.5 3.8	(0.33) (0.90) (0.42) (0.52) (0.41) (0.39)	767 181 300 287 398 525	(74.4) (40.7) (34.1) (51.8) (49.1) (55.9)	3.0 3.5 2.4 3.4 3.3 3.8	(0.29) (0.80) (0.28) (0.62) (0.41) (0.40)
Number of children in the household One child Two children Three or more children	132 248 470	(18.0) (28.4) (63.9)	1.3 1.3 2.3	(0.17) (0.15) (0.31)	110 306 679	(22.3) (45.1) (80.2)	1.4 1.5 3.1	(0.27) (0.22) (0.36)	197 414 909	(32.5) (67.2) (102.4)	2.3 2.0 4.1	(0.38) (0.32) (0.46)	418 493 862	(29.6) (51.5) (88.4)	3.4 2.5 4.5	(0.23) (0.26) (0.47)	338 475 877	(35.5) (55.3) (84.8)	2.7 2.3 4.7	(0.27) (0.27) (0.45)
Number of parents in the household Two parents One parent Nonparental guardians	683 142 25!	(68.3) (25.0) (14.4)	2.1 0.9 ‡	(0.21) (0.16) (†)	886 196 ‡	(82.7) (42.6) (†)	2.5 1.5 ‡	(0.23) (0.32) (†)	1,357 118 ‡	(111.5) (28.4) (†)	3.6 1.0 ‡	(0.30) (0.24) (†)	1,354 342 77!	(104.2) (51.6) (31.9)	3.8 2.5 4.0!	(0.29) (0.37) (1.60)	1,358 293 38	(103.7) (38.4) (9.9)	3.7 2.3 2.0	(0.28) (0.30) (0.54)
Parent participation in the labor force Two parents—both in labor force Two parents—one in labor force One parent in labor force No parent participation in labor force	237 444 98 71	(39.8) (53.9) (21.8) (18.8)	1.0 4.6 0.7 1.9	(0.17) (0.55) (0.16) (0.48)	274 594 174 ‡	(44.1) (73.7) (39.8) (†)	1.1 5.6 1.4 ‡	(0.18) (0.67) (0.33) (†)	518 808 127 ‡	(76.2) (94.3) (29.5) (†)	2.0 7.5 1.3 ‡	(0.29) (0.82) (0.30) (†)	588 719 247 130	(63.5) (76.3) (40.9) (31.9)	2.5 6.2 2.2 4.8	(0.27) (0.65) (0.36) (1.15)	427 935 189 139	(56.5) (87.8) (29.6) (23.9)	1.7 7.2 1.8 4.0	(0.23) (0.68) (0.29) (0.72)
Highest education level of parents High school diploma or less Vocational/technical, associate's degree, or some college Bachelor's degree/some graduate school Graduate/professional degree	160 287 213 190	(26.5) (37.3) (36.2) (39.8)	0.9 1.9 2.6 2.3	(0.15) (0.24) (0.42) (0.46)	269 338 309 180	(51.6) (57.7) (48.5) (41.6)	1.7 2.1 2.8 2.3	(0.32) (0.36) (0.45) (0.55)	208 559 444 309	(35.5) (77.5) (64.7) (50.0)	1.5 3.8 3.9 2.9	(0.24) (0.52) (0.57) (0.46)	560 525 434 255	(81.7) (45.6) (51.4) (27.3)	3.4 3.4 3.7 3.3	(0.50) (0.29) (0.43) (0.36)	510 418 501 260	(66.1) (49.2) (64.0) (30.7)	3.3 3.1 3.6 3.0	(0.43) (0.36) (0.45) (0.35)
Household income <sup>5</sup> \$20,000 or less \$20,001 to \$50,000 \$50,001 to \$75,000 \$75,001 to \$100,000 Over \$100,000	184 356 162 148	(35.2) (42.9) (25.5) (26.5) (†)	1.5 1.8 1.9 1.5	(0.28) (0.22) (0.30) (0.28) (†)	164 430 264 169	(38.9) (60.3) (51.1) (42.9) (†)	1.8 2.6 2.4 2.6 ‡	(0.43) (0.36) (0.46) (0.66) (†)	186 420 414 264 236	(42.1) (59.8) (58.8) (57.2) (57.5)	2.2 3.1 4.0 3.8 2.0	(0.50) (0.42) (0.57) (0.83) (0.49)	219 528 370 288 367	(41.8) (65.5) (48.9) (47.3) (42.8)	2.9 3.8 3.9 4.2 2.7	(0.56) (0.47) (0.53) (0.69) (0.31)	184 483 435 268 319	(29.0) (59.4) (58.6) (38.4) (39.0)	2.9 3.7 4.8 3.8 1.9	(0.46) (0.46) (0.65) (0.55) (0.24)
Locale City Suburban Town Rural		(†) (†)	=	(†) (†)		(†)	=	(†) (†)	327 503 168 523	(40.4) (78.8) (37.1) (75.9)	2.0 2.6 3.0 4.9	(0.26) (0.41) (0.65) (0.71)	493 601 127 552	(59.5) (66.8) (30.8) (68.2)	3.3 3.1 2.6 4.5	(0.40) (0.34) (0.63) (0.55)	493 651 177 368	(56.0) (76.2) (30.0) (45.1)	3.0 2.9 4.3 4.4	(0.33) (0.33) (0.70) (0.54)

<sup>-</sup>Not available.

 $^{5}$ For 1999, estimates combine the "\$75,001 to \$100,000" and "Over \$100,000" categories.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, 2012, and 2016). (This table was prepared February 2018.)

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ‡Reporting standards not met (too few cases for a reliable estimate).

<sup>&</sup>lt;sup>1</sup>Excludes students who were enrolled in school for more than 25 hours a week. Also excludes students who were homeschooled only due to a temporary illness.

<sup>&</sup>lt;sup>2</sup>The National Center for Education Statistics uses a statistical adjustment for estimates of homeschoolers in 2012. For more information about this adjustment, please see *Homeschooling in the United States: 2012* (NCES 2016-096REV).

<sup>3</sup>Includes Two or more races and race/ethnicity not reported.

<sup>4</sup>Students whose grade equivalent was "ungr\u00e9ded" were excluded from the grade analysis. The percentage of students with an "ungraded" grade equivalent was 0.02 percent in 2003 and 2007. There were no students with an "ungraded" grade equivalent in 2012.

Table 206.30. Percentage distribution of students enrolled in grades 1 through 12, by public school type and charter status, private school orientation, and selected child and household characteristics: 2016

Selected child or household characteristic and	T	otal, all		Public	Р	ublic sc	hool typ	e <sup>1</sup>	Public	school	charter	status		Private	Priva	te scho	ol orient	ation
public school type		chools	scho	ol, total	As	ssigned		Chosen	Trac	ditional <sup>2</sup>		Charter	scho	ol, total	R	eligious	Nonse	ectarian
1		2		3		4		5		6		7		8		9		10
Percentage distribution of all enrolled students, by school type and charter status	100.0	(†)	90.5	(0.32)	70.6	(0.61)	19.8	(0.52)	85.9	(0.44)	4.6	(0.31)	9.5	(0.32)	7.6	(0.32)	1.9	(0.18)
Percentage distribution of students in schools of each type or status, by characteristic Total, all students	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Sex of child Male Female	51.8 48.2	(0.67) (0.67)	52.0 48.0	(0.72) (0.72)	52.2 47.8	(0.87) (0.87)	51.2 48.8	(1.69) (1.69)	52.0 48.0	(0.78) (0.78)	51.4 48.6	(3.38)	50.3 49.7	(1.92) (1.92)	50.2 49.8	(2.18) (2.18)	50.9 49.1	(5.01) (5.01)
Race/ethnicity of child White Black Hispanic Asian/Pacific Islander Asian Pacific Islander Other <sup>3</sup>	51.8 14.3 23.8 5.7 5.4 0.3 4.5	(0.41) (0.19) (0.28) (0.26) (0.25) (0.05) (0.26)	50.7 14.5 24.7 5.6 5.3 0.3 4.5	(0.44) (0.26) (0.35) (0.29) (0.28) (0.06) (0.29)	54.6 12.1 23.3 5.6 5.3 0.2 4.5	(0.57) (0.41) (0.52) (0.30) (0.29) (0.06) (0.33)	36.9 23.2 29.9 5.7 5.3 0.4! 4.3	(1.19) (1.27) (1.43) (0.63) (0.60) (0.19) (0.49)	51.8 13.9 24.1 5.6 5.4 0.2 4.6	(0.47) (0.31) (0.37) (0.30) (0.28) (0.05) (0.30)	30.4 26.2 36.0 4.7 4.0 ‡ 2.7	(2.85) (3.63) (3.09) (1.37) (1.15) (†) (0.71)	62.1 12.2 15.0 6.3 6.0 ‡ 4.4	(1.85) (1.34) (1.38) (1.05) (1.02) (†) (0.63)	64.0 12.3 15.4 4.4 4.1 ‡ 3.9	(2.15) (1.57) (1.51) (0.90) (0.85) (†) (0.64)	54.6 11.6 13.5 13.7 13.7 ‡ 6.7	(5.02) (2.75) (3.25) (3.54) (3.54) (†) (1.85)
Disability status of child as reported by parent Has a disability Does not have a disability	16.9 83.1	(0.57) (0.57)	17.3 82.7	(0.61) (0.61)	17.4 82.6	(0.68) (0.68)	17.0 83.0	(1.04) (1.04)	17.3 82.7	(0.61) (0.61)	15.9 84.1	(2.00) (2.00)	13.3 86.7	(1.20) (1.20)	12.7 87.3	(1.40) (1.40)	15.8 84.2	(2.86) (2.86)
Grade level Grades 1 through 5 Grades 6 through 8 Grades 9 through 12	43.5 25.2 31.3	(0.33) (0.33) (0.27)	43.6 24.9 31.5	(0.35) (0.34) (0.32)	44.2 25.3 30.5	(0.51) (0.52) (0.44)	41.3 23.8 34.8	(1.15) (1.11) (1.09)	43.2 24.8 32.0	(0.40) (0.37) (0.35)	51.6 27.9 20.5	(3.23) (2.89) (2.13)	42.7 27.4 29.9	(1.89) (1.55) (1.60)	43.2 27.8 29.0	(2.14) (1.74) (1.84)	40.9 25.8 33.4	(4.79) (3.80) (3.54)
Number of parents in the household Two parents One parent Nonparental guardians	70.3 25.7 3.9	(0.51) (0.55) (0.26)	69.3 26.6 4.2	(0.57) (0.62) (0.28)	70.5 25.4 4.1	(0.72) (0.73) (0.37)	64.9 30.7 4.5	(1.34) (1.29) (0.62)	69.3 26.4 4.2	(0.57) (0.62) (0.30)	68.2 28.7 3.0	(3.61) (3.43) (0.59)	80.6 17.7 1.8	(1.52) (1.46) (0.37)	80.0 18.2 1.8	(1.71) (1.67) (0.36)	82.7 15.4 ‡	(2.59) (2.46) (†)
Highest education level of parents Less than a high school diploma High school diploma or GED Vocational/technical, associate's degree,	10.7 20.0	(0.30) (0.27)	11.3 21.3	(0.34) (0.30)	10.9 21.3	(0.44) (0.48)	12.4 21.4	(1.13) (1.28)	11.0 21.5	(0.35) (0.36)	17.1 17.7	(3.53) (3.26)	5.5 8.0	(1.27) (1.43)	5.8 8.9	(1.37) (1.62)	‡ ‡	(†) (†)
or some college Bachelor's degree/some graduate school Graduate/professional degree	25.7 26.7 16.8	(0.44) (0.46) (0.18)	26.6 25.6 15.2	(0.45) (0.47) (0.19)	26.7 26.0 15.0	(0.58) (0.60) (0.27)	26.0 24.2 16.0	(1.07) (0.99) (0.78)	26.7 25.8 15.1	(0.47) (0.50) (0.19)	25.0 22.8 17.4	(2.57) (1.96) (1.87)	17.5 37.2 31.8	(1.57) (1.60) (1.68)	19.5 38.2 27.5	(1.76) (1.89) (1.75)	9.7 33.1 49.0	(2.46) (3.76) (5.11)
Poverty status of household <sup>4</sup> Poor Near-poor Nonpoor	17.3 21.4 61.4	(0.42) (0.45) (0.46)	18.3 22.2 59.5	(0.47) (0.51) (0.49)	18.1 21.3 60.6	(0.50) (0.59) (0.66)	18.8 25.6 55.6	(1.26) (1.50) (1.33)	18.2 21.9 59.9	(0.46) (0.52) (0.51)	19.9 28.2 51.8	(2.80) (4.09) (3.60)	7.6 13.1 79.3	(1.36) (1.59) (1.79)	7.0 14.9 78.1	(1.38) (1.90) (2.07)	9.9! 6.0 84.1	(4.05) (1.70) (3.83)
Locale City Suburban Town Rural	31.2 44.5 7.9 16.4	(0.74) (0.73) (0.37) (0.42)	30.5 44.1 8.5 16.9	(0.79) (0.77) (0.40) (0.45)	25.6 46.0 9.3 19.1	(0.80) (0.82) (0.47) (0.51)	48.1 37.7 5.4 8.7	(1.58) (1.47) (0.56) (0.66)	29.1 44.6 8.7 17.5	(0.74) (0.76) (0.42) (0.46)	57.8 34.8 3.4 4.0	(3.20) (2.90) (0.95) (1.14)	37.2 48.1 3.0 11.8	(1.76) (1.90) (0.42) (1.19)	36.8 47.9 3.0 12.2	(2.02) (2.19) (0.49) (1.33)	38.6 48.6 2.6! 10.2	(3.24) (3.38) (0.89) (2.42)
Region Northeast South Midwest West	19.9 23.9 21.9 34.2	(0.50) (0.53) (0.55) (0.63)	19.3 24.0 21.5 35.3	(0.57) (0.56) (0.60) (0.68)	20.8 23.2 22.3 33.7	(0.65) (0.65) (0.66) (0.79)	13.8 26.8 18.2 41.2	(1.23) (1.57) (1.42) (1.73)	19.4 24.4 21.5 34.7	(0.57) (0.56) (0.58) (0.71)	16.8 16.7 20.6 45.9	(2.93) (2.15) (3.61) (3.25)	26.1 23.3 26.5 24.1	(1.81) (1.51) (1.65) (1.59)	25.0 21.8 31.0 22.2	(2.02) (1.73) (1.83) (1.82)	30.4 29.2 8.4 32.1	(4.34) (3.50) (1.65) (3.71)
Public school type <sup>1</sup> Assigned Chosen	70.6 19.8	(0.61) (0.52)	78.0 21.8	(0.57) (0.58)	100.0 †	(†) (†)	† 100.0	(†) (†)	82.1 17.6	(0.53) (0.54)	100.0	(†) (†)	†	(†) (†)	†	(†) (†)	†	(†) (†)

†Not applicable.

<sup>4</sup>Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,257. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Data exclude homeschooled children. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016). (This table was prepared February 2018.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

 $<sup>\</sup>ddagger \text{Reporting}$  standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

In 31 cases, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data on whether the school was assigned or chosen, these cases were included neither with assigned public schools nor with chosen public schools. These cases were included in the public school totals, however, and they could still be accurately classified as either traditional or charter schools based on administrative data.

<sup>&</sup>lt;sup>2</sup>Includes all types of public noncharter schools.

<sup>&</sup>lt;sup>3</sup>Includes American Indian/Alaska Native, Two or more races, and race/ethnicity not reported.

Table 207.10. Number of 3- to 5-year-olds not yet enrolled in kindergarten and percentage participating in home literacy activities with a family member, by type and frequency of activity and selected child and family characteristics: 2001, 2012, and 2016

														P	erce	nt of child	ren pa	articipati	ng in lite	eracy	activity with	family r	nemb	per <sup>1</sup>								_
																		At leas	t once in	n past	week											
0.1.1.1.1.1.1.1.1	N	umber o	of childr	en (in th	ousand	s)			amily m mes in p		r three o veek		Told a st	ory by fan	nily r	member	Ta	ught lett	ers, wor	ds, or	numbers		Did a	arts and cra	ıfts		\		a librar in past			
Selected child or family characteristic		2001		2012		2016	2	001	20	)12	201	6	2001	20	)12	2016	6	2001	20	012	2016	20	001	2012		2016	2	001	20	12	2	2016
1		2		3		4		5		6		7	8		9	10	)	11		12	13		14	15		16		17		18		19
Total	8,551	(11.0)	8,244	(85.1)	8,087	(91.1)	84 (	0.8)	83 (0	.8)	81 (1.1	1) 8	4 (0.8)	83 (0	.9)	84 (1.2	) 9	4 (0.6)	98 (	0.3)	97 (0.6)	79 (0	).9)	86 (0.8)	87	(1.1)	36 (	1.1)	42 (1	.2)	41 (	(1.4)
Age 3 years old 4 years old 5 years old	3,795 3,861 896	(89.0)	3,674 3,508 1,062	()	3,404 3,379 1,303	(109.8)	84 ( 85 ( 81 (	(1.2)	82 (1 84 (1 80 (2	.3)	82 (1.3 81 (2.3 80 (3.3	1) 8	3 (1.2) 4 (1.1) 2 (2.4)		.3)	84 (1.6 85 (1.9 82 (3.8	9	3 (1.0) 5 (0.7) 3 (1.8)		0.3)	96 (1.1) 96 (0.8) 97 (1.0)	77 (1 82 (1 80 (2	1.2)	85 (1.1) 87 (1.2) 88 (1.9)	89	(1.7) (1.3) (3.9)	35 37 37	(1.4)	38 (1 43 (1 49 (3	.8)	40	(2.1) (2.1) (3.6)
Sex Male Female	4,292 4,260	( )		(103.9) (104.2)			82 ( 86 (		82 (1 84 (1		80 (1.5 83 (1.5		2 (1.1) 5 (1.0)			82 (1.5 86 (1.9		4 (0.7) 4 (0.8)	,		96 (1.0) 97 (0.6)	76 (1 83 (1		84 (1.1) 88 (1.1)		(1.4) (1.7)	35 37		41 (1 42 (1			(2.1) (2.0)
Race/ethnicity White Black Hispanic Asian/Pacific Islander <sup>2</sup> Asian Pacific Islander American Indian/Alaska	5,313 1,251 1,506 202 —	(55.1)	4,062 1,154 2,100 420 374 ‡	(63.4)	4,003 1,086 2,133 400 386 ‡	(96.8) (67.4) (84.9) (44.7) (43.4) (†)			90 (1 77 (3 71 (2 77 (3 75 (3 ‡	3.3) 2.0) 3.3)	88 (1.3 79 (3.3 71 (3.4 74 (6.3 74 (6.3 ‡ (1	3) 8 4) 7 5) 8 7) -	(1)	83 (3	2.3)	86 (1.1 85 (3.0 78 (3.6 88 (3.2 88 (3.2 ‡ (†	9 9 9 9 1	(†)	99 (i 97 (i 98 (i 98 (i	0.6) 0.7) 1.1)	96 (0.9) 98 (1.2) 97 (1.0) 98 (0.9) 98 (0.9) ‡ (†)	85 (1 70 (3 67 (2 74 (6	3.1) 2.2)	90 (0.9) 83 (2.8) 80 (1.9) 86 (2.6) 84 (2.9) ‡ (†)	85 82 79	(1.2) (3.2) (2.7) (6.6) (6.7) (†)	39 31 30 47	(2.6)	44 (1 41 (3 34 (2 55 (4 55 (4	(.8) (.2) (.4)	42 33 49	(1.7) (4.5) (3.0) (5.8) (5.9) (†)
Native Two or more races	‡ 240	(†) (26.9)	‡ 463	(†) (41.1)	‡ 418	(†) (47.8)	‡ 84 (	(†) (3.9)		(†) 3.2)	‡ (* 81 (4.0		‡ (†) 2 (2.7)		(†) 3.8)	‡ († 83 (5.0		‡ (†) 3 (3.1)	‡ 99 (i	(†) (8.0	‡ (†) 97 (1.3)	‡ 86 (3	(†) 3.7)	‡ (†) 88 (3.8)	‡ 90	(†) (2.6)	‡ 31	(†) (5.8)	‡ 44 (4	(†) .2)	‡ 38	(†) (5.0)
Mother's highest level of education <sup>3</sup> Less than high school	996	(54.5)	1,291	(71.9)	1,093	(90.7)	69 (	(2.8)	73 (3	3.1)	61 (5.9	9) 7	2 (2.7)	75 (3	3.5)	77 (6.1	) 9	1 (2.0)	98 (	0.8)	94 (2.9)	62 (3	3.0)	82 (2.6)	77	(5.4)	21	(2.4)	26 (3	5.1)	27	(4.1)
High school/GED Vocational/technical or some college Associate's degree	2,712 1,833 573	, ,	1 '	(77.3)	1,482 1,400 700	(87.1) (64.0) (53.7)	81 ( 85 ( 89 (	(1.8)	75 (2 85 (1 85 (2	.7)	79 (2.3 80 (2.3 85 (2.3	3) 8	3 (1.3) 5 (1.7) 4 (2.7)	83 (1	.5)	78 (2.9 83 (2.4 87 (2.4	9	5 (0.9) 4 (1.2) 2 (2.3)	97 (I 97 (I 98 (I	0.8)	96 (1.4) 97 (1.1) 97 (1.3)	77 (1 81 (1 82 (3	1.9)	84 (1.8) 86 (1.6) 86 (2.3)	88	(2.3) (2.2) (2.2)	30 38 42	(2.2)	38 (2 40 (2 43 (3	(0.1	38	(4.4) (2.7) (3.2)
Bachelor's degree/some graduate school Graduate/professional	1,553	(68.4)	1,870	(65.9)	2,078	(75.4)	93 (	(1.2)	92 (1	.2)	90 (1.4	4) 8	8 (1.5)	90 (1	.2)	89 (1.6	) 9	5 (1.1)	99 (	0.3)	98 (0.5)	89 (1	1.4)	92 (1.0)	89	(1.4)	46	(2.4)	49 (2	1.2)	47	(2.2)
degree	685	(45.7)	680	(30.8)	1,036	(45.0)	96	(1.1)	95 (1	.0)	91 (1.4	4) 8	9 (2.3)	89 (1	.5)	89 (1.5	) 9	5 (1.3)	97 (	(8.0	97 (0.8)	86 (2	2.2)	91 (1.5)	91	(1.4)	55	(3.8)	64 (2	2.5)	56	(2.0)
Mother's employment status <sup>3</sup> Employed Unemployed Not in labor force	5,148 396 2.809	(84.2) (36.9) (73.3)		(52.0)	4,782 269 2,737	(37.7)	86 ( 77 ( 83 (	(5.0)	84 (1 80 (4 84 (1	l.4)	83 (1.4 91 (3.9 79 (2.7	9) 8	4 (1.0) 0 (4.7) 2 (1.5)	84 (3	3.5)	85 (1.3 82 (6.5 82 (2.6	9 (	4 (0.7) 4 (3.3) 4 (0.9)	98 (	1.1)	96 (0.8) 98 (1.8) 97 (0.8)	80 (1 69 (5 80 (1	5.5)	86 (0.9) 89 (4.0) 87 (1.4)	88	(1.3) (5.4) (2.0)	36 37 38	(4.8)	42 (1 33 (4 43 (1	.2)	41 36 41	(7.6)
Family income (in current dollars) \$20,000 or less \$20,001 to \$50,000 \$50,001 to \$75,000 \$75,001 to \$100,000 Over \$100,000	2,106 2,934 1,724 879 909	(58.4) (86.6) (74.4) (49.4)	1,480 2,372 1,510 1,082 1,800	(60.3) (77.4) (67.2) (46.5)	1,162	,	74 ( 83 ( 88 ( 91 (	(2.1) (1.4) (1.4) (1.6)	76 (2 78 (2 82 (2 86 (2 93 (1	2.3) 2.1) 2.3) 2.5)	70 (3.76 (2.779 (4.188 (2.390 (1.59	1) 8 7) 8 0) 8	1 (1.6) 3 (1.4) 7 (1.6) 5 (2.2) 4 (2.3)	83 (1 82 (1 82 (2 89 (2	9) 6) 2.4)	82 (2.9 83 (1.9 82 (4.4 83 (3.5 87 (1.7	) 9 ) 9 ) 9	2 (1.5) 5 (0.7) 5 (1.1) 3 (1.7) 6 (1.2)	97 (I 98 (I 98 (I	0.9) 0.5) 0.6) 0.6)	95 (2.1) 96 (1.3) 96 (0.9) 98 (0.6) 98 (0.6)	72 (2 79 (1 82 (1 87 (2 87 (2	2.2) 1.4) 1.7) 2.1)	84 (1.6) 83 (1.8) 85 (2.3) 91 (2.2) 89 (1.4)	85 85 87 87	(2.5) (2.2) (2.4) (3.6) (1.4)	27 35 38 47	(2.0) (1.8) (2.3)	39 (2 40 (2 38 (2 44 (2 48 (2	2.5) 2.2) 2.5) 2.9)	40 35 37 41	(3.9) (2.9) (3.4) (3.5) (2.2)

Table 207.10. Number of 3- to 5-year-olds not yet enrolled in kindergarten and percentage participating in home literacy activities with a family member, by type and frequency of activity and selected child and family characteristics: 2001, 2012, and 2016—Continued

										Perc	ent of childre	n participati	ng in literacy	activity with	family mem	nber¹				
												At leas	t once in past	t week						
Calastad shild or family	Nu	umber o	f childre	en (in th	ousands)		family memb times in past		Told a sto	ry by family	member	Taught lett	ers, words, o	r numbers	Did	arts and cra	ıfts		d a library at e in past mo	
Selected child or family characteristic		2001		2012	2016	2001	2012	2016	2001	2012	2016	2001	2012	2016	2001	2012	2016	2001	2012	2016
1		2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Number of parents in the household												-								
Two parents	6,429	(75.0)	5,958	(95.6)	5,969 (117.0)				84 (0.9)							87 (0.9)				43 (1.6)
None or one parent	2,123	(75.0)	2,286	(81.1)	2,117 (91.9)	76 (2.0)	77 (1.8)	74 (2.6)	82 (1.6)	79 (1.5)	83 (2.0)	93 (1.3)	97 (0.7)	97 (1.0)	74 (2.3)	84 (1.6)	84 (2.3)	30 (2.1)	40 (2.3)	33 (2.6)
Poverty status <sup>4</sup>																				
Poor	2,008	(60.4)	1,958	(77.8)	1,536 (67.1)	74 (2.1)	74 (2.2)	71 (3.0)	81 (1.7)	82 (1.7)	83 (2.8)	92 (1.6)	96 (0.8)	94 (1.7)	73 (2.3)	83 (1.7)	85 (2.6)	27 (2.1)	39 (2.2)	38 (3.3)
Near-poor	1,782	(70.5)	1,960	(86.5)	1,984 (112.9)	81 (1.8)	81 (2.1)	75 (3.4)	82 (2.0)	81 (2.0)	82 (3.0)	95 (1.0)	98 (0.5)	97 (1.0)	76 (1.9)	82 (2.1)			38 (2.6)	36 (3.1)
Nonpoor	4,762	(71.9)	4,327	(87.6)	4,567 (108.9)	90 (0.9)	88 (1.0)	87 (1.0)	85 (1.0)	85 (1.2)	85 (1.4)	95 (0.6)	98 (0.4)	97 (0.4)	84 (1.0)	89 (1.0)	88 (1.3)	41 (1.4)	44 (1.5)	44 (1.7)

<sup>-</sup>Not available.

to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,257. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Prior to 2012, National Household Education Surveys Program (NHES) surveys were administered via telephone with an interviewer. NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed to respondents. For NHES:2016, initial contact with all respondents was by mail, and the majority of respondents received paper-and-pencil questionnaires. However, as an experiment with web use, a small sample of NHES:2016 respondents received mailed invitations to complete the survey online. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and suppression of estimates that did not meet reporting standards. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-NHES:2001, 2012, and 2016). (This table was prepared October 2017.)

<sup>†</sup>Not applicable.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>The respondent was the parent most knowledgeable about the child's care and education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household.

<sup>&</sup>lt;sup>2</sup>The 2001 questionnaire included a single item for "Asian or Pacific Islander," whereas questionnaires for later years included one item for Asian and a separate item for Pacific Islander.

<sup>&</sup>lt;sup>3</sup>Excludes children living in households with no mother or female guardian present.

<sup>&</sup>lt;sup>4</sup>Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually

Table 207.30. Number of kindergartners through fifth-graders and percentage whose parents reported doing education-related activities with their children in the past week, by selected child, parent, and school characteristics: 2003, 2012, and 2016

												Perce	ent of ch	ildren v	hose pa	arents re	ported	doing ed	ucation-	related	activitie	es with th	hem in t	he past	week					
Selected child, parent, or		Number	r of childr	en (in tho	usands)			1	old chil	d a story	,				oid arts	and craft	ts		Disc	ussed fa	amily hi	story/eth	nic heri	tage	Р	layed bo	ard gar	nes or di	d puzzle	 3S
school characteristic		2003		2012		2016		2003		2012		2016		2003		2012		2016		2003		2012		2016		2003		2012		2016
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16
Total	23,887	(55.7)	25,331	(137.9)	25,085	(167.1)	74.9	(0.66)	68.8	(0.91)	72.0	(0.94)	74.9	(0.70)	67.0	(0.84)	68.8	(1.11)	53.1	(0.89)	49.4	(1.00)	50.8	(0.99)	72.9	(0.68)	64.0	(0.94)	67.4	(1.13)
Sex of child Male Female			13,103 12,228					(0.86) (0.96)		(1.27) (1.22)		(1.59) (1.27)		(0.98) (1.01)		(1.19) (1.25)		(1.62) (1.29)		(1.16) (1.28)		(1.10) (1.47)		(1.49) (1.35)		(0.92) (1.05)	63.0 65.2	(1.20) (1.14)		(1.73) (1.37)
Race/ethnicity of child White Black Hispanic Asian/Pacific Islander <sup>1</sup> Asian Pacific Islander American Indian/Alaska		(155.8) (111.4) (98.3) (82.9) (†) (†)		(173.4) (107.8) (126.3) (93.2) (88.9) (†)	12,190 3,450 6,234 1,735 1,676	(136.5) (183.7) (171.4)	69.6 74.2	(0.96) (2.00) (1.55) (3.73) (†) (†)		(0.98) (2.40) (2.15) (3.38) (3.52) (†)	72.8 73.8 69.9 66.8 66.6 ‡	(2.41) (1.99) (6.31)	75.4 68.1 79.6 70.9	(0.89) (2.14) (1.45) (4.34) (†) (†)	67.5 64.0 67.7 63.4 62.7	(1.08) (2.76) (1.69) (3.45) (3.52) (†)	68.3 66.1 71.9 63.0 62.8	(3.01) (2.22) (7.10)	66.6 64.5	(1.13) (2.45) (1.71) (4.83) (†) (†)	37.3 67.4 58.1 69.8 68.8	(1.21) (2.44) (2.09) (3.56) (3.78) (†)	36.7 69.9 64.5 56.2 55.3	(3.10) (2.14) (5.10)	73.8 72.9 68.5 77.0	(0.87) (1.92) (1.82) (3.82) (†) (†)	66.6 60.1 62.2 61.5 60.6	(1.03) (2.94) (1.88) (3.87) (3.94) (†)	68.2 64.7 69.2 60.4 61.1	(3.83) (1.99)
Native Two or more races	171 603	(36.3) (62.8)	228 1,411	(54.2) (93.6)	‡ 1,410	(†) (124.7)		(7.22) (5.40)		(11.26) (3.35)	‡ 77.5	(†) (3.58)	77.9 75.7	(8.06) (3.86)	76.5 69.7	(9.66) (2.91)	73.6	(†) (3.47)		(6.82) (5.82)	56.0 51.7	(12.17) (3.79)	‡ 58.5	(†) (4.64)		(10.24) (4.54)		(11.34) (3.93)	‡ 67.0	(†) (4.08)
Grade of child Kindergarten and grade 1 Grades 2 and 3 Grades 4 and 5	7,823 7,696 8,368	(32.5) (24.5) (30.1)	9,219 7,965 8,146	(140.6) (155.5) (130.5)	7,922	(174.2) (183.1) (167.3)	74.5	(0.93) (1.21) (1.20)	66.9	(1.60) (1.51) (1.55)	72.6	(1.72) (1.68) (1.55)	74.0	(0.84) (1.12) (1.36)	66.7	(1.54)	69.3	(2.22) (1.57) (1.56)	54.7	(1.38) (1.34) (1.42)	44.4 52.1 52.3	(1.53)	52.5	(2.00) (1.88) (1.59)	77.5 72.7 68.9	(1.17) (1.09) (1.18)	69.3 65.5 56.6	(1.56) (1.44) (1.50)	71.9 68.1 61.4	(1.99)
Language spoken most at home by child <sup>2</sup> English Spanish English and Spanish equally English and other	1,272 559	(69.2) (47.9)	1,310	(78.2) (104.9)	1,438 1,398	(151.4) (117.1)	65.6 76.6	(0.73) (2.85) (3.83)	56.4 68.7	(1.00) (5.08) (4.01)	62.3 69.0	(4.54)	81.7 78.7	(0.72) (2.16) (3.88)	70.7 64.5	` ′	66.5 78.3	(1.11) (5.88) (3.78)	60.2 77.3	(0.93) (3.11) (4.18)	46.8 64.7 64.0	(4.04) (3.84)	70.9 75.9	(1.06) (5.69) (4.22)	73.7 58.1 75.2	(3.10)	64.0 60.2 67.0	(3.51)	67.0 69.7 72.8	(5.49) (4.14)
language equally Other language	375	(†) (60.5)	705 335	(60.9) (68.9)	1,038 415	(176.8) (91.7)	‡ 81.7	(†) (6.95)		(3.94) (9.93)		(8.87) (7.42)	‡ 76.7	(†) (4.81)	66.9 55.2	(4.78) (10.98)	66.9 70.1	(9.27) (7.17)	‡ 75.1	(6.13)	72.2 63.1	(4.54) (11.51)		(8.85) (8.04)	‡ 74.8	(†) (7.43)		(3.67) (11.12)	63.8 66.9	(8.86) (10.08)
Highest education level of parents/guardians in the household <sup>3</sup> Less than a high school diploma	1 664	(120.3)	2 033	(115.7)	2 600	(173.3)	67.2	(3.16)	65 N	(3.19)	50.6	(5.53)	7/1 8	(3.20)	67.2	(3.32)	66 1	(4.93)	60.4	(2.98)	60.7	(3.45)	50.6	(5.02)	66.8	(3.16)	61.7	(3.09)	59.3	(5.46)
High school diploma/ equivalent (e.g., GED)		(163.6)	'	(146.9)	,	(168.4)		(1.59)		(2.45)		(2.45)		(1.32)		(2.50)		(2.76)		(1.91)	50.8	(/		(3.27)		(1.39)	64.8	(2.32)	68.8	(/
Vocational/technical or some college Associate's degree	5,466	(189.4) (139.6)	5,044	(140.5) (129.5) (141.8)	4,043	(166.7) (138.2)	75.9	(1.54) (2.00)	69.1	(1.56)		(2.32)	76.2	(1.51) (2.47)		(1.87) (2.45)	68.9	(2.33) (2.69)	50.8	(1.75) (3.16)	47.0 44.6	` ′	49.0	(2.44) (3.36)		, ,	63.9 57.9	(1.72) (3.69)	70.8 67.1	( -/
Bachelor's degree/some graduate school	5,214	(179.1)	6,485	(152.8)	6,688	(198.9)	77.3	(1.60)	71.3	(1.37)	76.0	(1.47)	74.0	(1.48)	66.8	(1.47)	68.4	(1.72)	47.3	(1.74)	45.6	(1.49)	46.3	(1.98)	75.8	(1.27)	65.1	(1.67)	67.8	(1.76)
Graduate/professional degree		(149.8)	3,354	(69.8)	,	(110.9)		(1.64)		(1.41)		(1.64)		(1.72)		(1.41)		(1.66)		(2.16)		` ′		(1.76)		(1.82)	67.8	(1.39)	67.0	` ,
Family income (in current dollars) \$20,000 or less \$20,001 to \$50,000 \$50,001 to \$75,000 \$75,001 to \$100,000 Over \$100,000	7,857 5,024 3,044	(150.4) (230.1) (187.5) (127.1) (139.6)	3,838 7,166 4,380 3,279 6,668	(112.7) (155.7) (123.2) (81.0) (133.0)	4,159 3,277	(160.2) (154.9) (140.3) (99.8) (166.4)	74.0 74.9 74.7	(1.61) (1.31) (1.53) (2.02) (1.52)	68.6 68.5 68.4	(1.81) (1.87) (2.31) (2.03) (1.35)	65.6 70.6 71.9 75.1 74.7	(1.94) (2.17) (2.30)	75.3 71.2	(1.05) (1.55)	71.4 68.1 67.5 64.7 64.1	(2.08) (1.86) (1.86) (2.13) (1.62)	67.1 70.3 68.8 68.4 68.6	(2.41) (2.31)	53.5 49.6 48.8	(2.05) (1.59) (1.99) (2.28) (1.93)	54.3 53.6 47.7 46.3 44.5	(2.35) (2.46)	57.9 55.4 54.7 46.4 43.8	(2.38)	73.3 72.3 72.1 73.3 74.7	(1.70) (1.45) (1.51) (2.30) (1.81)	61.7 63.6 63.3 65.6 65.5	(2.22) (1.80) (2.35) (2.29) (1.50)	64.7 67.4 68.1 65.8 68.7	(2.16) (2.64)

Table 207.30. Number of kindergartners through fifth-graders and percentage whose parents reported doing education-related activities with their children in the past week, by selected child, parent, and school characteristics: 2003, 2012, and 2016—Continued

												Perce	ent of ch	ildren v	hose pa	arents re	eported (	doing ed	lucation-	-related	activitie	es with th	hem in t	the past	week					
Selected child, parent, or		Numbe	r of childr	en (in tho	ousands)			1	Told chil	d a stor	у				id arts a	and craf	ts		Disc	ussed fa	amily hi	story/eth	nic heri	tage	Р	layed bo	oard gar	nes or d	id puzzle	es
school characteristic		2003		2012		2016		2003		2012		2016		2003		2012		2016		2003		2012		2016		2003		2012		2016
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16
Poverty status <sup>4</sup> Poor Near-poor Nonpoor				(157.3) (162.0) (167.4)	5,470	(191.4) (231.4) (209.6)	74.3	(1.67) (1.30) (0.85)	68.3	(2.15) (1.88) (1.07)	70.6	(2.87) (2.37) (1.02)	76.7	(1.85) (1.24) (0.92)	72.0 67.5 64.9	(2.01) (1.63) (0.98)	70.6	(2.85) (2.44) (1.11)	53.3	(2.13) (1.79) (1.11)	49.8	(2.64) (2.18) (1.09)	57.4		72.4 73.6 72.8	(1.88) (1.85) (0.87)	63.3	(2.29) (1.71) (1.16)	66.8 66.6 67.8	(2.68)
Control of school Public Private	21,004 2,882	(140.8) (127.8)	22,797 2,534			(195.3) (134.3)		(0.68) (2.09)		(1.04) (2.08)		(1.00) (2.48)		(0.72) (1.94)	67.0 67.0			(1.25) (2.31)		(0.98) (2.17)		(1.07) (2.75)		(1.06) (3.22)	73.4 69.1	(0.74) (1.99)		(1.04) (2.25)		(1.24) (2.71)
Locale of household <sup>5</sup> City Suburban Town Rural	=	(†) (†) (†) (†)	7,473 9,418 2,483 5,956	(195.8) (211.3) (167.3) (191.3)	10,797 2,019	(275.6) (128.8)	_	(†) (†) (†) (†)	68.7 72.1 64.8 65.3	(1.64) (1.37) (4.83) (1.45)	72.6		_	(†) (†) (†) (†)	68.1 67.6 67.4 64.7	(1.55) (1.23) (3.35) (1.54)	69.7 64.2	(2.23) (1.36) (3.70) (2.42)	_ _ _	(†) (†) (†) (†)	49.9	(1.69) (1.59) (3.24) (1.75)	57.0 52.5 42.8 36.9	(1.48)	_ _ _	(†) (†) (†) (†)	65.2 57.6	(1.72) (1.44) (3.38) (1.45)	68.1 65.0	(2.33) (1.26) (3.20) (2.24)

<sup>—</sup>Not available.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>1</sup>The 2003 questionnaire included a single item for "Asian or Pacific Islander," whereas questionnaires for later years included one item for Asian and a separate item for Pacific Islander.

<sup>2</sup>The 2012 and 2016 questionnaires included an item specifying that the child was not able to speak. Children who were not able to speak are excluded from this analysis.

<sup>3</sup>In 2003, education level was not collected for the second parent in a same sex couple.

<sup>4</sup>Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, or example, the poverty threshold for a family of four with two children was

\$24,257. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

5Based on zip code of the household.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. The respondent was the parent most knowledgeable about the child's education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household. Unless otherwise noted, all information is based on parent reports. Excludes homeschooled children. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2012, and 2016). (This table was prepared April 2019.)

<sup>†</sup>Not applicable.

Table 207.40. Percentage of elementary and secondary school children whose parents were involved in school activities, by selected child, parent, and school characteristics: 2003, 2012, and 2016

							Pen	-	hildren w				nllowing	tynes of	involvem	ent in sc	hool activ	rities					-	
				200	)3		1011	JOINE OF C	Illiaron W	11000 pai		20		туроз от	IIIVOIVCIII	one in 30	TIOOT GOLLY			20-	6			
Selected child, parent, or school characteristic	a school	ttended general or PTO/ meeting	parent-	ended a teacher		ttended s event		nteered t school	a school	ttended general or PTO/ neeting	parent-	ended a	A	ttended ss event		inteered t school	a school	ttended general or PTO/ meeting	parent-	ended a teacher ference		ttended		inteered it school
1		2		3		4		5		6		7		8		9		10		11		12		13
Total Sex of child Male Female	87.7 87.4 87.9	(0.49) (0.56)	<b>77.1</b> 77.7 76.5	(0.42) (0.63) (0.63)	69.9 67.4 72.6	(0.42) (0.75) (0.62)	<b>41.8</b> 41.2 42.4	(0.61) (0.88) (0.83)	87.4 87.1 87.7	(0.41) (0.66) (0.50)	<b>75.8</b> 76.4 75.1	(0.43) (0.61) (0.61)	<b>74.4</b> 72.3 76.7	(0.45) (0.65) (0.68)	<b>41.7</b> 40.0 43.5	(0.49) (0.71) (0.88)	88.6 87.5 89.8	(0.47) (0.80) (0.56)	77.7 78.6 76.6	(0.53) (0.74) (0.76)	<b>79.3</b> 77.2 81.6	(0.54) (0.97) (0.60)	<b>43.4</b> 41.9 45.0	(0.67) (0.82) (0.87)
Race/ethnicity of child White Black Hispanic Asian/Pacific Islander <sup>2</sup> Asian Pacific Islander American Indian/Alaska Native Two or more races	88.7 88.7 82.6 88.5 — 85.1 87.2	(0.50) (0.85) (1.05) (2.14) (†) (5.22) (2.45)	76.3 78.7 78.1 77.7 — 85.1 74.9	(0.62) (1.35) (1.10) (3.03) (†) (†) (6.68) (3.63)	74.1 63.3 60.9 65.1 — 69.5 72.3	(0.65) (1.54) (1.36) (3.65) (†) (†) (7.37) (2.84)	48.3 31.9 27.7 33.8 — 18.9 47.7	(0.82) (1.64) (1.23) (2.69) (†) (†) (5.57) (3.79)	89.1 85.0 85.7 83.0 82.5 90.7 85.1 88.8	(0.50) (1.35) (0.98) (1.72) (1.80) (3.96) (4.91) (1.30)	77.2 76.1 72.8 71.5 71.5 71.4 79.9 78.4	(0.56) (1.35) (1.08) (2.01) (2.03) (8.97) (6.85) (2.31)	81.5 68.0 64.0 65.8 65.0 79.0 75.6 76.0	(0.54) (1.66) (1.34) (2.21) (2.30) (6.32) (6.61) (2.52)	49.6 30.3 31.7 35.2 34.0 54.3 42.3 45.3	(0.72) (1.33) (1.14) (2.22) (2.33) (11.37) (8.61) (2.57)	90.6 87.2 86.7 80.0 79.5 92.0 93.0 91.2	(0.52) (1.72) (0.98) (3.59) (3.71) (5.24) (3.05) (1.37)	78.8 78.9 74.6 76.4 76.4 78.7 87.5 78.1	(0.67) (1.60) (1.38) (2.25) (2.36) (10.09) (4.36) (2.29)	85.8 72.2 71.3 71.1 71.9 52.3 80.1 83.1	(0.63) (2.02) (1.29) (2.49) (2.57) (11.66) (7.45) (2.07)	49.1 33.9 35.9 41.7 41.4 48.2 59.4 48.0	(0.83) (1.81) (1.49) (2.96) (3.07) (10.95) (10.56) (3.17)
Highest education level of parents/guardians in the household <sup>3</sup> Less than a high school diploma High school diploma or equivalent Vocational/technical or some college Associate's degree Bachelor's degree/some graduate school Graduate/professional degree	69.8 83.8 88.5 88.6 92.0 94.6	(2.04) (0.91) (0.67) (1.27) (0.73) (0.74)	67.8 75.4 78.0 76.6 79.8 79.5	(2.50) (0.94) (1.02) (1.68) (0.89) (1.00)	42.4 62.1 69.1 73.0 80.1 80.8	(2.42) (1.28) (0.94) (1.76) (0.94) (1.10)	15.6 30.3 38.8 39.7 53.9 61.7	(2.04) (1.27) (1.25) (1.67) (1.30) (1.57)	77.0 82.1 87.5 88.9 92.1 95.1	(1.79) (1.42) (0.62) (0.91) (0.53) (0.47)	63.3 72.2 75.4 79.5 79.9 83.0	(1.88) (1.23) (1.02) (1.13) (0.62) (0.68)	48.0 62.3 76.1 80.5 85.0 90.1	(2.04) (1.45) (0.99) (1.37) (0.63) (0.59)	18.3 27.6 39.0 44.9 55.0 61.8	(1.72) (1.38) (1.14) (1.77) (1.11) (1.30)	76.4 82.2 89.2 90.2 92.9 95.3	(2.98) (1.34) (0.75) (1.08) (0.57) (0.47)	69.8 73.1 75.7 77.6 81.5 83.8	(2.74) (1.55) (1.08) (1.30) (0.96) (0.75)	54.3 69.5 78.2 83.4 87.3 92.7	(2.75) (1.70) (1.21) (1.45) (0.71) (0.60)	25.0 26.5 34.7 44.8 54.0 64.9	(2.70) (1.99) (1.20) (1.70) (1.18) (1.05)
Family income (in current dollars) \$20,000 or less \$20,001 to \$50,000 \$50,001 to \$75,000 \$75,001 to \$100,000 Over \$100,000	79.8 85.1 89.9 94.0 93.9	(1.43) (0.67) (0.79) (0.80) (0.71)	74.6 77.3 76.8 79.4 77.9	(1.33) (0.85) (0.96) (1.28) (1.21)	56.6 66.2 74.5 77.6 80.7	(1.42) (0.94) (1.03) (1.34) (1.03)	26.1 34.6 46.0 51.5 61.1	(1.45) (1.14) (1.26) (1.71) (1.19)	79.9 84.3 88.7 89.9 92.5	(1.15) (0.73) (0.97) (0.88) (0.92)	69.4 74.5 77.3 77.3 79.0	(1.36) (1.04) (1.23) (1.15) (0.80)	57.2 67.2 77.3 81.9 85.5	(1.31) (1.28) (1.19) (1.13) (0.96)	24.1 31.1 43.7 47.8 57.6	(1.18) (1.22) (1.40) (1.24) (1.05)	79.5 85.0 88.7 91.4 93.6	(2.18) (1.12) (1.02) (0.87) (0.62)	73.7 76.0 78.3 75.9 80.8	(1.89) (1.18) (1.13) (1.23) (0.95)	61.4 70.2 81.2 83.5 90.5	(1.98) (1.47) (1.35) (1.32) (0.70)	24.2 31.9 39.7 49.2 59.1	(1.78) (1.63) (1.65) (1.53) (0.99)
Poverty status <sup>4</sup> Poor Near-poor Nonpoor	79.4 85.1 91.0	(1.55) (0.89) (0.46)	74.5 77.9 77.6	(1.37) (1.05) (0.58)	56.7 64.8 75.7	(1.57) (0.98) (0.51)	26.8 32.5 49.5	(1.55) (1.31) (0.76)	82.5 83.7 90.4	(1.08) (0.78) (0.51)	71.3 75.2 77.5	(1.29) (0.97) (0.55)	60.0 66.5 82.2	(1.52) (1.22) (0.61)	26.8 31.2 50.6	(1.28) (1.35) (0.71)	81.1 85.8 91.7	(1.68) (1.14) (0.48)	74.8 76.4 78.9	(1.90) (1.24) (0.66)	62.3 71.4 86.9	(1.78) (1.42) (0.57)	26.6 33.0 51.7	(1.77) (1.86) (0.78)
Control of school and enrollment level of child Public school Elementary (kindergarten to grade 8) Secondary (grades 9 to 12) Private school Elementary (kindergarten to grade 8) Secondary (grades 9 to 12)	86.7 90.9 76.9 95.8 96.6 93.3	(0.40) (0.40) (1.06) (0.61) (0.70) (1.55)	75.9 85.1 54.8 86.6 91.6 72.3	(0.45) (0.42) (1.03) (1.02) (0.93) (2.49)	68.0 71.7 59.4 85.8 88.4 78.3	(0.47) (0.57) (1.06) (1.20) (1.23) (2.77)	38.5 42.8 28.5 68.6 73.3 54.8	(0.64) (0.75) (0.98) (1.57) (1.91) (2.82)	86.5 90.0 77.8 96.2 97.4 92.5	(0.43) (0.42) (0.92) (0.58) (0.63) (1.20)	74.8 82.4 55.5 86.9 91.2 73.6	(0.45) (0.47) (1.04) (1.13) (1.47) (2.19)	72.9 76.0 65.1 90.1 91.8 84.9	(0.50) (0.64) (0.90) (1.18) (1.39) (2.08)	39.0 44.1 26.2 69.5 74.4 54.6	(0.52) (0.69) (0.71) (1.63) (1.87) (2.44)	88.2 91.0 81.2 92.2 92.1 92.5	(0.50) (0.59) (0.88) (1.39) (1.76) (2.36)	76.7 84.8 56.1 87.3 90.5 78.7	(0.56) (0.62) (1.21) (1.21) (1.51) (1.89)	77.8 80.5 71.0 93.5 94.2 91.5	(0.60) (0.70) (1.01) (1.14) (1.41) (1.30)	40.3 44.6 29.4 72.6 78.2 57.5	(0.69) (0.89) (0.95) (1.91) (2.27) (2.80)
Locale of household⁵ City Suburban Town Rural	_ _ _	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	86.1 88.3 87.3 87.6	(0.76) (0.63) (1.27) (0.87)	74.9 74.9 76.9 78.0	(0.84) (0.74) (1.78) (0.76)	68.4 74.5 76.5 81.0	(0.93) (0.76) (1.92) (0.97)	36.3 44.2 37.3 46.1	(0.98) (0.83) (1.90) (1.15)	86.4 90.0 87.4 89.8	(1.02) (0.65) (1.51) (1.02)	78.7 77.5 77.0 76.3	(1.10) (0.88) (1.72) (1.34)	75.5 80.9 76.3 84.2	(1.25) (0.79) (1.76) (1.15)	42.2 45.5 34.9 44.0	(1.39) (0.88) (1.99) (1.75)

Table 207.40. Percentage of elementary and secondary school children whose parents were involved in school activities, by selected child, parent, and school characteristics: 2003, 2012, and 2016—Continued

						Percer	nt of ch	ildren w	nose par	ents repo	rted the t	ollowing	types of	involvem	ent in sc	hool activ	rities						
			2003								20	12							20	16			
Selected child, parent, or school characteristic	Attende a genera school or PTC PTA¹ meetin	Attende / parent-tead	her	Attendo a class eve	- 1	Volunte at so	ered	a school	ttended general or PTO/ neeting	parent-	ended a teacher ference		ttended ss event		inteered t school	a school	ttended general or PTO/ meeting	parent-	ended a teacher iference		ttended ss event		unteered at school
1		2	3		4		5		6		7		8		9		10		11		12		13
Enrollment level of child and locale of household Elementary City Suburban Town Rural Secondary City Suburban Tomn Rural Secondary City Suburban Town Rural Rural Secondary City Suburban Town Rural	— (f)		(†) (†) (†) (†) (†) (†) (†)		(†) (†) (†) (†) (†) (†) (†)	_ _ _ _ _	(†) (†) (†) (†) (†) (†) (†) (†)	88.9 91.8 91.2 91.0 78.0 79.8 76.6 79.2	(0.77) (0.62) (1.39) (0.74) (1.47) (1.47) (2.38) (2.05)	81.1 83.6 83.4 85.0 57.2 54.0 59.2 60.6	(0.93) (0.71) (2.30) (0.84) (1.64) (1.58) (2.81) (1.86)	71.7 77.8 77.9 84.1 59.1 66.3 72.6 73.5	(1.15) (0.97) (2.37) (1.00) (1.81) (1.55) (2.35) (2.20)	40.4 50.6 41.2 51.6 24.8 28.7 26.6 32.7	(1.25) (0.96) (2.41) (1.41) (1.38) (1.35) (2.24) (1.76)	88.8 92.4 90.9 92.4 79.6 84.1 78.1 83.6	(1.25) (0.75) (1.74) (1.17) (1.66) (1.18) (3.12) (1.72)		(1.13) (0.95) (1.98) (1.67) (1.61) (3.63) (1.87)	78.3 83.4 79.5 86.1 67.3 74.8 67.8 79.7	(1.41) (0.96) (2.52) (1.57) (1.74) (1.35) (3.32) (1.68)	46.4 51.1 37.4 47.5 30.4 32.2 28.1 35.5	(1.85) (1.13) (2.58) (2.10) (1.57) (1.26) (3.18) (2.07)

<sup>-</sup>Not available.

<sup>5</sup>Based on zip code of the household.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Includes children enrolled in kindergarten through grade 12 and ungraded students. Excludes homeschooled children. The respondent was the parent most knowledgeable about the child's education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2012, and 2016). (This table was prepared April 2019.)

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>PTO stands for Parent Teacher Organization and PTA stands for Parent Teacher Association.

<sup>&</sup>lt;sup>2</sup>The 2003 questionnaire included a single item for "Asian or Pacific Islander," whereas questionnaires for later years included one item for Asian and a separate item for Pacific Islander.

<sup>&</sup>lt;sup>3</sup>In 2003, education level was not collected for the second parent in a same sex couple.

<sup>&</sup>lt;sup>4</sup>Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,257. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

Table 208.10. Public elementary and secondary pupil/teacher ratios, by selected school characteristics: Selected years, fall 1990 through

Selected school characteristic	1990	1995	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010 <sup>1</sup>	2011	2012	2013	2014	2015	2016	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
All schools	17.4	17.8	16.6	16.4	16.3	16.2	16.4	16.2	16.0	15.8	15.7	15.7	16.0	16.4	16.3	16.4	16.3	16.2	16.2	16.2	16.1
Enrollment size of school Under 300 300 to 499 500 to 999 1,000 to 1,499 1,500 or more	14.0 17.0 18.0 17.9 19.2	14.1 17.1 18.2 18.7 20.0	13.3 15.8 16.8 17.6 19.3	13.1 15.5 16.7 17.4 19.1	12.9 15.4 16.5 17.4 19.0	12.8 15.3 16.5 17.4 18.9	13.0 15.5 16.6 17.6 19.2	12.8 15.2 16.4 17.3 19.1	12.7 15.0 16.2 16.9 18.8	12.7 14.9 15.9 16.7 18.6	12.7 15.0 15.9 16.5 18.1	12.5 14.8 15.9 16.5 18.3	12.6 15.2 16.3 16.8 18.7	12.9 15.4 16.7 17.3 19.5	12.8 15.4 16.7 17.1 19.0	12.8 15.5 16.7 17.1 19.0	12.7 15.4 16.7 17.1 19.1	12.7 15.3 16.5 16.9 19.0	12.8 15.3 16.5 16.9 19.0	12.8 15.2 16.5 17.0 18.9	12.7 15.2 16.4 16.8 18.8
Type Regular schools Alternative Special education Vocational	17.6 14.2 6.5 13.0	17.9 16.6 7.2 12.7	16.7 15.8 7.2 13.0	16.5 15.2 7.0 12.7	16.4 14.9 6.4 12.7	16.3 14.9 7.0 9.9	16.5 15.0 7.3 10.3	16.3 14.4 7.4 11.5	16.1 14.0 6.2 12.0	15.9 14.7 6.6 13.3	15.8 13.5 7.1 11.3	15.8 14.2 6.8 10.7	16.1 14.3 7.1 10.2	16.5 14.8 6.9 11.7	16.4 14.7 7.1 11.8	16.5 14.8 7.2 11.6	16.5 14.3 6.6 11.8	16.3 14.5 7.0 11.8	16.3 14.4 7.4 11.9	16.3 14.4 7.2 11.8	16.2 13.9 7.3 11.7
Percent of students eligible for free or reduced-price lunch 25 percent or less 26 percent to 50 percent 51 percent to 75 percent More than 75 percent	_ _ _ _	_ _ _ _	16.9 16.4 16.2 16.3	16.7 16.2 16.1 16.1	16.7 16.1 16.0 16.0	16.6 16.2 16.0 16.0	16.8 16.4 16.0 16.1	16.8 16.2 15.9 15.9	16.5 16.1 15.6 15.5	16.4 15.8 15.3 15.4	16.3 15.7 15.2 15.0	16.1 15.7 15.4 15.1	16.5 16.1 15.8 15.6	16.8 16.5 16.2 16.0	16.9 16.2 15.8 15.5	16.5 16.4 16.2 16.3	16.5 16.3 16.1 16.5	16.4 16.2 16.0 16.4	16.5 16.2 16.0 16.4	16.5 16.1 15.9 16.4	16.2 16.0 15.9 16.2
Level and size Elementary schools Regular Under 300 300 to 499 500 to 999 1,000 to 1,499 1,500 or more	18.1 18.2 16.0 17.6 18.8 19.5 19.9	18.1 18.1 15.7 17.5 18.6 19.7 20.9	16.7 16.7 14.6 16.1 17.1 18.3 20.0	16.5 16.5 14.4 15.8 16.9 18.1 20.5	16.3 16.3 14.1 15.6 16.8 18.0 20.2	16.2 16.2 13.9 15.5 16.7 18.0 20.3	16.3 16.3 14.0 15.6 16.8 18.1 20.8	16.0 16.0 13.7 15.3 16.5 17.7 20.5	15.8 15.8 13.6 15.2 16.3 17.2 19.6	15.6 15.6 13.5 15.1 16.0 17.0 19.4	15.6 15.6 13.7 15.2 16.0 16.7 18.0	15.5 15.5 13.5 15.0 16.0 16.8 18.1	15.9 15.9 13.7 15.4 16.5 17.2 18.5	16.3 16.3 14.0 15.6 16.9 17.8 19.3	16.3 16.3 14.0 15.7 16.9 17.7 19.0	16.4 16.4 14.0 15.7 17.0 17.8 18.9	16.3 16.4 14.0 15.6 17.0 17.7 19.1	16.1 16.2 13.8 15.5 16.7 17.5 19.0	16.1 16.1 13.8 15.4 16.7 17.4 18.8	16.1 16.1 13.7 15.4 16.7 17.4 18.6	16.0 16.0 13.8 15.3 16.5 17.3 18.0
Secondary schools Regular Under 300 300 to 499 500 to 999 1,000 to 1,499 1,500 or more	16.6 16.7 12.3 14.9 16.1 17.2 19.3	17.6 17.7 12.8 15.7 16.9 18.0 20.0	16.8 16.9 12.0 14.6 16.0 17.1 19.2	16.6 16.7 12.0 14.5 15.8 16.8 18.9	16.6 16.7 11.9 14.4 15.7 16.8 18.8	16.7 16.8 12.0 14.4 15.8 16.9 18.8	16.9 17.0 12.3 14.7 16.0 17.2 19.0	16.8 16.9 12.0 14.7 15.9 17.0 19.0	16.6 16.8 12.2 14.6 15.8 16.8 18.8	16.4 16.6 12.0 14.4 15.6 16.5 18.5	16.3 16.4 12.1 14.4 15.4 16.5 18.2	16.2 16.3 11.9 14.3 15.4 16.3 18.2	16.4 16.6 11.9 14.3 15.6 16.6 18.6	16.8 16.9 12.2 14.6 15.8 16.9 19.3	16.5 16.7 12.0 14.6 15.7 16.6 18.8	16.6 16.7 12.1 14.5 15.7 16.6 18.9	16.6 16.7 12.1 14.4 15.7 16.6 18.9	16.6 16.7 11.9 14.6 15.7 16.5 18.9	16.6 16.7 12.1 14.6 15.7 16.5 18.7	16.6 16.7 12.2 14.5 15.8 16.6 18.7	16.5 16.6 12.1 14.5 15.7 16.5 18.6
Combined schools Under 300 300 to 499 500 to 999 1,000 to 1,499 1,500 or more	14.5 8.9 14.2 16.3 17.8 17.7	15.0 9.0 14.7 16.6 18.2 19.6	13.4 9.1 13.8 14.9 16.9 19.2	13.7 9.2 13.5 15.8 17.5 18.6	13.4 9.1 13.1 15.6 18.1 18.9	13.5 9.1 13.1 16.0 17.7 19.1	13.8 9.5 14.4 15.4 17.5 19.2	13.9 9.2 13.4 15.8 17.4 18.7	14.1 9.5 13.9 15.9 16.4 20.0	14.7 10.1 14.3 16.0 17.3 20.3	13.4 9.2 13.7 15.2 15.9 18.0	13.9 8.9 13.9 15.6 16.7 21.7	14.0 9.1 13.8 15.8 17.9 21.7	15.4 9.2 13.6 16.9 19.2 25.7	14.4 9.4 13.3 15.6 18.1 23.4	14.4 9.3 13.3 15.5 17.8 23.3	14.7 9.1 13.5 15.5 17.9 24.7	14.2 9.2 13.6 15.1 17.3 20.9	15.2 9.6 14.3 16.3 17.5 23.6	15.0 9.7 14.0 15.9 17.3 22.9	14.8 9.4 13.6 15.7 16.9 22.9
Ungraded	6.4	6.9	5.3	7.0	6.3	6.8	9.6	8.0	7.7	7.2	7.3	5.5	8.5	5.3	6.0	5.9	3.0	8.1	9.0	5.1	5.7
Level, type, and percent of students eligible for free or reduced-price lunch Elementary, regular 25 percent or less 26 to 50 percent 51 to 75 percent More than 75 percent Secondary, regular 25 percent or less			17.1 16.5 16.3 16.6	16.9 16.3 16.2 16.4	16.7 16.2 16.1 16.2	16.5 16.1 16.0 16.1	16.7 16.2 16.0 16.3	16.6 16.0 15.7 16.0	16.4 15.8 15.5 15.6	16.2 15.5 15.1 15.4 16.9	16.2 15.6 15.2 15.1	16.0 15.6 15.2 15.2	16.4 16.0 15.7 15.8	16.8 16.4 16.0 16.1	16.6 16.3 15.9 15.7	16.5 16.4 16.2 16.5	16.5 16.3 16.1 16.6	16.3 16.1 15.8 16.5	16.4 16.1 15.8 16.4	16.3 16.0 15.8 16.4	16.1 15.9 15.7 16.3
26 to 75 percent 51 to 75 percent More than 75 percent			16.6 16.8 16.8	16.4 16.6 16.5	16.3 16.6 16.5	16.5 16.6 16.3	16.9 17.0 16.6	16.9 16.9 16.2	16.8 16.7 16.7	16.4 16.3 16.2	16.4 16.1 15.7	16.2 16.4 15.9	16.5 16.5 16.0	16.8 17.1 16.5	16.4 16.1 15.5	16.6 16.7 16.6	16.5 16.8 17.0	16.5 16.9 17.0	16.6 16.9 17.1	16.6 16.8 17.1	16.4 16.5 16.8 17.0

—Not available.

¹Includes imputations for California and Wyoming.

NOTE: Includes only schools that reported both enrollment and teacher data. Ratios are based on data reported by schools and may differ from data reported in other tables that reflect aggregate totals reported by states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2017–18. (This table was prepared February 2020.)

Table 208.20. Public and private elementary and secondary teachers, enrollment, pupil/teacher ratios, and new teacher hires: Selected years, fall 1955 through fall 2029

		Teachers (in thousands)			Enrollment (in thousands)		Pupi	l/teacher ratio			of new teacher n thousands) <sup>1</sup>	hires
Year	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private
1	2	3	4	5	6	7	8	9	10	11	12	13
1955 1960	1,286 1,600	1,141 1,408 1,710	145 <sup>2</sup> 192 <sup>2</sup>	35,280 42,181	30,680 36,281	4,600 <sup>2</sup> 5,900 <sup>2</sup>	27.4 26.4	26.9 25.8	31.7 <sup>2</sup> 30.7 <sup>2</sup>	-		_
1965	1.933	1,710	223	48.473	42,173	6.300	25.1	24.7	28.3	_		_
1970 1975	2,292 2,453	2,059 2,198	233 255 <sup>2</sup>	51,257 49,819	45,894 44,819	5,363 5,000 <sup>2</sup>	22.4 20.3	22.3 20.4	23.0 19.6 <sup>2</sup>			_
1976	2,457 2,488	2,189	268	49,478	44,311 43,577	5,167	20.1	20.2	19.3	_	_	_
1977 1978	2,488 2,479	2,189 2,209 2,207	279 272	48,717 47,637	43,577 42,551	5,140 5,086	19.6 19.2	19.7 19.3	18.4 18.7			_
1979 1980	2,461 2,485	2,185 2,184	276² 301	46,651 46,208	41,651 40,877	5,000 <sup>2</sup> 5,331	19.0 18.6	19.1 18.7	18.1 <sup>2</sup> 17.7			_
1981	2,465		313 <sup>2</sup>	45,544	40,077	5,500 <sup>2</sup>	18.7	18.8	17.7 17.6 <sup>2</sup>			_
1982	2,458	2,127 2,133 2,139	325 <sup>2</sup>	45,166	39,566	5,600 <sup>2</sup>	18.4	18.6	17.2 <sup>2</sup>	=	_	_
1983 1984	2,476 2,508	2,139 2,168	337 340²	44,967 44,908	39,252 39,208	5,715 5,700 <sup>2</sup>	18.2 17.9	18.4 18.1	17.0 16.8 <sup>2</sup>			_
1985	2,549	2,206	343	44,979	39,422	5,557	17.6	17.9	16.2	-	-	_
1986	2,592	2,244	348²	45,205	39,753	5,452 <sup>2</sup>	17.4	17.7	15.7 <sup>2</sup>	_	_	_
1987 1988	2,631 2,668	2,244 2,279 2,323 2,357	352 345²	45,488 45,430	40,008 40,189	5,479 5,242 <sup>2</sup>	17.3 17.0	17.6 17.3	15.6 15.2 <sup>2</sup>			_
1989 1990	2,713 2,759	2,357 2,398	356 361 <sup>2</sup>	46,141 46,864	40,543 41,217	5,599 5,648 <sup>2</sup>	17.0 17.0	17.2 17.2	15.7 15.6 <sup>2</sup>			_
1991	2,797	2 432	365	47,728	42,047	5,681	17.1	17.3	15.6	_	_	_
1992 1993	2,823 2,868	2,459 2,504	364 <sup>2</sup> 364	48,694 49,532	42,823 43,465	5,870 <sup>2</sup> 6,067	17.2 17.3	17.4 17.4	16.1 <sup>2</sup> 16.7			_
1994 1995	2,922 2,974	2,459 2,504 2,552 2,598	370 <sup>2</sup> 376	50,106 50,759	44,111 44,840	5,994 <sup>2</sup> 5,918	17.1 17.1	17.3 17.3	16.2 <sup>2</sup> 15.7	-	-	_
		I	384 <sup>2</sup>									_
1996 1997	3,051 3,138	2,667 2,746 2,830 2,911	391	51,544 52,071	45,611 46,127	5,933 <sup>2</sup> 5,944 5,988 <sup>2</sup>	16.9 16.6	17.1 16.8	15.5 <sup>2</sup> 15.2			_
1998 1999	3,230 3,319	2,830 2 911	400 <sup>2</sup> 408	52,526 52,875	46,539 46,857	5,988 <sup>2</sup> 6,018	16.3 15.9	16.4 16.1	15.0 <sup>2</sup> 14.7	305	222	83
2000	3,366	2,941	4242	53,373	47,204	6,169 <sup>2</sup>	15.9	16.0	14.52	_		_
2001 2002	3,440 3,476	3,000 3,034	441 442²	53,992 54,403	47,672 48,183	6,320 6,220 <sup>2</sup>	15.7 15.7	15.9 15.9	14.3 14.1 <sup>2</sup>			_
2003 2004	3,490	3,049	441	54,639	48,540	6,099	15.7	15.9	13.8 13.7 <sup>2</sup>	311	236	74
2005	3,536 3,593	3,091 3,143	445 <sup>2</sup> 450	54,882 55,187	48,795 49,113	6,087 <sup>2</sup> 6,073	15.5 15.4	15.8 15.6	13.5		=	_
2006	3,622	3,166	456²	55,307	49,316	5,991 <sup>2</sup>	15.3	15.6	13.2 <sup>2</sup>			_
2007 2008	3,656 3,670	3,200 3,222	456 448 <sup>2</sup>	55,201 54,973	49,291 49,266	5,910 5,707 <sup>2</sup>	15.1 15.0	15.4 15.3	13.0 12.8 <sup>2</sup>	327	246	80
2009 2010	3,647 3,512	3,166 3,200 3,222 3,210 3,099	437 413 <sup>2</sup>	54,849 54,867	49,361 49,484	5,488 5,382 <sup>2</sup>	15.0 15.6	15.4 16.0	12.5 13.0 <sup>2</sup>			_
2011	3,508 3,517		405	54,790	49,522		15.6	16.0	13.0	241	173	68
2012 2013	3,517 3,555	3,103 3,109 3,114	408² 441	55,104 55,440	49,771 50,045	5,268 5,333 <sup>2</sup> 5,396	15.7 15.6	16.0 16.1	13.1 <sup>2</sup> 12.2			_
2014	3,594	3,132	461 <sup>2</sup>	55,888	50,313	5,575 <sup>2</sup>	15.6	16.1	12.1 <sup>2</sup>			
2015	3,633	3,151	482	56,189	50,438	5,751	15.5	16.0	11.9	325	218	107
2016 2017	3,653 3,652	3,169 3,170	483² 482	56,369 56,406	50,615 50,686	5,754 <sup>2</sup> 5,720	15.4 15.4	16.0 16.0	11.9 <sup>2</sup> 11.9	351 329	257 241	94 89
2018 <sup>3</sup> 2019 <sup>3</sup>	3,639 3,661	3,157 3,176	482 485	56,367 56,350	50,650 50,634	5,717 5,716	15.5 15.4	16.0 15.9	11.9 11.8	317 351	226 258	91 93
2020 <sup>3</sup>	3,670	3,184	486	56,368	50,654	5,714	15.4	15.9	11.8	340	248	92
2021 <sup>3</sup> 2022 <sup>3</sup>	3,684 3,708	3,197 3,217	488 491	56,343 56,434	50,643 50,721	5,700 5,713	15.3 15.2	15.8 15.8	11.7 11.6	346 357	253 263	92 94
2023 <sup>3</sup>	3,731	3,237	494	56,480	50,768	5,712	15.1	15.7	11.6	357	262	95 96
2024 <sup>3</sup> 2025 <sup>3</sup>	3,758 3,786	3,260 3,284	498 502	56,460 56,404	50,758 50,704	5,702 5,700	15.0 14.9	15.6 15.4	11.5 11.4	363 367	267 269	96 97
2026 <sup>3</sup>	3,813	3,307	506	56,370	50,672	5,699	14.8	15.3	11.3	368	270	98
2027 <sup>3</sup> 2028 <sup>3</sup>	3,842 3,880	3,332 3,364	510 516	56,439 56,605	50,734 50,885	5,704 5,720	14.7 14.6	15.2 15.1	11.2 11.1	373 384	274 283	99 101
2029 <sup>3</sup>	3,909	3,390	520	56,806	51,068	5,738	14.5	15.1	11.0	377	280	97

<sup>—</sup>Not available.

by states and differ from totals reported for schools or school districts. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1980-81; Statistics of Nonpublic Elementary and Secondary Schools, 1955 through 1980; 1983-84, 1985-86, and 1987-88 Private School Survey; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2017-18; Private School Universe Survey (PSS), 1989-90 through 2017-18; Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1999-2000 through 2011–12; National Teacher and Principal Survey (NTPS), 2015–16; Elementary and Secondary Teacher Projection Model, 1973 through 2029; and New Teacher Hires Projection Model, 1988 through 2029. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>A teacher is considered to be a new hire for a public or private school if the teacher had not taught in that control of school in the previous year. A teacher who moves from a public to private or a private to public school is considered a new teacher hire, but a teacher who moves from one public school to another public school or one private school to another private school is not considered a new teacher hire. <sup>2</sup>Estimated.

NOTE: Data for teachers are expressed in full-time equivalents (FTE). Counts of private school teachers and enrollment include prekindergarten through grade 12 in schools offering kindergarten or higher grades. Counts of public school teachers and enrollment include prekindergarten through grade 12. The pupil/teacher ratio includes teachers for students with disabilities and other special teachers, while these teachers are generally excluded from class size calculations. Ratios for public schools reflect totals reported

Table 208.30. Public elementary and secondary teachers, by level and state or jurisdiction: Selected years, fall 2000 through fall 2017 [In full-time equivalents]

					Į	un unio oqui							
							Fall 2	2016			Fall 2	2017	
State or jurisdiction	Fall 2000	Fall 2005	Fall 2010	Fall 2014	Fall 2015	Total	Elementary	Secondary	Ungraded	Total	Elementary	Secondary	Ungraded
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	2,941,461 <sup>1</sup>	3,143,003 <sup>1</sup>	3,099,0951	3,132,351 <sup>1</sup>	3,151,497 <sup>1</sup>	3,169,499 <sup>1</sup>	1,759,610 <sup>1</sup>	1,232,805 <sup>1</sup>	177,083 <sup>1</sup>	3,169,750 <sup>1</sup>	1,746,538 <sup>1</sup>	1,233,360 <sup>1</sup>	189,851 <sup>1</sup>
Alabama	48,194 <sup>2</sup>	57,757	49,363	42,737	40,766	42,533	22,476	20,057	0	41,802	22,301	19,501	0
Alaska	7,880	7,912	8,171	7,759	7,832	7,825	4,070	3,754	0	7,743	4,070	3,673	0
Arizona	44,438	51,376	50,031	48,124	47,944	48,220	33,135	15,085	0	47,868	33,299	14,569	0
Arkansas	31,947	32,997	34,273	35,430	35,804	35,730	18,317	14,768	2,645	35,800	18,177	14,862	2,760
California	298,021 <sup>2</sup>	309,222 <sup>2</sup>	260,806 <sup>2</sup>	267,685 <sup>2</sup>	263,475	271,287 <sup>2</sup>	182,600 <sup>2</sup>	86,140	2,547	271,523 <sup>2</sup>	181,402 <sup>2</sup>	85,849	4,272
Colorado	41,983	45,841	48,543	51,388	51,798	52,014	29,401	22,613	0	52,373	29,341	23,033	0
Connecticut	41,044	39,687	42,951	42,062	43,772	42,343	26,744	15,373	226	45,081	29,414	15,428	239
Delaware	7,469	7,998	8,933	9,649	8,962	9,208	4,678	4,530	0	9,399	4,788	4,611	0
District of Columbia	4,949	5,481 <sup>3</sup>	5,925	6,565	6,789	6,727	3,990	2,713	24	6,659	4,078	2,581	0
Florida	132,030	158,962	175,609	180,442	182,586	186,339	76,301	67,849	42,190	186,128	75,746	67,474	42,908
Georgia	91,043	108,535	112,460	111,470	113,031	114,763	52,918	44,721	17,124	116,022	53,116	45,502	17,403
Hawaii	10,927	11,226	11,396	11,663	11,747	11,782	6,397	5,315	70	12,033	6,518	5,450	66
Idaho	13,714	14,521	15,673	15,609	15,656	16,204	7,648	8,556	0	16,592	7,764	8,828	0
Illinois	127,620	133,857	132,983	132,456 <sup>4</sup>	129,948	128,893	90,125	38,506	263	128,204	89,854	38,018	332
Indiana	59,226	60,592	58,121 <sup>2</sup>	56,547	57,675	60,162	31,163	28,999	0	61,018	31,621	29,398	0
lowa Kansas Kentucky Louisiana Maine	34,636 32,742 39,589 49,915 16,559	35,181 33,608 42,413 44,660 16,684	34,642 34,644 42,042 48,655 15,384	35,684 37,659 41,586 46,340 14,937	35,687 40,035 41,902 58,469 14,857	35,808 36,193 42,029 48,408 14,750	25,205 18,496 24,772 32,806 10,284	10,603 17,697 10,058 15,602 4,467	7,199 0 0 0	35,553 36,387 42,064 40,281 14,760	25,007 18,729 24,701 27,409 10,329	10,546 17,658 10,092 12,872 4,431	7,270 0 0
Maryland	52,433	56,685	58,428	59,194	59,414	59,703	36,442	23,261	0	60,175	36,657	23,518	0
Massachusetts	67,432	73,596	68,754	71,859	71,969	72,413	47,382	25,031	0	73,381	47,733	25,648	0
Michigan	97,031	98,069	88,615	85,038	84,181	83,597	34,756	32,785	16,057	84,473	35,276	32,978	16,219
Minnesota	53,457	51,107	52,672	55,690	55,985	56,715	30,555	24,270	1,889	57,260	30,816	24,497	1,947
Mississippi	31,006	31,433	32,255	32,311	32,175	31,924	14,907	13,196	3,822	31,625	14,795	13,117	3,713
Missouri	64,735	67,076	66,735	67,356	67,635	67,926	35,235	32,691	0	68,496	35,725	32,771	0
Montana	10,411	10,369	10,361	10,234	10,412	10,555	7,391	3,127	36	10,515	7,383	3,097	35
Nebraska	20,983	21,359	22,345	22,988	23,308	23,611	15,221	8,390	0	23,771	15,321	8,450	0
Nevada	18,293	21,744	21,839	21,656	22,702	23,705	11,422	8,486	3,797	23,709	11,348	8,453	3,908
New Hampshire	14,341	15,536	15,365	14,773	14,770	14,760	9,761	4,999	0	14,589	9,859	4,730	0
New Jersey	99,061	112,673	110,202	115,067	114,968	115,729	61,286	37,911	16,532	115,496	61,197	37,635	16,664
New Mexico	21,042	22,021	22,437	22,411	21,722	21,331	9,454	8,123	3,754	21,092	9,387	7,960	3,745
New York	206,961	218,989	211,606	203,781	206,086	209,151	105,341	93,792	10,018	213,159	108,893	95,744	8,522
North Carolina	83,680	95,664	98,357	99,320	99,355	100,220	69,663	29,741	816	100,401	70,004	29,641	756
North Dakota	8,141	8,003	8,417	9,049	9,195	9,265	6,122	3,143	0	9,284	6,163	3,121	0
Ohio	118,361	117,982	109,282	106,526 <sup>3</sup>	101,742	102,600	57,122	41,128	4,350	98,912	43,987	41,543	13,382
Oklahoma	41,318	41,833	41,278	42,073	42,452	41,090	23,119	17,970	0	41,597	23,643	17,954	0
Oregon	28,094	28,346	28,109	27,850	29,086	29,756	21,089	8,667	0	29,909	21,158	8,752	0
Pennsylvania	116,963	122,397	129,911	122,030	120,893	122,552	58,732	52,965	10,855	121,918	58,334	52,638	10,946
Rhode Island	10,645	14,180 <sup>2</sup>	11,212	9,471	10,631	10,689	5,965	4,724	0	10,687	5,939	4,748	0
South Carolina	45,380	48,212	45,210	49,475	50,237	50,789	35,712	15,078	0	52,467	36,969	15,498	0
South Dakota	9,397	9,129	9,512	9,618	9,638	9,777	6,364	2,499	914	9,833	6,250	2,495	1,087
Tennessee	57,164	59,596	66,558	65,341	66,488	64,270	45,296	18,975	0	64,019	45,462	18,558	0
Texas	274,826	302,425	334,997	342,257	347,329	352,809	175,290	153,142	24,377	356,877	176,132	155,342	25,403
Utah	22,008	22,993	25,677	27,374 <sup>3</sup>	28,348 <sup>3</sup>	28,841 <sup>3</sup>	14,050 <sup>3</sup>	11,882 <sup>3</sup>	2,909 <sup>3</sup>	29,212 <sup>3</sup>	14,230 <sup>3</sup>	12,035 <sup>3</sup>	2,946 <sup>3</sup>
Vermont	8,414	8,851	8,382	8,276	8,338	8,187	3,326	2,736	2,124	8,313	3,176	2,745	2,392
Virginia	86,977 <sup>2</sup>	103,944	70,947	89,968	90,255	91,628	42,155	49,473	0	85,936	37,097	48,840	0
Washington	51,098	53,508	53,934	59,555	57,942	58,815	32,242	24,507	2,067	60,183	33,057	24,810	2,316
West Virginia	20,930	19,940	20,338	20,029	19,664	19,356	9,168	10,167	21	19,239	9,951	9,083	205
Wisconsin	60,165	60,127	57,625	58,376 <sup>3</sup>	58,185	59,011	29,429	29,125	457	58,598	28,986	29,198	414
Wyoming	6,783	6,706	7,127	7,615	7,653	7,506	4,089	3,417	0	7,335	3,948	3,387	0
Jurisdiction Bureau of Indian Education DoDEA <sup>5</sup>	7,504	7,759	=		=	=		_	=	=	=	_	=
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin	37,620	989 1,804 614 42,036	1,843 607 36,506	2,286 — 31,186	2,336 — 30,438	2,289 — 28,899	1,154 — 13,097	1,135 — 10,140		2,202 — 28,039	1,068 — 16,617	1,134 — 6,275	
Islands	1,511	1,434	1,457	1,131	1,106	1,154	546	593	15	1,066	500	553	13

 $^5\mbox{DoDEA} = \mbox{Department}$  of Defense Education Activity. Includes both domestic and overseas schools.

NOTE: Distribution of elementary and secondary teachers determined by reporting units. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01 through 2017–18. (This table was prepared August 2019.)

<sup>—</sup>Not available.

\*Includes imputed values for states.

\*Includes imputations to correct for underreporting of prekindergarten teachers.

<sup>&</sup>lt;sup>9</sup>Imputed. <sup>4</sup>Includes imputations to correct for underreporting of prekindergarten, kindergarten, and ungraded teachers.

		Pupil/tea	cher ratio			Fall 2015			Fall 2016			Fall 2017	
State or jurisdiction	Fall 2000	Fall 2005	Fall 2010	Fall 2014	Teachers	Enrollment	Pupil/ teacher ratio	Teachers	Enrollment	Pupil/ teacher ratio	Teachers	Enrollment	Pupil/ teacher ratio
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	16.0 <sup>1</sup>	15.6 <sup>1</sup>	16.0 <sup>1</sup>	16.1 <sup>1</sup>	3,151,497 <sup>1</sup>	50,438,043 <sup>1</sup>	16.0 <sup>1</sup>	3,169,499 <sup>1</sup>	50,615,189 <sup>1</sup>	16.0 <sup>1</sup>	3,169,750 <sup>1</sup>	50,685,567 <sup>1</sup>	16.0 <sup>1</sup>
Alabama	15.4 <sup>2</sup>	12.8	15.3	17.4	40,766	743,789	18.2	42,533	744,930	17.5	41,802	742,444	17.8
Alaska	16.9	16.8	16.2	16.9	7,832	132,477	16.9	7,825	132,737	17.0	7,743	132,872	17.2
Arizona	19.8	21.3	21.4	23.1	47,944	1,109,040	23.1	48,220	1,123,137	23.3	47,868	1,110,851	23.2
Arkansas	14.1	14.4	14.1	13.9	35,804	492,132	13.7	35,730	493,447	13.8	35,800	496,085	13.9
California	20.6 <sup>2</sup>	20.8 <sup>2</sup>	24.1 <sup>2</sup>	23.6 <sup>2</sup>	263,475	6,305,347 <sup>2</sup>	23.9 <sup>2</sup>	271,287 <sup>2</sup>	6,309,138 <sup>2</sup>	23.3 <sup>2</sup>	271,523 <sup>2</sup>	6,304,266 <sup>2</sup>	23.2 <sup>2</sup>
Colorado	17.3	17.0	17.4	17.3	51,798	899,112	17.4	52,014	905,019	17.4	52,373	910,280	17.4
Connecticut	13.7	14.5	13.1	12.9	43,772	537,933	12.3	42,343	535,118	12.6	45,081	531,288	11.8
Delaware	15.4	15.1	14.5	13.9	8,962	134,847	15.0	9,208	136,264	14.8	9,399	136,293	14.5
District of Columbia	13.9	14.0 <sup>3</sup>	12.0	12.3	6,789	84,024	12.4	6,727	85,850	12.8	6,659	87,315	13.1
Florida	18.4	16.8	15.1	15.3	182,586	2,792,234	15.3	186,339	2,816,791	15.1	186,128	2,832,424	15.2
Georgia	15.9	14.7	14.9	15.6	113,031	1,757,237	15.5	114,763	1,764,346	15.4	116,022	1,768,642	15.2
Hawaii	16.9	16.3	15.8	15.6	11,747	181,995	15.5	11,782	181,550	15.4	12,033	180,837	15.0
Idaho	17.9	18.0	17.6	18.6	15,656	292,277	18.7	16,204	297,200	18.3	16,592	301,186	18.2
Illinois	16.1	15.8	15.7	15.5 <sup>4</sup>	129,948	2,041,779	15.7	128,893	2,026,718	15.7	128,204	2,005,153	15.6
Indiana	16.7	17.1	18.0 <sup>2</sup>	18.5	57,675	1,046,757	18.1	60,162	1,049,547	17.4	61,018	1,054,187	17.3
lowa	14.3	13.7	14.3	14.2	35,687	508,014	14.2	35,808	509,831	14.2	35,553	511,850	14.4
Kansas	14.4	13.9	14.0	13.2	40,035	495,884	12.4	36,193	494,347	13.7	36,387	497,088	13.7
Kentucky	16.8	16.0	16.0	16.6	41,902	686,598	16.4	42,029	684,017	16.3	42,064	680,978	16.2
Louisiana	14.9	14.7	14.3	15.5	58,469	718,711	12.3	48,408	716,293	14.8	40,281	715,135	17.8
Maine	12.5	11.7	12.3	12.2	14,857	181,613	12.2	14,750	180,512	12.2	14,760	180,473	12.2
Maryland	16.3	15.2	14.6	14.8	59,414	879,601	14.8	59,703	886,221	14.8	60,175	893,684	14.9
Massachusetts	14.5	13.2	13.9	13.3	71,969	964,026	13.4	72,413	964,514	13.3	73,381	964,791	13.1
Michigan	17.7 <sup>2</sup>	17.8	17.9	18.1	84,181	1,536,231	18.2	83,597	1,528,666	18.3	84,473	1,516,398	18.0
Minnesota	16.0	16.4	15.9	15.4	55,985	864,384	15.4	56,715	875,021	15.4	57,260	884,944	15.5
Mississippi	16.1	15.7	15.2	15.2	32,175	487,200	15.1	31,924	483,150	15.1	31,625	478,321	15.1
Missouri	14.1	13.7	13.8	13.6	67,635	919,234	13.6	67,926	915,040	13.5	68,496	915,472	13.4
Montana	14.9	14.0	13.7	14.1	10,412	145,319	14.0	10,555	146,375	13.9	10,515	149,474	14.2
Nebraska	13.6	13.4	13.4	13.6	23,308	316,014	13.6	23,611	319,194	13.5	23,771	323,766	13.6
Nevada	18.6	19.0	20.0	21.2	22,702	467,527	20.6	23,705	473,744	20.0	23,709	485,785	20.5
New Hampshire	14.5	13.2	12.7	12.5	14,770	182,425	12.4	14,760	180,888	12.3	14,589	179,433	12.3
New Jersey	13.3	12.4	12.7	12.2	114,968	1,408,845	12.3	115,729	1,410,421	12.2	115,496	1,408,102	12.2
New Mexico	15.2	14.8	15.1	15.2	21,722	335,694	15.5	21,331	336,263	15.8	21,092	334,345	15.9
New York	13.9	12.9	12.9	13.5	206,086	2,711,626	13.2	209,151	2,729,776	13.1	213,159	2,724,663	12.8
North Carolina	15.5	14.8	15.2	15.6	99,355	1,544,934	15.5	100,220	1,550,062	15.5	100,401	1,553,513	15.5
North Dakota	13.4	12.3	11.4	11.8	9,195	108,644	11.8	9,265	109,706	11.8	9,284	111,920	12.1
Ohio	15.5	15.6	16.1	16.2 <sup>3</sup>	101,742	1,716,585	16.9	102,600	1,710,143	16.7	98,912	1,704,399	17.2
Oklahoma	15.1	15.2	16.0	16.4	42,452	692,878	16.3	41,090	693,903	16.9	41,597	695,092	16.7
Oregon	19.4	19.5	20.3	21.6	29,086	608,825 <sup>2</sup>	20.9 <sup>2</sup>	29,756	606,277 <sup>2</sup>	20.4 <sup>2</sup>	29,909	608,014 <sup>2</sup>	20.3 <sup>2</sup>
Pennsylvania	15.5	15.0	13.8	14.3	120,893	1,717,414	14.2	122,552	1,727,497	14.1	121,918	1,726,809	14.2
Rhode Island	14.8	10.8	12.8	15.0	10,631	142,014	13.4	10,689	142,150	13.3	10,687	142,949	13.4
South Carolina	14.9	14.6	16.1	15.3	50,237	763,533	15.2	50,789	771,250	15.2	52,467	777,507	14.8
South Dakota	13.7	13.4	13.3	13.8	9,638	134,253	13.9	9,777	136,302	13.9	9,833	137,823	14.0
Tennessee	15.9 <sup>2</sup>	16.0	14.8	15.2	66,488	1,001,235	15.1	64,270	1,001,562	15.6	64,019	1,001,967	15.7
Texas	14.8	15.0	14.7	15.3	347,329	5,301,477	15.3	352,809	5,360,849	15.2	356,877	5,401,341	15.1
Utah	21.9	22.1	22.8	23.2 <sup>3</sup>	28,348 <sup>3</sup>	647,870	22.9 <sup>3</sup>	28,841 <sup>3</sup>	659,801	22.9	29,212 <sup>3</sup>	668,274	22.9
Vermont	12.1	10.9	11.6	10.6	8,338	87,866	10.5	8,187	88,428	10.8	8,313	88,028	10.6
Virginia	13.2 <sup>2</sup>	11.7	17.6	14.2	90,255	1,283,590	14.2	91,628	1,287,026	14.0	85,936	1,291,462	15.0
Washington	19.7	19.3	19.4	18.0	57,942	1,087,030	18.8	58,815	1,101,711	18.7	60,183	1,110,367	18.4
West Virginia	13.7	14.1	13.9	14.0	19,664	277,452	14.1	19,356	273,855	14.1	19,239	272,266	14.2
Wisconsin	14.6	14.6	15.1	14.9 <sup>3</sup>	58,185	867,800	14.9	59,011	864,432	14.6	58,598	860,753	14.7
Wyoming	13.3	12.6	12.5	12.4	7,653	94,717	12.4	7,506	94,170	12.5	7,335	94,258	12.9
Jurisdiction Bureau of Indian Education DoDEA <sup>5</sup>	14.4	11.7	=	_	=	74,970	=	=	45,399 —	_		46,330 71,134	
Other jurisdictions American Samoa Guam Northern	19.1 16.4	16.6	 17.2	 13.6	 2,336	30,821	 13.2	 2,289	30,758	 13.4	2,202	12,620 30,112	13.7
Marianas Puerto Rico U.S. Virgin Islands	19.0 16.3 12.9	19.1 13.4 11.7	18.3 13.0 10.6	13.2 12.6	30,438 1,106	379,818 13,805	12.5 12.5	28,899 1,154	365,181 13,194	12.6 11.4	28,039 1,066	346,096 16,139	12.3 15.1
เอเสเนอ	12.3	11.7	10.0	12.0	1,100	13,003	12.3	1,134	13,134	11.4	1,000	10,139	10.1

NOTE: Teachers reported in full-time equivalents (FTE). Ratios reflect totals reported by states and differ from totals reported for schools or school districts. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01 through 2017–18. (This table was prepared February 2020.)

<sup>—</sup>Not available.

¹Includes imputed values for states.

<sup>&</sup>lt;sup>2</sup>Includes imputations to correct for underreporting of prekindergarten teachers/enrollment.

<sup>\*</sup>Imputed.

Includes imputations to correct for underreporting of prekindergarten, kindergarten, and

ungraded theachers.

DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987–88 through 2017–18

						Number	of teach	ers (in th	ousand	S)									P	ercentaç	ge distrib	oution of	teacher	S				
Selected teacher characteristic	1	987–88	1	990–91	1999	9–2000	20	03-04	20	007–08	2	011–12	2	017–18	19	87–88	19	90–91	1999	-2000	20	003-04	20	07-08	20	011–12	2	017–18
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15
Public schools Total	2,323	(13.2)	2,559	(20.7)	3,002	(19.4)	3,251	(29.2)	3,405	(44.0)	3,385	(41.4)	3,545	(23.5)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Sex Male Female	685 1,638	(6.8) (10.1)	719 1,840	(11.2) (14.7)	754 2,248	(10.7) (16.0)	813 2,438	(13.3) (23.5)	821 2,584	(20.4) (34.6)	802 2,584	(22.2) (30.5)	834 2,712	(11.6) (20.2)	29.5 70.5	(0.22) (0.22)	28.1 71.9	(0.31) (0.31)	25.1 74.9	(0.30) (0.30)	25.0 75.0	(0.32) (0.32)	24.1 75.9	(0.47) (0.47)	23.7 76.3	(0.49) (0.49)	23.5 76.5	(0.28) (0.28)
Race/ethnicity White <sup>1</sup> Black <sup>1</sup> Hispanic <sup>1</sup> Asian <sup>1,2</sup> Pacific Islander American Indian/	2,018 191 69 21	(12.6) (4.6) (2.6) (1.1) (†)	2,214 212 87 27	(20.0) (6.4) (4.5) (1.7) (†)	2,532 228 169 48	(17.2) (6.0) (6.4) (2.7) (†)	2,702 257 202 42 6	(30.1) (11.0) (11.3) (2.5) (0.8)	2,829 239 240 42 6	(38.7) (15.8) (16.6) (7.2) (1.3)	2,773 231 264 61 5	(30.5) (12.1) (13.4) (7.3) (1.4)	2,811 239 331 75 8	(22.7) (7.4) (9.2) (3.5) (1.0)	86.9 8.2 3.0 0.9	(0.24) (0.19) (0.11) (0.05) (†)	86.5 8.3 3.4 1.0	(0.29) (0.25) (0.17) (0.06) (†)	84.3 7.6 5.6 1.6	(0.30) (0.19) (0.20) (0.09) (†)	83.1 7.9 6.2 1.3 0.2	(0.53) (0.34) (0.34) (0.08) (0.03)	83.1 7.0 7.1 1.2 0.2	(0.53) (0.45) (0.46) (0.21) (0.04)	81.9 6.8 7.8 1.8 0.1	(0.53) (0.31) (0.37) (0.21) (0.04)	79.3 6.7 9.3 2.1 0.2	(0.35) (0.20) (0.26) (0.10) (0.03)
Alaska Native <sup>1</sup> Two or more races	24 —	(1.3) (†)	<u>20</u>	(1.4) (†)	26 —	(1.9) (†)	17 24	(1.2) (2.2)	17 31	(1.9) (2.9)	17 35	(2.9) (3.7)	18 63	(1.7) (3.1)	1.0	(0.06) (†)	0.8	(0.05) (†)	0.9	(0.06) (†)	0.5 0.7	(0.04) (0.07)	0.5 0.9	(0.06) (0.09)	0.5 1.0	(0.08) (0.11)	0.5 1.8	(0.05) (0.09)
Age Under 30 30 to 39 40 to 49 50 to 59 60 and over	313 823 762 357 68	(5.0) (7.7) (7.4) (5.7) (2.5)	257 684 1,034 477 107	(5.7) (10.8) (13.3) (8.6) (4.1)	509 661 953 786 93	(9.2) (9.8) (10.3) (12.6) (4.0)	540 798 840 942 131	(27.4) (14.5) (14.3) (26.0) (4.8)	612 898 808 879 207	(22.4) (16.8) (19.2) (21.1) (10.3)	518 979 849 783 256	(15.9) (19.3) (19.2) (20.5) (13.2)	531 991 1,028 732 263	(9.4) (12.9) (12.3) (11.6) (6.1)	13.5 35.4 32.8 15.4 2.9	(0.19) (0.30) (0.25) (0.23) (0.11)	10.0 26.7 40.4 18.7 4.2	(0.23) (0.35) (0.37) (0.29) (0.16)	17.0 22.0 31.8 26.2 3.1	(0.28) (0.29) (0.32) (0.35) (0.13)	16.6 24.5 25.9 29.0 4.0	(0.84) (0.38) (0.38) (0.74) (0.14)	18.0 26.4 23.7 25.8 6.1	(0.61) (0.39) (0.47) (0.51) (0.29)	15.3 28.9 25.1 23.1 7.6	(0.44) (0.53) (0.51) (0.49) (0.34)	15.0 27.9 29.0 20.7 7.4	(0.24) (0.29) (0.32) (0.29) (0.17)
Highest degree earned Less than bachelor's Bachelor's Master's Education specialist <sup>3</sup> Doctor's	15 1,214 932 146 16	(1.0) (9.8) (8.5) (3.4) (1.2)	17 1,327 1,077 118 20	(1.2) (11.7) (13.5) (5.3) (1.7)	20 1,560 1,257 143 22	(1.3) (15.8) (13.9) (5.2) (1.8)	35 1,651 1,331 195 38	(2.5) (22.8) (21.7) (6.8) (3.5)	27 1,612 1,517 218 30	(2.1) (28.8) (27.8) (8.6) (2.7)	128 1,350 1,614 257 37	(8.6) (21.1) (29.1) (9.7) (4.0)	97 1,393 1,744 271 41	(3.6) (15.8) (17.5) (6.8) (2.5)	0.7 52.3 40.1 6.3 0.7	(0.04) (0.28) (0.30) (0.14) (0.05)	0.7 51.9 42.1 4.6 0.8	(0.05) (0.31) (0.34) (0.20) (0.07)	0.7 52.0 41.9 4.7 0.7	(0.04) (0.40) (0.38) (0.17) (0.06)	1.1 50.8 40.9 6.0 1.2	(0.08) (0.56) (0.56) (0.19) (0.11)	0.8 47.4 44.5 6.4 0.9	(0.06) (0.59) (0.55) (0.25) (0.08)	3.8 39.9 47.7 7.6 1.1	(0.24) (0.52) (0.57) (0.27) (0.11)	2.7 39.3 49.2 7.6 1.2	(0.10) (0.36) (0.36) (0.18) (0.07)
Years of teaching experience Less than 3 3 to 9 10 to 20 Over 20	145 568 1,072 539	(3.2) (6.3) (8.7) (6.1)	185 596 1,056 721	(4.8) (9.4) (11.8) (10.6)	325 854 865 958	(7.7) (12.3) (10.1) (13.5)	339 1,043 946 922	(36.6) (14.1) (21.5) (27.9)	392 1,125 1,017 871	(18.1) (19.6) (24.3) (23.9)	244 1,104 1,265 772	(8.5) (20.6) (21.0) (23.8)	318 1,003 1,416 808	(7.2) (14.1) (14.4) (11.8)	6.2 24.4 46.1 23.2	(0.14) (0.22) (0.27) (0.23)	7.2 23.3 41.3 28.2	(0.19) (0.30) (0.35) (0.30)	10.8 28.5 28.8 31.9	(0.24) (0.37) (0.33) (0.36)	10.4 32.1 29.1 28.4	(1.13) (0.33) (0.58) (0.81)	11.5 33.0 29.9 25.6	(0.48) (0.52) (0.57) (0.62)	7.2 32.6 37.4 22.8	(0.24) (0.52) (0.53) (0.54)	9.0 28.3 39.9 22.8	(0.19) (0.34) (0.35) (0.29)
Level of instruction <sup>4</sup> Elementary General Arts/music English ESL/billingual Health/physical ed Mathematics Science Special education Other elementary Secondary Arts/music English ESL/billingual Foreign language Health/physical ed Mathematics Science Social studies Special education Vocational/technical Other secondary	1,292 788 116 60 18 56 31 18 168 37 1,031 73 171 6 43 76 139 115 118 100 166 25	(9.5) (7.4) (3.0) (2.3) (1.1) (2.0) (1.5) (3.9) (2.4) (10.5) (2.0) (3.2) (0.5) (1.2) (2.4) (2.5) (2.9) (2.4) (2.2) (3.0) (1.3)	1,442 887 110 72 20 666 30 21 176 60 1,118 74 195 10 52 76 155 128 124 113 160 30	(11.8) (10.6) (4.3) (3.8) (1.3) (3.2) (1.9) (1.9) (3.2) (16.5) (2.3) (5.1) (2.4) (2.2) (4.3) (4.0) (3.3) (3.3) (3.3) (3.3) (3.3)	1,602 1,042 99 66 28 57 23 11 227 49 1,401 110 245 16 71 99 207 169 163 113 161 47	(13.5) (12.5) (3.7) (3.8) (1.8) (3.5) (2.4) (1.3) (5.6) (3.5) (17.7) (3.4) (5.1) (1.2) (2.4) (3.1) (4.5) (4.0) (4.4) (2.8) (3.5) (2.9)	1,716 1,130 101 70 25 73 19 240 40 1,534 112 269 18 73 102 213 189 178 178 169 36	(25.8) (29.8) (5.3) (5.1) (3.6) (5.0) (2.3) (3.5) (26.0) (4.1) (9.0) (2.5) (3.3) (4.3) (5.5) (6.8) (5.7) (7.5) (5.7) (2.1)	1,725 1,100 103 104 24 63 28 15 230 58 1,680 121 306 21 78 119 252 195 209 165 164 47	(37.1) (26.5) (6.6) (9.9) (3.3) (6.0) (3.8) (3.4) (13.0) (6.2) (10.0) (2.5) (5.0) (5.7) (9.1) (8.3) (9.9) (9.7) (6.3) (3.4)	1,726 1,078 82 92 51 79 32 18 239 55 1,659 20 88 101 250 209 197 191 147 46	(20.2) (22.1) (5.4) (6.9) (6.8) (8.1) (6.5) (3.3) (5.6) (9.9) (2.4) (4.5) (3.9) (7.5) (6.1) (6.3) (12.2) (5.7) (4.0)	1,779 1,097 99 117 48 65 36 23 235 60 1,766 130 294 24 85 97 265 220 214 199 139 98	(24.5) (17.3) (4.6) (3.4) (3.5) (2.3) (1.8) (6.3) (3.0) (25.2) (4.5) (6.6) (1.9) (3.5) (3.2) (6.6) (5.6) (5.5) (4.4) (3.9)	55.6 33.9 5.0 2.6 0.8 2.4 1.3 0.8 7.2 1.6 44.4 0.3 1.9 3.3 6.0 4.9 5.1 4.3 7.1	(0.33) (0.29) (0.10) (0.10) (0.05) (0.09) (0.06) (0.16) (0.10) (0.33) (0.09) (0.12) (0.05) (0.10) (0.11) (0.10) (0.10) (0.10) (0.09) (0.09) (0.09)	56.3 34.6 4.3 2.8 0.8 2.6 6.9 2.4 43.7 2.9 7.6 0.4 2.0 3.0 6.0 5.0 4.8 4.4 4.3	(0.40) (0.39) (0.17) (0.14) (0.05) (0.12) (0.08) (0.12) (0.40) (0.08) (0.08) (0.08) (0.15) (0.15) (0.15) (0.12) (0.12) (0.12) (0.12) (0.12)	53.3 34.7 3.3 2.2 0.9 1.9 0.4 7.6 1.6 46.7 8.2 0.5 2.4 3.3 6.9 5.6 5.4 3.8	(0.42) (0.41) (0.12) (0.13) (0.06) (0.12) (0.04) (0.12) (0.42) (0.11) (0.15) (0.04) (0.10) (0.14) (0.12) (0.14) (0.12) (0.14) (0.10) (0.09)	52.8 34.8 3.1 2.2 0.8 2.2 0.6 7.4 1.2 47.2 3.4 8.3 0.6 2.3 3.1 6.5 5.8 5.5 5.2 1.1	(0.66) (0.86) (0.17) (0.16) (0.11) (0.07) (0.09) (0.13) (0.11) (0.66) (0.12) (0.27) (0.10) (0.12) (0.17) (0.20) (0.16) (0.20) (0.17) (0.06)	50.7 32.3 3.0 0.7 1.8 0.4 6.7 1.7 49.3 3.6 9.0 0.6 2.3 3.5,7 4.5 5.7 6.1 4.9 4.8 1.4	(0.91) (0.70) (0.19) (0.10) (0.18) (0.11) (0.10) (0.37) (0.12) (0.91) (0.18) (0.18) (0.12) (0.19) (0.14) (0.16) (0.25) (0.24) (0.27) (0.27) (0.27) (0.27) (0.17) (0.10)	51.0 31.8 2.4 2.7 1.5 2.9 0.5 7.1 1.6 49.0 3.6 2.6 3.0 7.4 6.2 5.8 5.7 4.3	(0.65) (0.71) (0.16) (0.21) (0.20) (0.23) (0.19) (0.15) (0.65) (0.14) (0.25) (0.07) (0.112) (0.11) (0.119) (0.16) (0.16) (0.16) (0.16) (0.16) (0.16) (0.16) (0.16) (0.16)	50.2 30.9 2.8 3.3 1.4 1.0 0.6 6.6 1.7 49.8 3.7 2.4 2.7,5 6.2 6.0 5.6 3.9 2.8	(0.62) (0.45) (0.11) (0.13) (0.10) (0.07) (0.05) (0.17) (0.62) (0.13) (0.18) (0.10) (0.15) (0.11) (0.15) (0.114) (0.15) (0.12) (0.11)

Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987–88 through 2017–18—Continued

					1	lumber (	of teach	ers (in th	ousands	;)		-							F	ercenta	ge distril	bution of	teacher	S				
Selected teacher characteristic	19	87–88	19	90–91	1999	-2000	20	03-04	20	07-08	2	011–12	20	)17–18	19	87–88	19	90-91	1999	-2000	20	003-04	20	07-08	2	011–12	2	2017–18
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15
Private schools Total	307	(8.5)	356	(7.2)	449	(10.6)	467	(10.3)	490	(9.2)	465	(11.1)	509	(9.1)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Sex Male Female	67 240	(3.3) (7.2)	82 275	(3.3) (5.8)	107 342	(3.8) (7.7)	110 357	(8.4) (14.3)	127 362	(4.6) (7.7)	117 348	(6.9) (10.1)	133 377	(4.1) (7.3)	21.8 78.2	(0.86) (0.86)	22.9 77.1	(0.74) (0.74)	23.9 76.1	(0.48) (0.48)	23.6 76.4	(1.93) (1.93)	26.0 74.0	(0.78) (0.78)	25.2 74.8	(1.33) (1.33)	26.0 74.0	(0.63) (0.63)
Race/ethnicity White¹ Black¹ Hispanic¹ Asian¹² Pacific Islander American Indian/Alaska	285 7 9 4	(8.3) (0.8) (1.1) (0.8) (†)	329 9 12 5	(7.0) (1.0) (1.0) (0.6) (†)	402 17 21 7	(9.6) (1.4) (1.5) (0.6) (†)	411 19 23 9 ‡	(12.0) (2.9) (3.1) (1.0) (†)	423 20 29 11 ‡	(8.8) (2.2) (2.1) (1.5) (†)	411 17 24 9 ‡	(11.1) (2.4) (2.4) (1.4) (†)	433 16 37 14 ‡	(8.3) (1.5) (2.2) (1.4) (†)	92.8 2.3 2.8 1.2	(0.50) (0.27) (0.36) (0.26) (†)	92.2 2.7 3.3 1.5	(0.46) (0.28) (0.26) (0.18) (†)	89.5 3.7 4.7 1.6	(0.42) (0.29) (0.30) (0.14) (†)	88.0 4.0 4.8 1.8 0.2!	(0.99) (0.65) (0.71) (0.20) (0.07)	86.4 4.0 5.9 2.2 0.3!	(0.80) (0.44) (0.38) (0.29) (0.14)	88.3 3.6 5.2 1.8	(0.69) (0.54) (0.51) (0.31) (†)	85.1 3.2 7.2 2.7 0.1!	(0.61) (0.29) (0.43) (0.27) (0.04)
Native <sup>1</sup> Two or more races	3	(0.4) (†)		(0.3) (†)	_2	(0.4) (†)	‡ 3!	(†) (1.4)	‡ 4	(†) (0.6)	‡ 4	(†) (0.9)	‡ 7	(†) (0.9)	0.9	(0.12) (†)	0.4	(0.09) (†)	0.6	(80.0) (†)	‡ 0.6!	(†) (0.28)	‡ 0.7	(†) (0.12)	‡ 0.8	(†) (0.19)	0.3! 1.3	(0.10) (0.17)
Age Under 30 30 to 39 40 to 49 50 to 59 60 and over	67 106 84 34 16	(2.6) (3.6) (3.4) (2.2) (1.7)	60 100 121 53 23	(2.2) (4.0) (3.1) (2.3) (1.6)	87 101 131 106 25	(3.1) (3.2) (4.2) (3.2) (1.2)	88 103 119 121 37	(3.7) (5.8) (7.1) (11.1) (4.7)	80 109 116 128 56	(3.9) (5.2) (3.6) (4.5) (3.1)	78 112 110 99 66	(6.8) (6.2) (6.3) (5.0) (5.0)	83 124 115 108 79	(3.5) (4.1) (4.0) (3.8) (3.4)	21.8 34.5 27.4 11.1 5.3	(0.77) (0.81) (0.78) (0.57) (0.49)	16.7 28.1 33.9 14.8 6.4	(0.61) (0.78) (0.74) (0.55) (0.41)	19.3 22.4 29.2 23.5 5.7	(0.43) (0.50) (0.62) (0.46) (0.24)	18.9 22.0 25.4 25.8 8.0	(0.78) (1.36) (1.41) (2.07) (0.99)	16.3 22.3 23.8 26.2 11.5	(0.67) (0.91) (0.65) (0.87) (0.62)	16.7 24.0 23.8 21.3 14.2	(1.48) (1.07) (1.06) (1.06) (1.05)	16.2 24.4 22.7 21.2 15.5	(0.65) (0.66) (0.68) (0.64) (0.58)
Highest degree earned Less than bachelor's Bachelor's Master's Education specialist <sup>2</sup> Doctor's	13 189 92 9 4	(1.4) (5.1) (3.8) (0.9) (0.7)	23 221 96 11 6	(1.6) (5.7) (3.1) (0.9) (0.8)	33 258 136 14 8	(2.3) (5.8) (4.5) (1.0) (0.8)	43! 259 138 17 10	(21.5) (11.2) (6.1) (2.4) (1.2)	40 264 161 14 12	(2.9) (6.8) (5.3) (1.3) (1.9)	39 225 166 23 11	(5.2) (6.7) (7.5) (2.3) (2.0)	51 216 204 25 14	(2.8) (5.3) (5.9) (1.8) (1.2)	4.4 61.4 29.8 3.0 1.5	(0.42) (0.75) (0.73) (0.30) (0.23)	6.4 61.9 27.0 2.9 1.8	(0.45) (0.90) (0.71) (0.24) (0.22)	7.3 57.5 30.3 3.1 1.8	(0.46) (0.64) (0.58) (0.19) (0.16)	9.2! 55.5 29.5 3.6 2.2	(4.41) (2.90) (1.35) (0.54) (0.26)	8.1 53.9 32.8 2.8 2.4	(0.58) (0.95) (0.84) (0.25) (0.38)	8.4 48.5 35.8 5.0 2.3	(1.07) (1.37) (1.16) (0.48) (0.41)	10.0 42.4 40.0 4.8 2.8	(0.53) (0.83) (0.80) (0.33) (0.23)
Years of teaching experience Less than 3 3 to 9 10 to 20 Over 20	38 111 109 49	(1.4) (3.4) (4.3) (2.8)	47 123 122 63	(1.8) (3.6) (3.9) (2.8)	73 144 137 95	(3.0) (4.1) (4.1) (2.8)	71 162 130 105	(17.5) (7.1) (7.3) (7.0)	72 163 133 122	(4.8) (5.9) (4.8) (4.7)	52 150 147 116	(7.1) (6.3) (7.6) (7.2)	62 152 167 128	(2.4) (4.8) (4.7) (4.2)	12.4 36.1 35.6 15.8	(0.44) (0.85) (0.78) (0.65)	13.2 34.6 34.4 17.8	(0.47) (0.67) (0.77) (0.73)	16.3 32.0 30.6 21.2	(0.44) (0.56) (0.54) (0.47)	15.2 34.6 27.9 22.4	(3.50) (1.65) (1.63) (1.62)	14.7 33.2 27.1 24.9	(0.92) (1.05) (0.83) (0.88)	11.2 32.3 31.6 24.9	(1.54) (1.07) (1.38) (1.44)	12.1 29.8 32.9 25.2	(0.45) (0.74) (0.71) (0.67)
Level of instruction <sup>4</sup> Elementary Secondary	179 128	(5.6) (4.7)	225 131	(4.7) (4.0)	261 188	(5.8) (6.2)	263 204	(17.5) (13.4)	258 231	(6.5) (7.1)	245 219	(9.3) (9.9)	262 247	(6.1) (6.5)	58.3 41.7	(0.92) (0.92)	63.2 36.8	(0.72) (0.72)	58.1 41.9	(0.66) (0.66)	56.4 43.6	(3.06) (3.06)	52.8 47.2	(1.03) (1.03)	52.8 47.2	(1.67) (1.67)	51.4 48.6	(0.85) (0.78)

<sup>-</sup>Not available.

teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

NOTE: Excludes teachers who teach only prekindergarten. Data are based on a head count of full-time and part-time teachers rather than on the number of full-time-equivalent teachers reported in other tables. Detail may not sum to totals because of rounding and cell suppression. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987–88 through 2011–12; SASS, "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2017–18. (This table was prepared November 2019.)

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Data for 1987–88 through 1999–2000 are only roughly comparable to data for later years, because the new category of Two or more races was introduced in 2003–04.

<sup>&</sup>lt;sup>2</sup>Includes Pacific Islander for 1987–88 through 1999–2000.

<sup>&</sup>lt;sup>3</sup>Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.

<sup>&</sup>lt;sup>4</sup>Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 6 and those

Table 209.20. Number, highest degree, and years of teaching experience of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1999–2000 through 2017–18

			Number	of teach	ers (in the	ousands)				Pe	rcent of	teachers	, by highe	est degre	e earnec	l, 2017–1	8					eachers, teaching	.,,			
Selected teacher characteristic	1999	-2000	20	007–08	2	011–12	2	017–18		ess than chelor's	Ba	chelor's	N	Naster's		lucation ecialist <sup>1</sup>	[	Doctor's	Less	s than 3		3 to 9		10 to 20		Over 20
1		2		3		4		5		6		7		8		9		10		11		12		13		14
Public schools Total Sex	3,002	(19.4)	3,405	(44.0)	3,385	(41.4)	3,545	(23.5)	2.7	(0.10)	39.3	(0.36)	49.2	(0.36)	7.6	(0.18)	1.2	(0.07)	9.0	(0.19)	28.3	(0.34)	39.9	(0.35)	22.8	(0.29)
Male Female	754 2,248	(10.7) (16.0)	821 2,584	(20.4) (34.6)	802 2,584	(22.2) (30.5)	834 2,712	(11.6) (20.2)	4.0 2.3	(0.24) (0.11)	39.0 39.4	(0.64) (0.39)	49.6 49.1	(0.65) (0.40)	5.7 8.2	(0.26) (0.22)	1.7 1.0	(0.18) (0.07)	8.9 9.0	(0.38) (0.21)	27.4 28.6	(0.60) (0.39)	40.6 39.7	(0.68) (0.40)	23.2 22.7	(0.52) (0.38)
Race/ethnicity White² Black² Hispanic² Asian²³ Pacific Islander American Indian/Alaska Native² Two or more races	2,532 228 169 48 — 26	(17.2) (6.0) (6.4) (2.7) (†) (1.9) (†)	2,829 239 240 42 6 17 31	(38.7) (15.8) (16.6) (7.2) (1.3) (1.9) (2.9)	2,773 231 263 61 5 17 35	(30.5) (12.1) (13.4) (7.3) (1.4) (2.9) (3.8)	2,811 239 331 75 8 18 63	(22.7) (7.4) (9.2) (3.5) (1.0) (1.7) (3.1)	2.6 3.0 3.6 1.7 ‡ 5.3! 3.2	(0.12) (0.42) (0.41) (0.45) (†) (2.63) (0.92)	38.6 32.9 51.1 29.0 44.2 51.6 40.8	(0.39) (1.23) (1.20) (1.85) (6.46) (3.93) (2.33)	50.4 50.7 37.9 55.1 38.6 36.2 47.0	(0.39) (1.40) (1.06) (2.00) (6.15) (4.05) (2.50)	7.4 11.3 6.1 11.3 8.7! 6.2 7.8	(0.19) (0.85) (0.49) (1.24) (2.64) (1.63) (1.35)	1.0 2.1 1.3 2.8 ‡ ‡ 1.2!	(0.07) (0.37) (0.20) (0.77) (†) (†) (0.41)	8.3 10.8 11.8 12.0 6.7! 9.0 12.5	(0.21) (0.75) (0.71) (1.33) (2.41) (2.03) (1.40)	27.3 30.3 34.0 31.1 24.0 20.9 35.5	(0.37) (1.27) (0.99) (2.01) (5.02) (2.68) (2.41)	40.1 38.7 39.6 42.1 44.2 42.5 34.6	(0.39) (1.25) (1.03) (2.06) (6.58) (4.31) (2.13)	24.3 20.2 14.6 14.8 25.1 27.6 17.4	(0.34) (1.03) (0.75) (1.44) (5.45) (3.92) (1.86)
Age Under 30 30 to 39 40 to 49 50 to 59 60 and over	509 661 953 786 93	(9.2) (9.8) (10.3) (12.6) (4.0)	612 898 808 879 207	(22.4) (16.8) (19.2) (21.1) (10.3)	518 979 849 783 256	(15.9) (19.3) (19.2) (20.5) (13.2)	531 991 1,028 732 263	(9.4) (12.9) (12.3) (11.6) (6.1)	2.7 2.2 2.9 2.9 3.6	(0.29) (0.18) (0.19) (0.25) (0.38)	64.8 37.9 33.5 33.4 32.1	(0.88) (0.62) (0.60) (0.69) (1.05)	30.3 52.9 53.3 52.1 49.2	(0.85) (0.65) (0.67) (0.75) (1.08)	2.1 6.5 9.2 9.5 12.0	(0.24) (0.34) (0.34) (0.40) (0.75)	‡ 0.6 1.1 2.1 3.1	(†) (0.08) (0.12) (0.22) (0.39)	37.1 6.7 3.4 2.0 1.7	(0.80) (0.29) (0.23) (0.19) (0.30)	62.8 42.9 15.5 9.2 6.5	(0.79) (0.65) (0.45) (0.39) (0.54)	‡ 50.3 58.1 33.5 28.2	(†) (0.65) (0.57) (0.68) (1.07)	‡ ‡ 23.0 55.2 63.6	(†) (†) (0.49) (0.72) (1.05)
Level of instruction <sup>4</sup> Elementary General Arts/music English ESL/bilingual Health/physical ed Mathematics Science Special education Other elementary Secondary Arts/music English ESL/bilingual Foreign language Health/physical ed Mathematics Science Social studies Special education Other elementary	1,602 1,019 1,019 333 19 210 210 314 1,401	(13.5) (13.6) (†) (2.8) (†) (†) (2.5) (†) (5.8) (8.4) (17.7) (†) (5.0) (†) (†) (4.3) (3.7) (4.3) (2.3) (2.3) (3.2) (8.5)	1,725 1,100 103 104 24 63 28 15 230 58 1,680 121 306 21 78 119 252 195 209 165 164 47	(37.1) (26.5) (6.6) (9.9) (3.3) (6.0) (3.8) (3.4) (13.0) (6.2) (10.0) (2.5) (5.0) (5.7) (9.1) (8.3) (9.9) (9.7) (6.3) (3.4)	1,726 1,078 82 92 51 79 32 18 239 55 1,659 121 289 200 88 101 250 209 197 197	(20.2) (22.1) (5.4) (6.9) (6.8) (8.1) (6.5) (3.3) (5.2) (37.8) (5.6) (9.9) (2.4) (4.5) (3.9) (7.5) (6.1) (6.3) (12.2) (5.27) (4.0)	1,779 1,097 99 117 48 655 36 23 235 60 1,766 130 294 85 97 265 220 214 199 98	(24.5) (17.3) (4.2) (4.6) (3.4) (3.3) (1.8) (6.3) (3.0) (25.2) (4.5) (6.6) (1.9) (3.5) (5.6) (5.2) (5.5) (4.4) (3.9)	2.1 1.4 1.9 1.8! 5.1 2.7! 4.3! 1.2 2.3 3.4 3.3 1.5 2.8 2.9 2.2 2.6 2.9 4.3	(0.15) (0.21) (0.34) (0.50) (0.81) (1.27) (0.88) (1.48) (0.23) (0.16) (0.69) (0.28) (0.57) (0.35) (0.41) (0.29) (0.43) (1.14) (0.71)	42.6 45.0 49.1 35.4 32.9 50.2 43.1 45.8 33.9 32.4 36.0 44.8 34.1 24.0 37.5 37.5 33.7 35.9 30.7 37.8	(0.53) (0.68) (2.12) (1.78) (3.15) (2.32) (3.17) (3.88) (1.34) (0.49) (1.58) (0.49) (1.58) (1.89) (1.73) (1.10) (1.27) (1.28) (1.13) (1.59) (1.59) (1.66)	47.1 45.5 42.9 51.3 51.2 41.5 48.0 44.9 53.2 54.2 54.2 54.2 55.2 47.7 53.1 54.5 53.3 50.9 40.1 49.0	(0.53) (0.67) (2.10) (1.84) (3.15) (2.40) (3.31) (3.98) (1.40) (2.66) (0.49) (1.59) (0.95) (1.90) (1.66) (1.12) (1.32) (1.31) (1.32) (1.40) (1.40) (1.72)	7.6 6.9 5.5 10.4 13.3 3.0 6.2 3.8! 10.3 9.5 7.7 5.8 8.4 14.7 7.5 4.0 6.8 14.6 6.8 14.6 6.8	(0.27) (0.33) (0.90) (1.01) (2.03) (0.76) (1.60) (1.23) (0.82) (1.38) (0.26) (0.72) (0.64) (0.72) (0.85) (0.48) (0.64) (0.59) (0.99) (0.99) (0.99) (0.99)	0.7 0.5 1.1! 1.0! 0.9! ‡ ‡ 1.3 1.4! 1.6 1.4 1.7! 2.9 0.4! 1.1 2.5 1.8 1.7 0.7!	(0.08) (0.10) (0.39) (0.35) (†) (†) (0.35) (0.11) (0.28) (0.27) (0.47) (0.21) (0.32) (0.32) (0.32) (0.32) (0.32) (0.32)	9.4 9.4 9.1 7.7 8.8 7.6 7.5 8.6! 11.8 6.8 8.6 9.7 8.4 6.8 9.1 8.9 9.1 8.0 9.3 7.6	(0.30) (0.40) (1.12) (1.02) (1.52) (1.25) (1.25) (1.25) (0.82) (1.23) (1.03) (0.55) (0.55) (0.69) (0.62) (0.67) (0.60) (0.73) (0.76) (0.76) (0.89)	29.2 28.8 29.7 25.5 29.8 24.1 31.2 29.3 33.6 27.4 28.6 27.6 25.8 26.0 22.3 28.3 27.1 27.3 30.6 27.6 27.6 27.6 27.6	(0.50) (0.58) (1.94) (1.64) (3.27) (2.07) (3.18) (3.61) (1.29) (0.41) (1.39) (0.41) (1.39) (0.93) (1.62) (1.12) (1.13) (1.14) (1.14) (1.34) (1.42)	39.0 39.9 37.0 39.3 38.9 41.4 42.9 34.8 40.9 35.9 41.2 43.7 43.8 41.7 40.9 42.5 42.8 37.3 40.9	(0.51) (0.66) (2.15) (1.77) (3.26) (2.59) (3.31) (3.52) (1.31) (0.45) (1.31) (1.06) (1.93) (1.59) (1.19) (1.19) (1.36) (1.36) (1.39) (1.39) (1.39)	22.4 21.9 24.2 27.8 22.1 19.8 19.2 19.8 24.4 23.2 25.9 22.7 30.4 21.5 30.4 21.3 21.9 22.2 27.6	(0.42) (0.55) (1.77) (1.54) (2.76) (2.24) (3.37) (1.05) (0.43) (1.38) (0.87) (1.46) (0.97) (1.05) (0.97) (1.119) (1.60)

Table 209.20. Number, highest degree, and years of teaching experience of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1999–2000 through 2017–18—Continued

		Number of teach	ers (in thousands)		Pe	rcent of teachers	, by highest degre	ee earned, 2017–18	I	rs, by years of full-time ing experience, 2017–18	В
Selected teacher characteristic	1999–2000	2007–08	2011–12	2017–18	Less than bachelor's	Bachelor's	Master's	Education specialist <sup>1</sup> Docto	r's Less than 3 3 to	9 10 to 20	Over 20
1	2	3	4	5	6	7	8	9	10 11	12 13	14
Private schools Total	449 (10.6)	490 (9.2)	465 (11.1)	509 (9.1)	10.0 (0.53)	42.4 (0.83)	40.0 (0.80)	4.8 (0.33) 2.8 (0.2	23) 12.1 (0.45) 29.8 (0.7	4) 32.9 (0.71) 2	5.2 (0.67)
Sex Male Female	107 (3.8) 342 (7.7)	127 (4.6) 362 (7.7)	117 (6.9) 348 (10.1)	133 (4.1) 377 (7.3)	8.7 (0.87) 10.4 (0.60)	37.6 (1.39) 44.1 (0.97)	44.0 (1.42) 38.5 (0.90)	3.8 (0.53) 5.9 (0.41) 1.7 (0.53)			6.3 (1.25) 4.8 (0.77)
Race/ethnicity White <sup>2</sup> Black <sup>2</sup> Hispanic <sup>2</sup> Asian Pacific Islander American Indian/Alaska Native Two or more races	402 (9.6) 17 (1.4) 21 (1.5) ‡ (†) — (†) — (†)	423 (8.8) 20 (2.2) 29 (2.1) 11 (1.5) ‡ (†) 4 (0.6)	411 (11.1) 17 (2.4) 24 (2.4) 9 (1.4) ‡ (†) 4 (0.9)	433 (8.3) 16 (1.5) 37 (2.2) 14 (1.4) ‡ (†) 7 (0.9)	9.3 (0.57) 10.1 (2.26) 15.1 (2.07) 10.0 (2.25) ‡ (†) ‡ (†) 12.5! (5.41)	42.2 (0.89) 48.1 (4.12) 45.2 (2.70) 37.2 (4.40) ‡ (†) 43.4 (6.37)	40.7 (0.86) 34.4 (3.77) 33.0 (2.78) 44.1 (4.38) ‡ (†) 37.9 (6.04)	4.8 (0.36) 2.9 (0.5 5.4! (1.71) ‡ 5.1 (1.37) 1.7! (0.5 ‡ (†) ‡ † (†) ‡ † (†) ‡ † (†) 3.3! (1.5 ‡ (†) ‡ † (†) ‡ † (†) 3.9! (1.5 † (†) † † † (†) 3.9! (1.5 † (†) † † (†) 3.9! (1.5 † (†) † † (†) 3.9! (1.5 † (†) † (1.5 † (1.	(†) 16.2 (3.56) 35.6 (4.1) 53) 17.7 (2.31) 34.3 (2.7) 41) 15.3 (2.69) 37.9 (4.1) (†) ‡ (†) ‡ (†)	(4) 30.9 (3.99) 1 8) 30.2 (2.64) 1 2) 32.2 (4.21) 1 †) ‡ (†)	6.6 (0.73) 7.3 (2.94) 7.8 (2.44) 4.5 (3.49) ‡ (†) ‡ (†) 9.2 (4.34)
Age Under 30 30 to 39 40 to 49 50 to 59 60 and over	87 (3.1) 101 (3.2) 131 (4.2) 106 (3.2) 25 (1.2)	80 (3.9) 109 (5.2) 116 (3.6) 128 (4.5) 56 (3.1)	78 (6.8) 112 (6.2) 110 (6.3) 99 (5.0) 66 (5.0)	83 (3.5) 124 (4.1) 115 (4.0) 108 (3.8) 79 (3.4)	26.5 (1.64) 7.3 (0.88) 5.0 (0.67) 7.9 (0.85) 6.8 (1.14)	46.7 (1.80) 40.9 (1.44) 43.1 (1.56) 42.8 (1.69) 38.7 (1.92)	25.3 (1.42) 44.3 (1.52) 43.9 (1.56) 39.6 (1.72) 43.4 (1.95)	1.4! (0.41)	39) 5.9 (0.60) 23.8 (1.3 52) 3.6 (0.49) 12.3 (0.9	3) 41.3 (1.60) 9) 53.8 (1.64) 1 9) 36.6 (1.51) 4	‡ (†) ‡ (†) 6.5 (1.19) 7.5 (1.51) 3.1 (1.75)
Level of instruction <sup>4</sup> Elementary General Arts/music English ESL/bilingual Health/physical ed Mathematics Science Special education Other elementary Secondary Arts/music English ESL/bilingual Foreign language Health/physical ed Mathematics Science Social studies Special education Other elementary	261 (5.8) 168 (4.0) (†) (†) (†) (†) (†) (†) (†) (†) (†) (†	258 (6.5) 163 (3.9) 20 (1.6) 13 (1.2) [*] (†) 14 (1.7) 7 (1.0) 6 (0.8) 9 (1.0) 27 (2.3) 231 (7.1) 19 (1.8) 39 (2.8) [*] (†) 22 (2.6) 12 (1.8) 36 (2.6) 31 (1.9) 31 (2.6) 6 (1.0) 5 (0.8) 29 (2.3)	245 (9.3) 151 (7.0) 20 (1.8) 16 (2.8) [*] (†) 11 (1.2) 6 (1.1) 5 (1.0) 10 (1.9) 25 (2.8) 219 (9.9) 21 (2.2) 39 (4.1) [*] (†) 22 (3.5) 10 (1.8) 38 (5.1) 28 (2.9) 9 (1.5) 5 (1.2) 20 (2.2)	262 (6.1) 154 (4.7) 23 (1.8) 12 (1.3) ‡ (†) 13 (1.1) 8 (1.2) 8 (1.2) 8 (2.0) 247 (6.5) 24 (1.7) 43 (2.1) ‡ (†) 24 (1.7) 10 (0.9) 41 (2.0) 31 (1.7) 29 (1.6) 10 (1.4) 5 (0.7) 30 (1.7)	11.5 (0.91) 8.0 (1.97) 13.1 (3.61) ‡ (t) 10.3! (3.11) 15.0 (4.04) ‡ (t) 10.0 (2.84) 18.8 (3.29) 8.1 (0.55) 10.3 (1.85) 6.1 (1.27) ‡ (t) 6.9 (1.45) 13.3! (4.32) 6.4 (1.17) 7.2 (1.23) 5.3 (1.23) 9.5 (2.15) 13.8! (4.54)	48.3 (1.20) 51.1 (1.51) 47.5 (3.81) 38.1 (5.07)	34.2 (1.12) 32.8 (1.36) 41.9 (3.87) 33.3 (5.01) ‡ (†) 27.0 (3.86) 24.0 (4.92) 38.3 (6.64) 44.5 (3.75) 34.9 (4.09) 46.1 (1.07) 39.4 (3.07) 52.6 (2.45) ‡ (†) 47.8 (3.30) 36.2 (4.49) 45.5 (2.65) 43.3 (2.98) 51.7 (2.99) 50.7 (4.01) 30.9 (7.02) 43.3 (2.61)	6.3 (1.88) 2.2! (1.4 4.5 (0.40) 5.0 (0.47) (1.28) 3.8 (1.47) (0.82) 4.2 (0.47	200   12.3   (0.97)   30.4   (1.3   (1.3   (1.5	5) 33.1 (1.39) 2 3) 37.2 (3.65) 3 7) 27.9 (3.98) 3 1)	4.6 (0.96) 4.2 (1.21) 0.4 (3.60) 3.1 (4.74) ‡ (†) 6.3 (3.96) 9.6 (4.94) 0.6 (4.46) 2.1 (3.44) 1.8 (3.16) 5.8 (0.90) 2.9 (2.90) 4.9 (2.90) 4.9 (2.22) ‡ (†) 8.3 (2.96) 1.6 (3.99) 8.4 (2.36) 7.1 (2.63) 7.0 (2.42) 7.1 (3.47) 6.7 (5.30) 5.8 (2.43)

<sup>—</sup>Not available.

teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

NOTE: Excludes teachers who teach only prekindergarten. Data are based on a head count of full-time and part-time teachers rather than on the number of full-time-equivalent teachers reported in other tables. Detail may not sum to totals because of rounding and cell suppression. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999–2000, 2003–04, 2007–08, and 2011–12; SASS, "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File" and "Private School Teacher File," 2017–18. (This table was prepared November 2019.)

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.

<sup>&</sup>lt;sup>2</sup>Data for 1999–2000 are only roughly comparable to data for later years, because the new category of Two or more races was introduced in 2003–04.

<sup>&</sup>lt;sup>3</sup>Includes Pacific Islander for 1999–2000.

<sup>&</sup>lt;sup>4</sup>Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 6 and those

<sup>&</sup>lt;sup>5</sup>Included under Other elementary.

<sup>&</sup>lt;sup>6</sup>Included under Other secondary.

Table 209.30. Highest degree earned, years of full-time teaching experience, and average class size for teachers in public elementary and secondary schools, by state: 2011–12

				f teachers, egree earned			Percent of teac	ners, by years o	of		class size, instruction <sup>1</sup>
	Total number of teachers	Less than			Education specialist <sup>2</sup>					27 1010101	
State	(in thousands)	bachelor's	Bachelor's	Master's	or doctor's	Less than 3		10 to 20	Over 20	Elementary	Secondary
1	2 205 0 (44 40)	3 (0.04)		5	6	7	8	9		11	12
United States Alabama	<b>3,385.2 (41.42)</b> 45.0 (2.61)	3.8 (0.24) 3.8! (1.51)	_ ` /	<b>47.7 (0.57)</b> 52.8 (2.81)	8.7 (0.28) 8.9 (1.64)	<b>9.0 (0.29)</b> 8.0 (1.28)	,	<b>36.4 (0.51)</b> 39.2 (2.85)	21.9 (2.34)	<b>21.2 (0.18)</b> 19.2 (0.42)	<b>26.8 (0.22)</b> 27.4 (0.94)
Alaska Arizona Arkansas California	7.5 (0.70) 61.7 (2.61) 37.7 (2.01) 285.5 (7.27)	4.4! (1.78 4.6 (1.16 3.7! (1.45 4.8 (0.91)	44.4 (3.67) 54.7 (3.36)	41.9 (4.01) 44.1 (3.49) 35.0 (3.13) 39.2 (2.18)	8.2 (2.37) 6.9 (1.71) 6.6 (1.72) 12.7 (1.56)	12.9 (3.30) 16.4 (2.29) 11.5 (2.03) 9.4 (1.29)	38.0 (2.75) 28.9 (3.38)	39.6 (4.16) 28.5 (2.60) 32.3 (3.93) 42.3 (2.25)	16.7 (3.76) 17.2 (2.02) 27.3 (3.37) 19.1 (1.89)	18.3 (1.35) 24.1 (0.67) 20.4 (0.73) 25.0 (0.52)	18.7 (1.22) 27.7 (0.96) 25.4 (1.69) 32.0 (0.53)
Colorado Connecticut Delaware District of Columbia Florida	55.9 (3.14) 44.9 (2.51) 9.3 (0.70) ‡ (†) ‡ (†)	2.8! (1.00) ‡ (†) 4.0! (1.50) ‡ (†) ‡ (†)	15.3 (1.86) 34.5 (4.36) ‡ (†)	49.9 (4.26) 64.4 (3.01) 49.7 (4.55) ‡ (†) ‡ (†)	11.2 (2.79) 17.7 (2.37) 11.8 (2.85) ‡ (†) ‡ (†)	10.8 (2.25) 10.0 (1.43) 12.6 (3.31) ‡ (†) ‡ (†)	29.1 (2.66) 35.0 (3.59) ‡ (†)	42.9 (3.96) 37.1 (2.43) 33.8 (4.04) ‡ (†) ‡ (†)	12.9 (2.51) 23.8 (3.34) 18.6 (2.75) ‡ (†) ‡ (†)	22.8 (1.29) 19.6 (0.68) 20.3 (0.82) ‡ (†) ‡ (†)	29.1 (1.25) 22.0 (0.71) 25.8 (2.09) ‡ (†) ‡ (†)
Georgia Hawaii Idaho Illinois Indiana	123.3 (3.97) ‡ (†) 16.3 (1.83) 140.9 (9.09) 64.0 (2.98)	3.4! (1.15 ‡ († 4.6 (1.37 2.7! (0.81) 2.2 (0.52)	\$\frac{1}{55.6}\$ (3.30) 32.6 (2.53)	43.5 (3.79) ‡ (†) 35.3 (3.18) 57.8 (2.44) 47.4 (3.29)	23.6 (3.00) ‡ (†) 4.4 (1.20) 7.0 (1.34) 6.9 (1.45)	6.3 (1.70) ‡ (†) 10.4 (1.93) 9.3 (1.56) 10.0 (1.92)	‡ (†) 30.4 (3.18) 36.4 (2.59)	39.8 (3.34) ‡ (†) 35.2 (3.02) 34.4 (2.85) 35.6 (3.01)	19.7 (2.58) ‡ (†) 24.0 (2.89) 20.0 (2.51) 28.3 (3.02)	21.0 (0.91) ‡ (†) 24.5 (0.63) 22.9 (1.26) 21.4 (0.45)	27.5 (1.42) ‡ (†) 25.4 (2.13) 27.7 (1.00) 27.3 (1.07)
lowa Kansas Kentucky Louisiana Maine	36.1 (2.28) 36.5 (2.27) 46.8 (2.51) 44.5 (2.39) 18.4 (0.90)	3.5! (1.22) 3.8 (0.83) 5.1 (1.22) 3.5! (1.72) 4.9! (1.60)	43.8 (3.52) 17.5 (2.24) 61.9 (3.12)	39.7 (3.60) 47.0 (3.66) 57.5 (2.58) 27.0 (2.68) 42.8 (3.30)	4.1! (1.26) 5.4 (1.38) 20.0 (2.11) 7.6 (1.55) 6.0 (1.36)	8.8 (1.85) 12.5 (2.98) 10.1 (1.83) 8.6 (1.51) 5.8 (1.47)	27.4 (3.00) 32.2 (2.82) 31.2 (3.13)	33.0 (2.77) 32.7 (3.15) 38.5 (2.81) 33.4 (3.31) 39.4 (3.32)	29.2 (2.55) 27.4 (2.83) 19.2 (2.02) 26.8 (3.10) 30.6 (2.81)	20.3 (0.93) 20.4 (0.86) 23.3 (1.92) 19.0 (0.80) 17.6 (0.64)	27.4 (1.35) 24.6 (1.21) 26.6 (1.09) 23.4 (0.78) 19.9 (1.76)
Maryland Massachusetts Michigan Minnesota Mississippi	‡ (†) 79.2 (4.42) 96.7 (3.73) 62.3 (2.99) 37.6 (2.11)	‡ († 3.9 (1.08) 2.3 (0.55) 4.4 (0.77) 5.3 (1.45)	29.8 (2.50) 35.3 (2.06)	‡ (†) 67.5 (2.54) 62.9 (2.52) 50.1 (1.87) 35.2 (3.57)	‡ (†) 6.8 (1.48) 5.0 (1.40) 10.2 (1.40) 5.1 (1.51)	‡ (†) 12.4 (1.96) 7.3 (1.00) 9.5 (1.20) 10.3 (1.97)	31.4 (2.68) 27.4 (2.05)	‡ (†) 36.8 (3.02) 42.7 (2.44) 40.3 (2.14) 30.5 (3.35)	‡ (†) 17.4 (3.09) 18.7 (2.12) 22.9 (2.00) 18.2 (3.18)	‡ (†) 19.9 (1.72) 23.8 (0.93) 22.8 (0.70) 21.6 (1.01)	‡ (†) 24.5 (1.18) 28.9 (0.81) 29.9 (0.86) 22.8 (1.15)
Missouri Montana Nebraska Nevada New Hampshire	68.7 (2.34) 12.4 (0.90) 23.9 (1.73) 25.2 (2.63) 15.7 (1.05)	4.4 (0.91) 6.4 (1.52) 5.5 (1.31) 4.5! (1.85) 3.0! (1.12)	44.9 (3.29) 25.1 (3.92)	57.5 (2.96) 34.6 (3.39) 45.9 (3.15) 49.8 (4.26) 48.7 (3.55)	4.8 (0.94) 3.8! (1.66) 3.7 (0.98) 20.6 (3.23) 8.1 (1.82)	10.4 (1.90) 9.6 (2.33) 10.6 (1.74) 6.5! (2.17) 8.1 (1.54)	31.3 (3.17) 27.2 (2.52) 39.0 (4.02)	35.2 (2.31) 30.5 (3.04) 34.6 (2.63) 36.2 (4.29) 31.5 (3.57)	19.2 (2.31) 28.6 (3.65) 27.6 (2.54) 18.2 (3.55) 27.5 (3.54)	20.2 (0.83) 18.9 (0.80) 17.9 (0.72) 25.3 (1.41) 20.4 (3.09)	26.8 (1.18) 21.7 (1.81) 23.5 (0.99) 34.5 (1.54) 21.7 (1.16)
New Jersey New Mexico New York North Carolina North Dakota	125.2 (4.16) 21.7 (2.83) 241.4 (14.58) 104.3 (5.71) 10.3 (0.74)	3.0 (0.74) 4.3! (2.01) 2.8! (1.00) 4.1! (1.57) 6.9 (1.63)	43.3 (3.80) 4.4 (1.09) 54.2 (3.16)	40.8 (2.30) 42.1 (3.72) 84.2 (1.56) 33.8 (2.80) 30.1 (2.60)	7.6 (1.60) 10.3 (2.82) 8.6 (1.32) 7.8 (1.84) 3.9 (1.13)	7.3 (1.24) 8.0! (2.46) 5.3 (1.38) 8.4 (1.52) 12.2 (2.09)	30.9 (3.73) 30.0 (2.81) 35.8 (3.13)	37.4 (2.66) 40.3 (5.11) 45.5 (2.35) 34.8 (3.05) 30.6 (3.28)	20.0 (2.03) 20.8 (5.19) 19.1 (2.41) 21.1 (2.74) 32.6 (3.45)	18.5 (0.81) 19.8 (0.76) 20.7 (1.36) 18.8 (0.65) 17.8 (0.60)	23.9 (0.68) 23.7 (1.58) 25.1 (0.96) 25.8 (1.25) 19.2 (1.41)
Ohio Oklahoma Oregon Pennsylvania Rhode Island	122.1 (4.29) 46.2 (2.49) 31.8 (1.28) 148.8 (7.48) ‡ (†)	5.3 (1.17 4.3 (1.04 4.2! (1.53 4.5! (1.94 ‡ (†	65.6 (2.66) 26.3 (3.18) 32.9 (2.52)	64.5 (2.16) 26.9 (2.56) 59.8 (3.62) 53.9 (3.34) ‡ (†)	6.2 (1.28) 3.2! (1.12) 9.7 (1.94) 8.7 (1.77) ‡ (†)	7.1 (1.11) 9.8 (1.84) 7.2 (1.54) 6.2 (1.78) ‡ (†)	30.1 (2.58) 37.0 (3.58) 37.0 (2.55)	40.8 (2.67) 36.9 (2.93) 35.6 (3.58) 35.8 (2.17) ‡ (†)	23.3 (2.00) 23.3 (2.27) 20.2 (2.45) 21.0 (2.30) ‡ (†)	21.3 (0.99) 20.7 (0.56) 26.4 (0.96) 22.4 (0.99) ‡ (†)	26.7 (0.85) 23.7 (0.88) 30.0 (1.05) 25.2 (0.96) ‡ (†)
South Carolina South Dakota Tennessee Texas Utah	51.8 (1.76) 10.8 (0.92) 76.5 (2.91) 350.8 (22.99) 27.9 (1.67)	3.0! (1.34) 2.3! (0.73) 4.4! (1.52) 3.3 (0.65) 4.2 (1.10)	68.8 (3.52) 35.1 (3.54)	57.9 (3.95) 26.6 (3.13) 46.3 (3.44) 25.8 (2.12) 27.3 (3.88)	10.3 (2.15) 2.3! (1.14) 14.2 (2.83) 4.6 (0.77) 11.7! (3.94)	8.4 (1.58) 8.8 (1.65) 10.6 (1.80) 8.9 (0.95) 15.0 (2.43)	24.6 (2.76) 34.0 (3.66) 40.4 (2.05)	32.3 (3.54) 32.9 (3.63) 34.1 (3.48) 31.1 (1.88) 25.6 (4.52)	28.9 (3.38) 33.7 (3.38) 21.3 (3.28) 19.7 (1.74) 19.5 (3.12)	19.1 (0.75) 20.4 (0.66) 17.7 (0.52) 18.2 (0.82) 27.4 (2.09)	26.0 (1.98) 22.3 (1.31) 26.9 (1.60) 26.9 (1.07) 31.5 (1.29)
Vermont Virginia Washington West Virginia Wisconsin Wyoming	9.4 (0.34) 88.5 (3.35) 55.5 (3.15) 24.2 (0.79) 66.8 (3.42) 8.5 (0.57)		47.5 (3.08) 23.1 (2.61) 46.6 (4.82) 36.7 (2.96)	52.0 (2.87) 41.6 (3.17) 62.9 (2.92) 43.2 (4.71) 55.1 (2.98) 41.2 (4.18)	6.0 (1.59) 7.6 (1.26) 11.1 (1.96) 7.1 (1.73) 5.5 (1.41) 7.5! (2.74)	12.9 (1.60) 9.1 (1.68) 6.2 (1.45) 12.0 (2.26) 10.5 (1.67) 7.6! (2.62)	31.5 (3.20) 32.2 (3.00) 31.2 (4.12) 26.2 (3.12)	37.0 (2.56) 34.2 (2.73) 34.8 (2.82) 30.5 (3.82) 42.1 (3.24) 35.1 (3.73)	28.0 (2.73) 25.2 (2.43) 26.8 (3.03) 26.3 (3.24) 21.3 (2.73) 32.1 (4.30)	16.6 (0.40) 20.4 (1.27) 23.7 (0.60) 18.7 (1.00) 20.8 (0.55) 17.0 (1.05)	24.0 (1.65)

<sup>†</sup>Not applicable.

preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

with no grade taught being lower than grade 5.

Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.

the master's level. Includes certificate of advanced graduate studies.

NOTE: Data are based on a head count of all teachers rather than on the number of full-time-equivalent teachers appearing in other tables. Excludes prekindergarten teachers. Detail may not sum to totals because of rounding and cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12. (This table was prepared May 2013.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Elementary teachers are those who taught self-contained classes at the elementary level, and secondary teachers are those who taught departmentalized classes (e.g., science, art, social science, or other course subjects) at the secondary level. Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and those teaching multiple grades, with a

Table 211.20. Average base salary for full-time teachers in public elementary and secondary schools, by highest degree earned and years of teaching experience: Selected years, 1990–91 through 2017–18

					Ba	se salary² (cı	urrent dolla	ars)							Base sal	ary² (constar	nt 2018–19	9 dollars) <sup>3</sup>			
Years of full- and part-time teaching	Number of					Highest deg	ree earned	l								Highest deg	ree earned	l			
experience <sup>1</sup>	full-time teachers	All te	eachers4	Bachelor	's degree	Master	's degree	Education s	pecialist <sup>5</sup>	Doctor	's degree	All 1	teachers4	Bachelor	's degree	Master	's degree	Education s	pecialist <sup>5</sup>	Doctor	r's degree
1	2		3		4		5		6		7		8		9		10		11		12
1990–91 Total	2,336,750 (20,958)	\$31,330	(97)	\$27,740	(103)	\$34,960	(125)	\$37.230	(391)	\$40.070	(817)	\$59.250	(184)	\$52,460	(194)	\$66,110	(237)	\$70,410	(739)	\$75,770	(1,544)
1 year or less	80,770 (2,952)	21,640	(182)	21,170	(172)	25,330	(772)	‡	(†)	‡	(†)	40,920	(345)	40,040	(324)	47,910	(1,461)	‡	(†)	‡	(†)
2 years	80,330 (2,981)	21,990	(166)	21,590	(157)	24,650	(527)	<u> </u>	(†)	‡	(†)	41,590	(314)	40,820	(297)	46,620	(997)	<u> </u>	(†)	. ‡	(†)
3 years 4 years	77,380 (2,796) 75,400 (3,346)	22,770 23,690	(189) (228)	22,170 23,090	(179) (232)	25,980 25,570	(760) (425)	30,280	(†) (1,601)	+ ±	(†) (†)	43,060 44,810	(357)	41,940 43,660	(339)	49,130 48,350	(1,438) (804)	57,270	(3,028)	. ±	(†) (†)
5 years	77,130 (3,280)	24,710	(182)	23,840	(216)	26,530	(394)	29,280	(1,325)	į.	(†)	46,740	(344)	45,090	(409)	50,170	(746)	55,380	(2,506)	<u> </u>	(†)
6 to 9 years	299,950 (6,518) 406,650 (7,245)	26,180 29,120	(114) (120)	24,650 26,980	(135) (156)	28,570	(215) (217)	29,810	(765) (601)	30,060 35,430	(1,551)	49,510	(216) (226)	46,620 51,020	(255) (296)	54,040 59,080	(406) (410)	56,380	(1,448)	56,860 67,000	(2,934)
10 to 14 years 15 to 19 years	406,650 (7,245) 459,540 (7,922)	33,350	(120)	30,580	(234)	31,240 35,110	(217)	32,940 37,460	(836)	39,890	(1,665) (1,495)	55,070 63,080	(360)	57,830	(443)	66,410	(474)	62,300 70,850	(1,137) (1,582)	75,440	(3,149) (2,827)
20 to 24 years	404,020 (8,354)	36,750	(214)	33,750	(280)	38,330	(243)	39,190	(840)	43,500	(1,387)	69,500	(406)	63,830	(529)	72,500	(459)	74,110	(1,588)	82,280	(2,622)
25 to 29 years	233,620 (6,196)	38,070	(279)	34,960	(358)	39,730	(362)	42,320	(1,106)	43,070	(2,031)	72,010	(527)	66,120	(677)	75,140	(684)	80,040	(2,092)	81,460	(3,841)
30 to 34 years 35 years or more	106,160 (4,942) 35,790 (2,404)	38,430 39,180	(379) (744)	34,840 34,650	(461) (1,013)	40,510 41,430	(450) (983)	41,460 48,740	(1,591) (3,767)	Ŧ ±	(†) (†)	72,680 74,100	(717) (1,408)	65,900 65,540	(871) (1,916)	76,610 78,360	(850) (1,859)	78,410 92,180	(3,010) (7,125)	. ‡	(†) (†)
1999–2000	33,133 (4,133)	00,100	(* /	- 1,222	(1,010)	,	(000)		(0,1-01)	<u> </u>	(1)	,	(1,100)	,	(1,010)	1 0,000	(1,000)		(:,:==)		
Total	2,742,210 (20,301)	\$39,900	(118)	\$35,310	(116)	\$44,730	(174)	\$48,000	(438)	\$48,180	(1,418)	\$59,690	(177)	\$52,820	(173)	\$66,910	(260)	\$71,810	(656)	\$72,070	(2,122)
1 year or less 2 years	143,610 (4,949) 150,130 (5,012)	29,090 29,420	(179) (186)	28,110 28,560	(160) (178)	33,170 32,990	(543) (423)	33,680	(1,012) (†)	‡	(†) (†)	43,520 44,010	(268) (279)	42,060 42,730	(239) (266)	49,620 49,360	(812) (633)	50,380	(1,514) (†)	. ‡	(†) (†)
3 years	144,250 (4,943)	30,270	(150)	29,240	(190)	34,020	(298)	34,050	(1,629)	‡	(†)	45,290	(225)	43,750	(285)	50,900	(446)	50,940	(2,437)	. ‡	(†)
4 years	127,330 (5,613)	31,810	(249)	30,540	(213)	35,380	(735)	33,960	(1,089)	į.	(†)	47,590	(372)	45,700	(319)	52,930	(1,099)	50,800	(1,629)	<u> </u>	(†)
5 years 6 to 9 years	121,310 (4,583) 387,160 (8,145)	32,220 34,640	(272) (154)	30,940 32,350	(273)	34,750 37,480	(412) (227)	37,240 39,980	(2,225)	‡ 39,610	(†) (2,802)	48,210 51,830	(407) (231)	46,280 48,400	(408) (259)	51,990 56,070	(617)	55,710 59,810	(3,329) (1,127)	59,260	(†) (4,192)
10 to 14 years	375,830 (6,514)	38,710	(254)	35,510	(364)	41,430	(330)	44,560	(1,022)	43,370	(2,002)	57,030	(380)	53,130	(545)	61,980	(494)	66,660	(1,127)	64,890	(3,135)
15 to 19 years	325,840 (7,677)	42,940	(222)	39,930	(334)	45,380	(341)	47,150	(942)	46,470	(1,481)	64,250	(332)	59,740	(499)	67,890	(511)	70,540	(1,409)	69,510	(2,216)
20 to 24 years	361,420 (7,306)	45,300	(252)	41,160	(290)	48,260	(392)	47,970	(874)	47,150	(1,410)	67,770	(376)	61,580	(434)	72,200	(587)	71,770	(1,308)	70,540	(2,110)
25 to 29 years 30 to 34 years	349,650 (7,057) 199,420 (5,990)	48,550 51,910	(267)	44,540 47,040	(320)	50,400 53,940	(390) (435)	53,330 56,590	(743) (1,381)	60,790	(2,519) (†)	72,630 77,660	(400) (561)	66,630 70,380	(478) (900)	75,390 80,700	(584) (651)	79,790 84,660	(1,112) (2,066)	90,940	(3,768) (†)
35 years or more	56,270 (3,030)	50,640	(635)	46,440	(1,234)	52,270	(878)	57,160	(2,395)	‡	(†)	75,760	(950)	69,470	(1,847)	78,200	(1,314)	85,520	(3,582)	. ‡	(†)
2007-08	0.444.000 (44.444)	440.000	(000)	440.050	(000)	<b>\$54.040</b>	(004)	<b>AFO</b> 400	(700)	<b>\$50.450</b>	(4.000)	<b>\$</b> 50.070	(0.40)	<b>AFO 000</b>	(000)	405 570	(000)	400.000	(000)	ATO TTO	(4.000)
<b>Total</b> 1 year or less	<b>3,114,690 (41,111)</b> 181,340 (10,618)	<b>\$49,630</b> 37,660	( <b>203</b> ) (296)	<b>\$43,650</b> 36,210	( <b>220</b> ) (301)	<b>\$54,810</b> 42,370	( <b>281</b> ) (855)	<b>\$58,420</b> 45,930	( <b>722</b> ) (3,571)	\$59,150	(1,620)	<b>\$59,370</b> 45,060	(243) (354)	<b>\$52,220</b> 43,310	(263) (361)	<b>\$65,570</b> 50,680	(336)	<b>\$69,890</b> 54,950	<b>(863)</b> (4,272)	\$70,770	(1,938)
2 years	176,370 (10,008)	38,420	(365)	36,860	(301)	42,370	(792)	46,720	(4,534)	+ +	(1) (†)	45,060	(436)	43,310	(445)	50,520	(1,022)	55,900	(5,424)	. +	(†) (†)
3 years	174,150 (8,827)	39,720	(344)	37,570	(366)	44,210	(627)	51,270	(4,903)	‡	(†)	47,520	(412)	44,940	(438)	52,890	(750)	61,340	(5,865)	. ‡	(†)
4 years	172,750 (7,679)	41,000	(413)	38,440	(416)	45,090	(640)	48,460	(2,574)	‡	(†)	49,050	(494)	45,990	(497)	53,950	(766)	57,970	(3,079)	. ‡	(†)
5 years 6 to 9 years	147,760 (7,678) 546,350 (12,759)	42,370 46,020	(515) (265)	39,200 41,640	(449)	46,170 49,860	(883)	47,630 51,030	(3,308) (1,128)	52,390	(†) (2,491)	50,690 55,060	(616) (317)	46,900 49,820	(537) (445)	55,230 59,650	(1,057) (598)	56,980 61,050	(3,958)	∓ 62,670	(T) (2,980)
10 to 14 years	515,020 (14,623)	49,920	(369)	44,880	(443)	52,920	(544)	56,120	(1,120)	60,920	(4,249)	59,720	(441)	53,690	(530)	63,310	(651)	67,140	(1,506)	72,880	(5,083)
15 to 19 years	351,510 (13,286)	54,550	(465)	48,000	(549)	58,590	(684)	59,930	(1,397)	63,190	(3,501)	65,260	(557)	57,430	(657)	70,090	(818)	71,690	(1,671)	75,600	(4,188)
20 to 24 years 25 to 29 years	297,710 (12,318) 236,280 (9,186)	57,570 59,890	(591) (676)	52,550 54.090	(811)	60,530 63.460	(739) (1,025)	63,620 64,410	(1,960) (2,199)	66,600	(6,196)	68,870 71.640	(707) (808)	62,870 64,720	(970) (983)	72,420 75,920	(885) (1,226)	76,110 77,060	(2,345) (2,631)	79,670	(7,412) (†)
30 to 34 years	208,120 (9,566)	60,940	(656)	55,080	(1,007)	63,380	(848)	66,540	(2,552)	71,350	(4,668)	72,900	(785)	65,890	(1,204)	75,820	(1,015)	79,600	(3,053)	85,360	(5,584)
35 years or more	107,310 (6,873)	62,530	(1,002)	55,230	(1,467)	65,570	(1,488)	67,740	(2,872)	‡	<u>(†)</u>	74,800	(1,198)	66,080	(1,755)	78,450	(1,780)	81,040	(3,436)	‡	(†)
2011–12 Total	3,139,250 (38,342)	\$53,070	(213)	\$46,340	(225)	\$57,830	(352)	\$59,680	(642)	\$60,230	(1,775)	\$59,060	(237)	\$51,580	(250)	\$64,360	(392)	\$66,420	(714)	\$67,030	(1,975)
1 year or less	109,060 (6,116)	38,310	(483)	37,140	(496)	41,650	(1,134)	45,970	(4,231)	‡	(†)	42,640	(538)	41,340	(552)	46,350	(1,263)	51,160	(4,709)	‡	(†)
2 years	113,470 (5,654)	39,490	(348)	38,180	(399)	42,690	(695)	41,470	(2,831)	‡	(†)	43,950	(387)	42,490	(444)	47,510	(773)	46,150	(3,151)	, ‡	(†)
3 years 4 years	127,030 (7,212) 148,720 (8,316)	41,170 42,530	(451) (422)	38,950 39,900	(494) (423)	45,250 45,780	(786) (653)	48,160 46,530	(2,529) (2,181)	‡	(†) (†)	45,820 47,340	(502) (470)	43,340 44,400	(550) (471)	50,360 50,950	(875) (727)	53,600 51,790	(2,814) (2,427)	, ‡	(†) (†)
5 years	169,220 (8,284)	43,420	(805)	40,020	(398)	47,220	(1,647)	46,960	(1,639)	#	(†)	48,320	(895)	44,540	(443)	52,560	(1,833)	52,270	(1,824)	, ‡	(†)
6 to 9 years	597,980 (16,175)	47,820	(322)	43,020	(334)	50,960	(464)	51,940	(1,177)	51,330	(2,288)	53,220	(358)	47,880	(371)	56,710	(516)	57,800	(1,309)	57,120	(2,547)
10 to 14 years	655,560 (17,292)	54,370	(390)	48,360	(542) (759)	57,750	(553)	57,280	(1,075)	60,940	(2,880)	60,510	(434)	53,820	(604)	64,270	(616)	63,750	(1,196)	67,830	(3,205)
15 to 19 years 20 to 24 years	435,300 (15,477) 312,010 (10,430)	58,800 60,880	(600) (599)	51,410 54,230	(788)	62,410 65,160	(809) (845)	65,390 64.460	(1,611) (1,666)	63,350 66,930	(3,950) (4,546)	65,440 67.760	(668) (667)	57,210 60.350	(845)	69,460 72,520	(900) (940)	72,780 71,740	(1,793) (1,855)	70,500 74,490	(4,397) (5,059)
25 to 29 years	230,570 (10,871)	63,300	(778)	56,430	(1,023)	67,330	(1,246)	67,840	(1,906)	‡	(†)	70,450	(866)	62,800	(1,139)	74,930	(1,386)	75,500	(2,121)	‡	` (†)
30 to 34 years	153,840 (9,375)	65,770	(796)	58,570	(1,080)	69,180	(1,117)	70,100	(4,586)	‡	(†)	73,190	(886)	65,180	(1,202)	76,990	(1,244)	78,020	(5,104)	‡	(†)
35 years or more	86,470 (5,303)	63,570	(953)	59,740	(1,472)	66,250	(1,136)	65,560	(2,379)	Ŧ	(†)	70,750	(1,061)	66,490	(1,639)	73,730	(1,264)	72,960	(2,648)	Ŧ	(†)

Table 211.20. Average base salary for full-time teachers in public elementary and secondary schools, by highest degree earned and years of teaching experience: Selected years, 1990–91 through 2017–18—Continued

					Bas	se salary² (cı	ırrent dolla	ars)							Base sala	ry² (constan	t 2018–19	dollars)3			
Years of full- and part-time teaching	Number of					Highest degr	ee earned								I	Highest degr	ee earned				
experience <sup>1</sup>	full-time teachers	All to	eachers4	Bachelor	's degree	Master	's degree	Education s	pecialist <sup>5</sup>	Doctor	s degree	All to	eachers4	Bachelor	's degree	Master	's degree	Education s	pecialist <sup>5</sup>	Docto	r's degree
1	2		3		4		5		6		7		8		9		10		11		12
2017–18 Total	3,323,200 (22,973)	\$57,950	(174)	\$49,890	(164)	\$63,120	(240)	\$66,510	(511)	\$69,520	(1,220)	\$59,150	(177)	\$50,920	(167)	\$64,430	(245)	\$67,890	(521)	\$70,960	(1,246)
1 year or less 2 years 3 years 4 years 5 years 6 to 9 years 10 to 14 years 15 to 19 years 20 to 24 years 25 to 29 years 30 to 34 years 35 years or more	230,500 (6,131) 171,770 (4,940) 154,040 (4,999) 159,610 (4,784) 144,770 (4,745) 452,970 (8,407) 647,230 (8,907) 556,500 (9,214) 384,560 (7,078) 237,750 (6,543) 119,120 (4,303) 64,380 (2,845)	44,150 46,000 47,370 47,320 48,780 51,380 57,860 64,980 68,440 69,170 71,000 69,420	(327) (337) (370) (337) (334) (242) (277) (361) (468) (616) (729) (964)	42,130 42,890 44,350 44,180 45,070 46,410 50,630 56,600 59,690 59,960 64,010 61,090	(317) (330) (398) (345) (359) (277) (358) (509) (702) (712) (1,207) (1,256)	49,310 51,180 51,440 50,950 52,180 54,950 61,040 68,490 72,500 73,450 74,040 73,090	(692) (669) (598) (513) (588) (358) (337) (454) (637) (827) (991) (1,339)	49,480 52,600 52,690 55,590 51,430 57,690 65,040 69,750 72,940 73,240 74,680 72,240	(1,197) (1,786) (2,710) (2,471) (1,404) (1,035) (1,037) (1,013) (1,331) (1,952) (2,562) (2,775)	50,100	(2,205) (†) (†) (†) (1,856) (3,183) (2,559) (2,633) (†) (†)	45,070 46,960 48,350 48,300 49,790 52,450 59,060 66,320 69,860 70,610 72,470 70,860	(334) (344) (378) (344) (341) (247) (282) (369) (477) (629) (744) (984)	43,010 43,780 45,260 45,100 46,010 47,380 51,680 57,770 60,930 61,200 65,340 62,350	(323) (337) (406) (352) (367) (282) (365) (520) (716) (727) (1,232) (1,282)	50,330 52,240 52,500 52,000 53,270 56,090 62,300 69,910 74,010 74,970 75,580 74,600	(707) (683) (610) (524) (600) (366) (344) (464) (650) (844) (1,012) (1,367)	50,500 53,690 53,780 56,740 52,500 58,890 66,390 71,200 74,450 74,760 76,230 73,740	(1,221) (1,823) (2,766) (2,523) (1,433) (1,057) (1,058) (1,034) (1,359) (1,993) (2,615) (2,832)	51,140 ‡ ‡ 61,470 67,530 80,760 74,610 76,120 ‡	(2,250) (†) (†) (†) (1) (3,512) (1,895) (3,249) (2,612) (2,687) (†)

<sup>†</sup>Not applicable

NOTE: This table includes regular full-time teachers only; it excludes other staff even when they have full-time teaching duties (regular part-time teachers, it inerant teachers, long-term substitutes, administrators, library media specialists, other professional staff, and support staff). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1990–91, 1999–2000, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2017–18. (This table was prepared November 2019.)

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

Teachers were asked how many school years they had worked as a teacher. In 2011–12 and earlier years, teachers were also asked how many of their teaching years were full time and how many were part time. After 2011–12, teachers were no longer asked how many years were full time versus part time. Throughout this table, all school years are counted, regardless of whether teachers taught full time or part time.

<sup>&</sup>lt;sup>2</sup>Teachers' base salary does not include any supplemental contracts for additional work at a school during the school year (e.g., coaching) or during the summer (e.g., teaching summer sessions). Also does not include any income from nonschool sources.

<sup>&</sup>lt;sup>3</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

<sup>&</sup>lt;sup>4</sup>Includes teachers with levels of education below the bachelor's degree (not shown separately).

<sup>&</sup>lt;sup>5</sup>Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.

Table 211.50. Estimated average annual salary of teachers in public elementary and secondary schools: Selected years, 1959-60 through 2018-19

		(	Current dollars				e public school teach constant 2018–19 do	
School year	Average pu	Elementary teachers³	Secondary teachers <sup>4</sup>	Wage and salary accruals per full- time-equivalent (FTE) employee <sup>2</sup>	Ratio of average teachers' salary to accruals per FTE employee	All teachers	Elementary teachers <sup>3</sup>	Secondary teachers <sup>4</sup>
1	2	3	4	5	6	7	8	9
1959–60	\$4,995	\$4,815	\$5,276	\$4,749	1.05	\$43,055	\$41,503	\$45,477
1961–62	5,515	5,340	5,775	5,063	1.09	46,469	44,995	48,660
1963–64	5,995	5,805	6,266	5,478	1.09	49,230	47,669	51,455
1965–66	6,485	6,279	6,761	5,934	1.09	51,474	49,839	53,665
1967–68	7,423	7,208	7,692	6,533	1.14	55,281	53,680	57,285
1969–70	8,626	8,412	8,891	7,486	1.15	57,834	56,399	59,611
1970–71	9,268	9,021	9,568	7,998	1.16	59,088	57,514	61,001
1971–72	9,705	9,424	10,031	8,521	1.14	59,732	58,002	61,738
1972–73	10,174	9,893	10,507	9,056	1.12	60,193	58,531	62,163
1973–74	10,770	10,507	11,077	9,667	1.11	58,503	57,074	60,171
1974–75	11,641	11,334	12,000	10,411	1.12	56,926	55,424	58,681
1975–76	12,600	12,280	12,937	11,194	1.13	57,542	56,081	59,081
1976–77	13,354	12,989	13,776	11,971	1.12	57,625	56,050	59,446
1977–78	14,198	13,845	14,602	12,811	1.11	57,412	55,985	59,046
1978–79	15,032	14,681	15,450	13,808	1.09	55,578	54,281	57,124
1979–80	15,970	15,569	16,459	15,051	1.06	52,100	50,792	53,695
1980–81	17,644	17,230	18,142	16,462	1.07	51,586	50,376	53,042
1981–82	19,274	18,853	19,805	17,838	1.08	51,871	50,738	53,300
1982–83	20,695	20,227	21,291	18,962	1.09	53,402	52,194	54,940
1983–84	21,935	21,487	22,554	19,892	1.10	54,581	53,466	56,121
1984–85	23,600	23,200	24,187	20,840	1.13	56,512	55,554	57,918
1985–86	25,199	24,718	25,846	21,767	1.16	58,650	57,530	60,156
1986–87	26,569	26,057	27,244	22,700	1.17	60,495	59,330	62,032
1987–88	28,034	27,519	28,798	23,777	1.18	61,291	60,165	62,962
1988–89	29,564	29,022	30,218	24,752	1.19	61,783	60,650	63,150
1989–90	31,367	30,832	32,049	25,762	1.22	62,566	61,498	63,926
1990–91	33,084	32,490	33,896	26,935	1.23	62,569	61,446	64,105
1991–92	34,063	33,479	34,827	28,207	1.21	62,421	61,351	63,821
1992–93	35,029	34,350	35,880	29,266	1.20	62,247	61,040	63,759
1993–94	35,737	35,233	36,566	29,956	1.19	61,901	61,028	63,337
1994–95	36,675	36,088	37,523	30,726	1.19	61,756	60,768	63,184
1995–96	37,642	37,138	38,397	31,732	1.19	61,706	60,879	62,943
1996–97	38,443	38,039	39,184	33,057	1.16	61,271	60,627	62,452
1997–98	39,350	39,002	39,944	34,651	1.14	61,617	61,072	62,547
1998–99	40,544	40,165	41,203	36,280	1.12	62,407	61,823	63,421
1999–2000	41,807	41,306	42,546	38,144	1.10	62,545	61,796	63,651
2000–01	43,378	42,910	44,053	39,729	1.09	62,746	62,069	63,722
2001–02	44,655	44,177	45,310	40,600	1.10	63,469	62,790	64,400
2002–03	45,686	45,408	46,106	41,659	1.10	63,538	63,151	64,122
2003–04	46,542	46,187	46,976	43,303	1.07	63,343	62,860	63,934
2004–05	47,516	47,122	47,688	44,957	1.06	62,779	62,259	63,007
2005–06	49,086	48,573	49,496	46,690	1.05	62,474	61,822	62,996
2006–07	51,052	50,740	51,529	48,816	1.05	63,339	62,952	63,931
2007–08	52,800	52,385	53,262	50,649	1.04	63,167	62,670	63,720
2008–09	54,368	53,998	54,552	51,594	1.05	64,147	63,710	64,364
2009–10	55,370	54,918	55,595	52,512	1.05	64,703	64,175	64,966
2010–11	55,495	55,217	56,225	53,966	1.03	63,573	63,254	64,409
2011–12	55,871	54,704	56,226	55,391	1.01	62,182	60,883	62,577
2012–13	56,212	55,344	57,077	56,373	1.00	61,537	60,587	62,484
2013–14	56,826	56,395	56,886	57,501	0.99	61,252	60,788	61,317
2014–15 2015–16 2016–17 2017–18 2018–19	57,626 58,316 59,539 60,477 61,730	57,092 58,225 58,773 — —	57,678 58,385 58,978 — —	59,147 60,382 61,740 63,674	0.97 0.97 0.96 0.95	61,666 61,986 62,143 61,730 61,730	61,094 61,889 61,343 —	61,721 62,059 61,557 —

<sup>4</sup>Teachers at schools comprising any span of grades beginning with the next grade following elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Includes both junior high schools and senior high schools.

NOTE: Some data have been revised from previously published figures. Standard errors

are not available for these estimates, which are based on state reports.

SOURCE: National Education Association, *Estimates of School Statistics*, 1960 through 2019; and unpublished tabulations. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts, table 6.6D, retrieved September 4, 2019, from <a href="https://apps.bea.gov/iTable/iTable.cfm?reqid=19&step=2#reqid=19&step=2&isuri=1&1921=survey">https://apps.bea.gov/iTable/iTable.cfm?reqid=19&step=2#reqid=19&step=2&isuri=1&1921=survey</a>. (This table was prepared September 2019.)

<sup>&</sup>lt;sup>1</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor

Statistics, U.S. Department of Labor, adjusted to a school-year basis. 

The average monetary remuneration earned by FTE employees across all industries in a given year, including wages, salaries, commissions, tips, bonuses, voluntary employee contributions to certain deferred compensation plans, and receipts in kind that represent income. Calendar-year data from the U.S. Department of Commerce, Bureau of Economic Analysis, have been converted to a school-year basis by averaging the two appropriate

calendar years in each case. 
<sup>3</sup>Teachers at schools that are classified as elementary by state and local practice and composed of any span of grades not above grade 8. Preschool or kindergarten schools are included only if they are an integral part of an elementary school or a regularly established school system.

Table 212.08. Number and percentage distribution of principals in public and private elementary and secondary schools, by selected characteristics: Selected years, 1993–94 through 2017–18

					Number of p	orincipals								Percen	tage distribu	tion of prir	ncipals			
Selected characteristic	1	1993–94	19	99–2000		2011–12		2015–16		2017–18		1993–94	199	9-2000		2011–12		2015–16		2017–18
1		2		3		4		5		6		7		8		9		10		11
Public schools Total Sex	79,620	(235)	83,790	(327)	89,810	(406)	90,410	(298)	90,850	(229)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Male Female	52,110 27,500	(613) (542)	47,130 36,660	(604) (598)	43,450 46,360	(901) (801)	41,380 49,030	(690) (672)	42,100 48,750	(540) (559)	65.5 34.5	(0.70) (0.70)	56.2 43.8	(0.69) (0.69)	48.4 51.6	(0.92) (0.92)	45.8 54.2	(0.74) (0.74)	46.3 53.7	(0.59) (0.59)
Race/ethnicity White¹ Black¹ Hispanic¹ Asian¹.² Pacific Islander American Indian/Alaska Native¹ Two or more races	67,080 8,020 3,270 620 — 630	(540) (351) (258) (109) (†) (67) (†)	68,930 9,240 4,330 630 — 660	(579) (321) (300) (124) (†) (60) (†)	72,070 9,110 6,130 820 ‡ 650 1,010	(723) (394) (404) (154) (†) (123) (183)	70,340 9,550 7,430 1,290 ‡ 620 980	(541) (354) (361) (192) (†) (114) (131)	70,580 9,570 8,090 860 ‡ 630 930	(498) (367) (328) (111) (†) (97) (118)	84.3 10.1 4.1 0.8 — 0.8	(0.54) (0.45) (0.33) (0.14) (†) (0.08) (†)	82.3 11.0 5.2 0.8 — 0.8	(0.57) (0.39) (0.36) (0.15) (†) (0.07) (†)	80.3 10.1 6.8 0.9 # 0.7 1.1	(0.66) (0.43) (0.46) (0.17) (†) (0.14) (0.20)	77.8 10.6 8.2 1.4 0.2 0.7 1.1	(0.52) (0.39) (0.40) (0.21) (0.06) (0.13) (0.15)	77.7 10.5 8.9 0.9 0.2 0.7 1.0	(0.49) (0.41) (0.36) (0.12) (0.04) (0.11) (0.13)
Age Under 40 40 to 44 45 to 49 50 to 54 55 or over	5,940 14,570 25,430 18,870 14,820	(273) (496) (429) (539) (441)	8,440 10,510 19,600 27,120 18,130	(302) (317) (535) (606) (500)	18,040 17,650 14,700 15,060 24,350	(523) (565) (541) (668) (655)	17,360 19,150 19,460 13,910 20,540	(507) (515) (599) (438) (631)	15,210 18,330 21,100 15,980 20,230	(445) (472) (447) (498) (468)	7.5 18.3 31.9 23.7 18.6	(0.34) (0.61) (0.55) (0.68) (0.55)	10.1 12.5 23.4 32.4 21.6	(0.35) (0.37) (0.63) (0.71) (0.60)	20.1 19.7 16.4 16.8 27.1	(0.58) (0.62) (0.60) (0.73) (0.74)	19.2 21.2 21.5 15.4 22.7	(0.56) (0.56) (0.65) (0.49) (0.70)	16.7 20.2 23.2 17.6 22.3	(0.48) (0.52) (0.49) (0.55) (0.51)
School level Elementary Secondary Combined	53,680 <sup>4</sup> 18,260 <sup>4</sup> 2,750 <sup>4</sup>	(294) (161) (143)	60,110 20,450 3,230	(253) (197) (146)	61,250 20,470 8,090	(443) (537) (658)	62,090 20,280 8,050	(276) (395) (332)	62,030 20,240 8,570	(273) (275) (239)	71.9 24.4 3.7	(0.21) (0.20) (0.19)	71.7 24.4 3.9	(0.21) (0.20) (0.17)	68.2 22.8 9.0	(0.38) (0.56) (0.74)	68.7 22.4 8.9	(0.31) (0.41) (0.37)	68.3 22.3 9.4	(0.28) (0.29) (0.26)
Highest degree earned Bachelor's or less Master's Education specialist <sup>3</sup> Doctor's or first professional	1,150 50,470 20,570 7,430	(167) (536) (459) (263)	1,540 45,440 28,280 8,530	(182) (579) (493) (386)	1,960 55,420 23,560 8,870	(272) (678) (492) (442)	2,030 55,390 24,020 8,970	(212) (682) (570) (415)	1,670 56,110 23,500 9,580	(201) (602) (551) (372)	1.4 63.4 25.8 9.3	(0.21) (0.65) (0.57) (0.33)	1.8 54.2 33.8 10.2	(0.22) (0.63) (0.60) (0.46)	2.2 61.7 26.2 9.9	(0.30) (0.71) (0.54) (0.49)	2.2 61.3 26.6 9.9	(0.23) (0.73) (0.62) (0.46)	1.8 61.8 25.9 10.5	(0.22) (0.65) (0.60) (0.41)
Number of years as a principal 3 or fewer 4 to 9 10 to 19 20 or more	24,450 26,600 19,730 8,840	(451) (548) (412) (377)	25,080 25,900 23,230 9,580	(513) (524) (525) (331)	29,520 35,500 19,870 4,920	(758) (886) (634) (273)	35,420 31,370 19,960 3,670	(644) (618) (533) (285)	33,390 32,420 21,600 3,450	(633) (597) (548) (233)	30.7 33.4 24.8 11.1	(0.56) (0.68) (0.52) (0.47)	29.9 30.9 27.7 11.4	(0.60) (0.61) (0.62) (0.39)	32.9 39.5 22.1 5.5	(0.84) (0.96) (0.70) (0.31)	39.2 34.7 22.1 4.1	(0.71) (0.67) (0.58) (0.31)	36.7 35.7 23.8 3.8	(0.69) (0.65) (0.60) (0.26)
Years of full- and part-time teaching experience prior to becoming a principal 3 or fewer 4 to 9 10 to 19 20 or more	5,690 29,500 36,680 7,740	(251) (516) (558) (275)	3,210 22,510 38,110 19,960	(186) (491) (597) (485)	4,040 34,240 39,160 12,380	(264) (792) (752) (519)	3,360 34,970 41,970 10,110	(235) (639) (710) (418)	4,190 34,600 41,910 10,160	(233) (575) (547) (367)	7.1 37.1 46.1 9.7	(0.31) (0.63) (0.70) (0.34)	3.8 26.9 45.5 23.8	(0.22) (0.57) (0.69) (0.57)	4.5 38.1 43.6 13.8	(0.30) (0.84) (0.82) (0.58)	3.7 38.7 46.4 11.2	(0.26) (0.69) (0.77) (0.46)	4.6 38.1 46.1 11.2	(0.26) (0.62) (0.60) (0.40)
School locale City Suburban Town Rural	_ _ _ _	(†) (†) (†) (†)	20,100 30,640 10,860 22,200	(328) (440) (228) (404)	23,440 24,520 12,330 29,520	(274) (356) (341) (430)	24,770 29,120 12,360 24,170	(190) (180) (372) (399)	25,360 29,640 12,060 23,800	(091) (123) (101) (145)	27.4 25.9 22.0 24.7	(0.34) (0.45) (0.43) (0.43)	24.0 36.6 13.0 26.5	(0.40) (0.53) (0.26) (0.44)	26.1 27.3 13.7 32.9	(0.28) (0.36) (0.40) (0.43)	27.4 32.2 13.7 26.7	(0.17) (0.17) (0.41) (0.43)	27.9 32.6 13.3 26.2	(0.10) (0.12) (0.10) (0.13)

Table 212.08. Number and percentage distribution of principals in public and private elementary and secondary schools, by selected characteristics: Selected years, 1993–94 through 2017–18—Continued

					Number of p	rincipals								Percen	tage distribu	ition of pri	ncipals			
Selected characteristic	1	1993–94	199	99–2000		2011–12	2	015–16		2017–18	-	1993–94	199	9–2000		2011–12	2	015–16		2017–18
1		2		3		4		5		6		7		8		9		10		11
Private schools Total Sex Male Female	<b>25,020</b> 11,610 13.410	(198) (301) (283)	<b>26,230</b> 11,900 14,330	( <b>259</b> ) (308) (307)	<b>25,730</b> 11,490 14,240	( <b>605</b> ) (501) (462)		(†) (†) (†)	<b>26,260</b> 11,030 15,230	(327) (335)	100.0 46.4 53.6	(1.10) (1.10)	100.0 45.4 54.6	(1.06) (1.06)	<b>100.0</b> 44.6 55.4	(1.48) (1.48)	_	(†) (†)	<b>100.0</b> 42.0 58.0	(1.23) (1.23)
Race/ethnicity White¹ Black¹ Hispanic¹ Asian¹.² Pacific Islander American Indian/Alaska Native¹ Two or more races	23,130 1,060 520 + - +	(270) (124) (91) (†) (†) (†) (†)	23,320 1,570 830 350 — ‡	(309) (164) (135) (64) (†) (†)	22,470 1,750 860 ‡ ‡ 90!	(628) (193) (141) (†) (†) (†) (45)	_ _ _ _ _	(†) (†) (†) (†) (†) (†) (†)	22,620 1,410 1,260 510 ‡	(232) (168) (118) (87) (†) (†)	92.5 4.2 2.1 0.7 — 0.5	(0.70) (0.50) (0.37) (0.17) (†) (0.15) (†)	88.9 6.0 3.2 1.3 — 0.6	(0.76) (0.62) (0.52) (0.25) (†) (0.15) (†)	87.3 6.8 3.3 1.8 ‡ ‡	(1.08) (0.75) (0.56) (0.38) (†) (0.17)	_ _ _ _ _ _	(†) (†) (†) (†) (†) (†) (†)	86.2 5.4 4.8 1.9 0.3! 0.3!	(0.81) (0.64) (0.45) (0.33) (0.12) (0.12) (0.27)
Age Under 40 40 to 44 45 to 49 50 to 54 55 or over	4,790 4,400 5,140 4,120 6,550	(302) (217) (216) (228) (244)	3,750 3,450 5,210 5,840 7,980	(223) (212) (261) (291) (276)	4,360 3,130 2,630 3,480 12,120	(392) (300) (281) (247) (424)	_ _ _ _	(†) (†) (†) (†) (†)	4,470 3,130 3,610 3,610 11,430	(298) (217) (240) (237) (372)	19.2 17.6 20.6 16.5 26.2	(1.21) (0.83) (0.87) (0.90) (0.95)	14.3 13.2 19.9 22.3 30.4	(0.80) (0.83) (0.96) (1.11) (1.01)	16.9 12.2 10.2 13.5 47.1	(1.44) (1.05) (1.00) (0.93) (1.66)	_ _ _ _	(†) (†) (†) (†) (†)	17.0 11.9 13.8 13.7 43.5	(1.14) (0.83) (0.91) (0.89) (1.38)
School level Elementary Secondary Combined	13,350 <sup>4</sup> 2,300 <sup>4</sup> 6,770 <sup>4</sup>	(244) (115) (174)	15,810 2,630 7,800	(245) (133) (265)	14,510 2,660 8,570	(505) (138) (210)		(†) (†) (†)	14,380 3,900 7,980	(223) (209) (209)	59.5 10.3 30.2	(0.74) (0.52) (0.77)	60.3 10.0 29.7	(0.85) (0.51) (0.89)	56.4 10.3 33.3	(0.90) (0.57) (0.71)	_ _ _	(†) (†) (†)	54.8 14.9 30.4	(0.80) (0.78) (0.78)
Highest degree earned Bachelor's or less Master's Education specialist <sup>3</sup> Doctor's or first professional	8,590 12,900 2,050 1,480	(337) (292) (103) (138)	8,050 13,370 2,600 2,220	(334) (288) (159) (167)	7,990 12,800 2,610 2,340	(570) (363) (200) (224)	_ _ _	(†) (†) (†) (†)	8,080 13,280 2,830 2,060	(397) (399) (172) (179)	34.3 51.6 8.2 5.9	(1.23) (1.28) (0.41) (0.54)	30.7 51.0 9.9 8.5	(1.16) (1.09) (0.60) (0.64)	31.0 49.7 10.1 9.1	(1.73) (1.49) (0.80) (0.87)	_ _ _ _	(†) (†) (†) (†)	30.8 50.6 10.8 7.9	(1.52) (1.47) (0.66) (0.68)
Number of years as a principal 3 or fewer 4 to 9 10 to 19 20 or more	8,270 7,080 6,950 2,710	(341) (269) (310) (189)	7,540 6,990 7,340 4,360	(327) (320) (250) (230)	7,100 6,750 6,910 4,970	(516) (415) (350) (318)	_ _ _	(†) (†) (†) (†)	9,380 6,430 6,340 4,100	(422) (318) (285) (257)	33.1 28.3 27.8 10.8	(1.32) (1.03) (1.23) (0.77)	28.7 26.6 28.0 16.6	(1.19) (1.16) (0.93) (0.90)	27.6 26.2 26.8 19.3	(1.74) (1.45) (1.33) (1.27)	_ _ _ _	(†) (†) (†) (†)	35.7 24.5 24.2 15.6	(1.63) (1.17) (1.08) (0.97)
Years of full- and part-time teaching experience prior to becoming a principal 3 or fewer 4 to 9 10 to 19 20 or more	6,290 6,940 9,240 2,540	(335) (268) (251) (136)	3,610 5,560 9,070 7,990	(241) (244) (260) (265)	6,820 6,810 7,790 4,310	(473) (363) (403) (249)	_ _ _ _	(†) (†) (†) (†)	5,150 5,220 9,220 6,680	(296) (255) (321) (292)	25.2 27.8 36.9 10.1	(1.27) (1.05) (1.03) (0.54)	13.8 21.2 34.6 30.4	(0.87) (0.88) (1.04) (0.98)	26.5 26.5 30.3 16.7	(1.48) (1.36) (1.50) (0.99)	_ _ _ _	(†) (†) (†) (†)	19.6 19.9 35.1 25.4	(1.14) (0.97) (1.19) (1.08)
School locale City Suburban Town Rural		(†) (†) (†) (†)	11,250 9,190 3,250 2,540	(226) (229) (190) (211)	8,590 8,110 2,630 6,390	(267) (298) (323) (510)	_ _ _	(†) (†) (†) (†)	8,870 9,030 2,440 5,910	(107) (84) (60) (93)	_ 	(†) (†) (†) (†)	42.9 35.0 12.4 9.7	(0.78) (0.80) (0.73) (0.78)	33.4 31.5 10.2 24.8	(1.28) (1.27) (1.16) (1.57)	_ _ _ _	(†) (†) (†) (†)	33.8 34.4 9.3 22.5	(0.33) (0.28) (0.22) (0.34)

<sup>—</sup>Not available.

<sup>4</sup>Excludes data for 4,930 public and 2,690 private school principals whose school level could not be determined. NOTE: Data are based on a head count of full-time and part-time principals rather than on the number of full-time-equivalent principals reported in other tables. Detail may not sum to totals because of rounding and cell suppression. Some data have been revised from previously published figures. Race categories exclude persons of Hispanic ethnicity.

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Data for 1993-94 and 1999-2000 are only roughly comparable to data for later years, because the new category of Two or more races was introduced in 2003-04.

<sup>&</sup>lt;sup>2</sup>Includes Pacific Islander for 1993–94 and 1999–2000.

<sup>&</sup>lt;sup>3</sup>Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2011–12; SASS, "Charter School Principal Data File," 1999–2000; National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16 and 2017–18; and NTPS, "Private School Principal Data File," 2017–18. (This table was prepared November 2019.)

Table 213.10. Staff employed in public elementary and secondary school systems, by type of assignment: Selected years, 1949-50 through fall 2017

[In full-time equivalents]

		School dist	trict administra				Instructio	nal staff			
	-		Officials			Principals					
			and admin-	Instruction		and assistant		Instruc- tional		Guidance	Support
School year	Total	Total	istrators	coordinators	Total	principals	Teachers	aides	Librarians	counselors	staff1
1	2	3	4	5	6	7 Number	8	9	10	11	12
1949-50 <sup>2</sup>	1,300,031	33,642	23,868	9,774	956,808		913,671	(3)	(3)	(3)	309,582
1959-60 <sup>2</sup> 1969-70 <sup>2</sup> Fall 1980 <sup>2</sup>	1,300,031 2,089,283 3,360,763	33,642 42,423 65,282 78,784 75,868	23,868 28,648 33,745 58,230	9,774 13,775 31,537 20,554	956,808 1,448,931 2,255,707 2,729,023	43,137 63,554 90,593	913,671 1,353,372 2,016,244 2,184,216 2,398,169	(3) (3) 57,418	(³) 17,363 42,689	(3) 14,643 48,763	309,582 597,929 1,039,774 1,360,479 1,366,804
Fall 1980 <sup>2</sup> Fall 1990	4,168,286 4,494,076			_	3,051,404	107,061 127,417		325,755 395,959	48,018 49,909	63,973 79,950	
Fall 2000 Fall 2002	5,709,753 5,954,661 5,953,667 6,058,174	97,270 110,777	57,837 62,781	39,433 47,996 44,065 47,731	3,876,628 4,016,963 4,052,739 4,120,063	141,792 164,171	2,941,461 3,034,123 3,048,652 3,090,925	641,392 663,552	54,246 54,205 54,349 54,145	97,737 100,912	1,735,855 1,826,921 1,793,445 1,826,279
Fall 2002 Fall 2003 Fall 2004 Fall 2005	6,058,174 6,130,686	110,777 107,483 111,832 121,164	63,418 64,101 62,464	44,065 47,731 58,700	4,120,063 4,151,236	164,171 165,233 165,657 156,454	3,046,652 3,090,925 3,143,003	641,392 663,552 685,118 707,514 693,792	54,349 54,145 54,057	100,912 99,387 101,822 103,930	1,793,445 1,826,279 1,858,286
								709,715			
Fall 2006 Fall 2007 Fall 2008 Fall 2009	6,153,735 6,232,911 6,326,702 6,351,157	118,707 130,044 135,706 138,471	53,722 59,361 62,153 63,969	64,985 70,683 73,553 74,502	4,186,968 4,235,238 4,277,674 4,279,488	153,673 157,539 159,897 168,450	3,166,391 3,199,995 3,222,154 3,209,672	709,715 717,806 734,010 741,337	54,444 54,386 53,805 52,545	102,745 105,512 107,808 107,484	1,848,060 1,867,629 1,913,322 1,933,198
Fall 2010	6,195,207	133,833	64,597	69,236	4,151,225	165,047	3,099,095	/31,/05	50,300	105,079	1,910,150
Fall 2011 Fall 2012 Fall 2013	6,138,890 6,181,238 6,187,901	130,595 136,387 139,667	62,884 65,420 66,732	70,967 72,935	4,133,767 4,158,000 4,167,118	166,416 169,240 168,101	3,103,263 3,109,101 3,113,764	710,335 729,756 738,226	48,402 46,685 45,106	105,351 103,218 101,920	1,874,528 1,886,851 1,881,116
Fall 2014 Fall 2015	6,258,543 6,373,406	148,229 155,273	68,962 67,778	67,711 70,967 72,935 79,267 87,495	4,205,088 4,249,784	174,664 182,006	3,132,351 3,151,497	749,143 764,537	44,624 43,368	104,306 108,376	1,905,226 1,968,350
Fall 2016 Fall 2017	6,484,723 6,544,767	160,540 170,158	70,357 74,411	90,183 95,746	4,294,185 4,340,264	183,671 189,155	3,169,499 3,169,750	786,773 824,051	42,964 42,605	111,278 114,703	2,029,998 2,034,346
1949–50 <sup>2</sup>	100.0	2.6	1.8	0.8	73.6	entage distribu	rtion 70.3	(3)	(3)	(3)	23.8
1959-60 <sup>2</sup>	100.0 100.0 100.0	2.0	1.4 1.0	0.7 0.9	69.4 67.1	3.0 2.7	64.8	(3) (3) 1.7	(3) 0.8 1.3 1.2	(3) 0.7 1.5	28.6 30.9
1969–70 <sup>2</sup> Fall 1980 <sup>2</sup> Fall 1990	100.0 100.0	2.0 1.9 1.9 1.7	1.4	0.5	65.5 67.9	3.0 2.7 2.6 2.8	60.0 52.4 53.4	7.8 8.8	1.2	1.5 1.8	28.6 30.9 32.6 30.4
Fall 2000 Fall 2002	100.0 100.0	1.7	1.0 1.1	0.7 0.8	67.9 67.5	2.5 2.8	51.5 51.0	11.2 11.1	1.0 0.9	1.7 1.7	
Fall 2000 Fall 2002 Fall 2003 Fall 2004	100.0 100.0	1.9 1.8 1.8	1.1 1.1	0.8 0.7 0.8	67.9 67.5 68.1 68.0	2.8 2.8 2.7	51.2 51.0	11.5 11.7	0.9 0.9 0.9	1.7 1.7 1.7	30.4 30.7 30.1 30.1
Fall 2005 Fall 2006	100.0 100.0 100.0	2.0 1.9	1.0 0.9	1.0 1.1	67.7 68.0	2.6 2.5	51.3 51.5	11.3 11.5 11.5	0.9	1.7 1.7 1.7	30.3 30.0
Fall 2006 Fall 2007 Fall 2008	100.0	1.9 2.1 2.1	0.9 1.0 1.0	1.1 1.1 1.2 1.2 1.1	68.0 67.9 67.6	2.5 2.5 2.5 2.7 2.7	51.5 51.3 50.9	11.6	0.9 0.9 0.9	1.7	30.0 30.0 30.2
Fall 2009 Fall 2010	100.0 100.0	2.2 2.2	1.0 1.0		67.4 67.0	I	50.5 50.0	11.7 11.8	0.8 0.8	1.7 1.7	30.4 30.8
Fall 2011 Fall 2012	100.0 100.0 100.0	2.1 2.2	1.0 1.1	1.1 1.1	67.3 67.3	2.7 2.7	50.6 50.3	11.6 11.8	0.8 0.8	1.7 1.7	30.5 30.5
Fall 2013 Fall 2014 Fall 2015	100.0 100.0 100.0	2.3 2.4 2.4	1.1 1.1 1.1	1.2 1.3 1.4	67.3 67.2 66.7	2.7 2.8 2.9	50.3 50.0 49.4	11.9 12.0 12.0	0.7 0.7 0.7	1.6 1.7 1.7	30.4 30.4 30.9
Fall 2016	100.0	2.5	1.1	1.4	66.2	2.8	48.9	12.1	0.7	1.7	31.3
Fall 2017	100.0	2.6	1.1	1.5	66.3 Pupi	2.9 Is per staff men	48.4 mber	12.6	0.7	1.8	31.1
1949–50 <sup>2</sup> 1959–60 <sup>2</sup>	19.3 16.8	746.4 829.3	1,052.1 1,228.1	2,569.2 2.554.1	26.2 24.3	582.1 553.6	27.5 26.0	(3) (3)	2,026.3	(³) 2,402.7	81.1 58.8
1969–70 <sup>2</sup> Fall 1980 <sup>2</sup>	13.6	697.7 518.9	1,349.8 702.0	1,444.3 1,988.8	20.2 15.0	502.8 381.8	22.6 18.7	793.3 125.5	1,067.0 851.3	934.1	43.8 30.0
Fall 1990 Fall 2000	9.2 8.3	543.3 485.3	816.1	1,197.1	13.5 12.2	323.5 332.9	17.2 16.0	104.1 73.6	825.8 870.2	515.5 483.0	30.2 27.2
Fall 2002 Fall 2003	8.1 8.2	435.0 451.6	767.5 765.4	1,003.9 1,101.6	12.0 12.0	293.5 293.8	15.9 15.9	72.6 70.8	888.9 893.1	477.5 488.4	26.4 27.1
Fall 2004 Fall 2005	8.1 8.0	436.3 405.3	761.2 786.3	1,022.3 836.7	11.8 11.8	294.6 313.9	15.8 15.6	69.0 70.8	901.2 908.5	479.2 472.6	26.7 26.4
Fall 2006 Fall 2007	8.0 7.9	415.4 379.0	918.0 830.4	758.9 697.3	11.8 11.6	320.9 312.9	15.6 15.4	69.5 68.7	905.8 906.3	480.0 467.2	26.7
Fall 2008 Fall 2009	7.8 7.8	363.0 356.5	792.6 771.6	669.8 662.5	11.5 11.5	308.1 293.0	15.3 15.4	67.1 66.6	915.6 939.4	457.0 459.2	26.4 25.7 25.5
Fall 2010	8.0 8.1	369.7 379.2	766.0 787.5	714.7 731.4	11.9 12.0	299.8 297.6	16.0 16.0	67.6 69.7	983.8 1,023.1	470.9 470.1	25.9
Fall 2011 Fall 2012 Fall 2013	8.1 8.1	364.9 358.3	760.8 749.9	701.3 686.2	12.0 12.0	294.1 297.7	16.0 16.1	68.2 67.8	1,066.1 1,109.5	482.2 491.0	26.4 26.4 26.6
Fall 2014 Fall 2015	8.0 7.9	339.4 324.8	729.6 744.2	634.7 576.5	12.0 11.9	288.1 277.1	16.1 16.0	67.2 66.0	1,127.5 1,163.0	482.4 465.4	26.4 25.6
Fall 2016 Fall 2017	7.8 7.7	315.3 297.9	719.4 681.2	561.2 529.4	11.8 11.7	275.6 268.0	16.0 16.0	64.3 61.5	1,178.1 1,189.7	454.9 441.9	24.9 24.9

NOTE: Data for 1949–50 through 1969–70 are cumulative for the entire school year, rather than counts as of the fall of the year. Detail may not sum to totals because of rounding, SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, various years; Statistics of Public Elementary and Secondary Schools, various years; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 through 2017–18. (This table was prepared August 2019.)

<sup>—</sup>Not available. 
¹Includes school district administrative support staff, school and library support staff, student support staff, and other support services staff. 
²Because of classification revisions, categories other than teachers, principals, librarians, and guidance counselors are only roughly comparable to figures for years after 1980. 
³Data included in column 8.

Table 213.20. Staff employed in public elementary and secondary school systems, by type of assignment and state or jurisdiction: Fall 2017

[In full-time equivalents]

		Sch	nool district s	taff			Schoo	l staff				
State or jurisdiction	Total	Officials and adminis- trators	Adminis- trative support staff	Instruction coordinators	Principals and assistant principals	School and library support staff	Teachers	Instruc- tional aides	Guidance counselors	Librarians	Student support staff	Other support services staff
1	2	3	4	5	6	7	8	9	10	11	12	13
United States <sup>1</sup>	6,544,767	74,411	194,312	95,746	189,155	284,192	3,169,750	824,051	114,703	42,605	356,959	1,198,883
Alabama	91,778	1,789	1,895	122	3,930	3,289	41,802	7,028	1,796	1,323	8,004	20,801
Alaska	17,154	707	813	0	646	1,165	7,743	2,608	312	136	688	2,337
Arizona	103,508	1,409	4,093	629	2,452	3,851	47,868	15,694	1,201	419	11,812	14,080
Arkansas	73,587	643	2,587	986	1,880	3,088	35,800	9,128	1,288	954	7,461	9,772
California <sup>2</sup>	604,248	3,821	21,873	25,495	17,719	35,181	271,523	81,898	9,794	93	20,544	116,308
Colorado	113,320	1,400	4,707	3,325	3,629	6,078	52,373	17,199	2,598	551	7,429	14,031
Connecticut	97,989	2,052	1,572	5,119	2,311	3,451	45,081	16,039	1,204	768	2,931	17,460
Delaware	18,398	469	340	336	505	402	9,399	2,572	344	114	841	3,076
District of Columbia	14,171	663	930	85	561	739	6,659	1,983	156	118	1,465	811
Florida	352,746	2,318	15,597	759	8,826	16,780	186,128	33,375	5,931	1,972	12,049	69,012
Georgia	231,644	2,711	2,683	3,882	6,590	10,325	116,022	25,882	3,854	2,075	8,841	48,780
Hawaii	23,141	324	735	613	712	1,020	12,033	2,626	653	143	1,748	2,534
Idaho	28,860	143	713	238	728	1,245	16,592	3,164	572	47	550	4,868
Illinois	248,682	3,475	6,379	1,513	6,818	10,130	128,204	28,848	2,963	1,475	31,020	27,856
Indiana	142,014	604	749	4,832	3,504	7,489	61,018	16,541	2,140	643	8,680	35,815
lowa	75,694	1,898	1,931	2,527	1,744	2,685	35,553	12,868	1,296	407	4,595	10,191
Kansas	69,442	450	1,392	1,056	1,899	2,657	36,387	8,969	1,068	567	4,566	10,432
Kentucky	98,363	961	2,314	1,661	3,522	5,610	42,064	13,134	1,592	1,053	3,255	23,197
Louisiana	81,650	95	427	1,376	3,282	3,589	40,281	11,617	1,567	984	3,887	14,547
Maine	35,983	639	714	515	956	1,737	14,760	6,171	566	195	4,249	5,482
Maryland	118,384	3,740	1,969	1,998	3,612	5,997	60,175	11,434	2,415	1,162	6,550	19,333
Massachusetts	132,727	2,640	2,880	469	5,051	6,761	73,381	26,065	2,377	644	10,648	1,809
Michigan	184,986	4,232	1,149	1,289	6,741	11,786	84,473	20,410	2,092	437	14,653	37,725
Minnesota	121,035	2,451	2,084	2,934	2,572	4,576	57,260	19,975	1,323	537	14,402	12,920
Mississippi	67,521	1,012	2,077	670	2,044	2,568	31,625	8,265	1,072	766	3,225	14,198
Missouri	125,779	898	6,200	1,449	3,379	329	68,496	14,305	2,706	1,383	5,725	20,909
Montana	21,223	483	687	208	527	734	10,515	2,717	478	375	749	3,749
Nebraska	48,012	673	1,302	767	1,094	1,910	23,771	6,544	842	540	1,633	8,936
Nevada³	35,848	38	79	36	1,194	1,822	23,709	6,196	1,016	298	369	1,092
New Hampshire⁴	31,618	758	763	271	527	777	14,589	7,143	825	323	687	4,957
New Jersey	238,785	1,455	5,503	3,836	5,215	9,587	115,496	39,356	3,810	1,333	13,452	39,742
New Mexico	36,473	206	32	360	1,125	2,052	21,092	5,818	690	217	1,345	3,536
New York	425,292	4,384	21,058	2,671	13,075	11,450	213,159	67,567	9,347	2,593	15,116	64,872
North Carolina	193,798	1,711	5,688	1,209	5,933	7,252	100,401	22,366	4,300	2,127	11,420	31,390
North Dakota	18,599	516	287	202	498	770	9,284	2,849	369	190	942	2,691
Ohio	323,566	2,610	14,785	2,374	5,458	13,965	98,912	23,002	3,844	803	27,170	130,643
Oklahoma	85,021	833	3,088	334	2,273	4,455	41,597	10,232	1,604	900	4,771	14,933
Oregon	68,520	481	2,575	553	1,741	4,838	29,909	11,516	1,255	159	3,063	12,431
Pennsylvania	244,015	2,447	7,256	1,738	5,319	10,645	121,918	31,419	4,550	1,633	9,633	47,456
Rhode Island	20,376	297	540	212	549	747	10,687	2,662	340	202	2,130	2,011
South Carolina	88,410	864	2,585	1,533	3,336	3,000	52,467	11,835	2,205	1,113	2,926	6,547
South Dakota	19,787	710	353	141	459	611	9,833	2,877	354	96	1,010	3,343
Tennessee	131,312	401	1,494	974	3,860	5,385	64,019	17,396	3,045	1,536	4,152	29,051
Texas	713,764	7,232	22,770	4,245	27,347	28,622	356,877	72,123	12,546	4,626	25,990	151,385
Utah <sup>5</sup>	60,086	925	1,671	2,199	1,545	2,709	29,212	10,061	1,032	229	2,086	8,417
Vermont	18,268	132	488	281	497	860	8,313	4,043	449	204	1,030	1,971
Virginia	183,485	1,876	4,411	2,082	4,333	8,640	85,936	19,676	3,576	1,782	12,436	38,736
Washington	99,520	1,456	3,368	3,734	3,499	4,956	60,183	12,883	2,285	1,067	3,648	2,441
West Virginia	37,603	872	1,355	373	1,119	465	19,239	3,612	726	243	1,154	8,445
Wisconsin	112,001	1,132	2,907	1,289	2,640	4,458	58,598	9,938	2,050	960	9,332	18,697
Wyoming	16,580	376	466	247	381	952	7,335	2,424	282	88	896	3,133
Bureau of Indian Education	_	_	_	_	_	_	_	_	_	_	_	
DoDEA <sup>6</sup>	_	-	_	_	_	_	_	_	_	_	_	_
Other jurisdictions American Samoa Guam	3,852	<u></u>	<u> </u>	<u> </u>	<del></del> 87	 173	 2,202	— 641	<u> </u>	<u> </u>	 126	 168
Northern Marianas Puerto Rico U.S. Virgin Islands	39,301 2,238	267 4	1,111 51	266 20	1,153 76	1,013	28,039 1,066	61 271	607 58	697 0	1,607 63	4,480 432

<sup>-</sup>Not available.

<sup>&</sup>lt;sup>1</sup>Includes imputations to correct for undercounts in states as designated in footnotes 2 through 5.

Includes imputations for prekindergarten teachers.

Includes imputations for school district administrative support staff, school and library

support staff, and instructional aides.

\*Distributions of school district administrators and instruction coordinators, school support

staff, and student support staff were estimated.

 $<sup>^{\</sup>rm 5} \rm Imputed.$   $^{\rm 6} \rm DoDEA$  = Department of Defense Education Activity. Includes both domestic and

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2017–18. (This table was prepared March 2020.)

Table 213.40. Staff, teachers, and teachers as a percentage of staff in public elementary and secondary school systems, by state or jurisdiction: Selected years, fall 2000 through fall 2017

[In full-time equivalents]

		Tead	chers as a i	percent of s	taff		Trum timo o	Fall 2015			Fall 2016			Fall 2017	
	Fall	Fall	Fall	Fall	Fall	Fall			Teachers as a percent			Teachers as a percent			Teachers as a percent
State or jurisdiction	2000	2005	2010	2012	2013	2014	All staff	Teachers	of staff	All staff	Teachers	of staff		Teachers	of staff
1 United States <sup>1</sup>	2 <b>51.5</b>	3 <b>51.3</b>	5 <b>0.0</b>	5 <b>50.3</b>	5 <b>0.3</b>	5 <b>0.0</b>	6,373,406	9 <b>3,151,497</b>	10 <b>49.4</b>	6,484,723	12 <b>3,169,499</b>	13 <b>48.9</b>	6,544,767	15 <b>3,169,750</b>	48.4
Alabama	53.7 <sup>2</sup>	55.7	51.9	53.8 <sup>2</sup>	51.4	48.9	71,628 <sup>2</sup>	40,766	56.9 <sup>2</sup>	87,251 <sup>2</sup>	42,533	48.7 <sup>2</sup>	91,778	41,802	45.5
Alaska	49.3 <sup>2</sup>	44.1 <sup>2</sup>	45.1 <sup>2</sup>	44.9 <sup>2</sup>	46.1 <sup>2</sup>	45.4 <sup>2</sup>	16,982	7,832	46.1	17,231	7,825	45.4	17,154	7,743	45.1
Arizona	49.3	51.3	51.8	47.3	46.8	47.0	103,175	47,944	46.5	104,170	48,220	46.3	103,508	47,868	46.2
Arkansas	50.6	46.7	47.5	47.9	49.6	47.8	73,658	35,804	48.6	73,599	35,730	48.5	73,587	35,800	48.6
California	54.1 <sup>2</sup>	53.4 <sup>2</sup>	49.2 <sup>2</sup>	48.9 <sup>2</sup>	47.9 <sup>2</sup>	46.8 <sup>2</sup>	577,836	263,475	45.6	599,786	271,287 <sup>2</sup>	45.2 <sup>2</sup>	604,248	271,523 <sup>2</sup>	44.9 <sup>2</sup>
Colorado	50.7	49.2	47.9	47.7	48.2	47.3	111,939	51,798	46.3	111,293	52,014	46.7	113,320	52,373	46.2
Connecticut	50.0	46.9	46.1	48.1	46.1	44.7	98,166	43,772	44.6	96,047	42,343	44.1	97,989	45,081	46.0
Delaware	59.2	51.7	54.2	52.7	51.4	52.0	17,097	8,962	52.4	17,142	9,208	53.7	18,398	9,399	51.1
District of Columbia	46.2	44.3 <sup>2</sup>	52.1	47.5	52.5	48.2	14,106	6,789	48.1	13,402	6,727	50.2	14,171	6,659	47.0
Florida	47.8	50.6	52.7	52.7	53.1	52.8	345,645	182,586	52.8	351,531	186,339	53.0	352,746	186,128	52.8
Georgia	49.2	49.6	49.5	49.6	50.2	50.2	224,488	113,031	50.4	228,523	114,763	50.2	231,644	116,022	50.1
Hawaii	59.5	53.3	52.5	52.2	52.5	52.0	22,596	11,747	52.0	22,598	11,782 <sup>2</sup>	52.1 <sup>2</sup>	23,141	12,033	52.0
Idaho	56.2	55.8	56.4	55.3 <sup>2</sup>	63.0 <sup>2</sup>	56.9	27,186	15,656	57.6	28,079	16,204	57.7	28,860	16,592	57.5
Illinois	51.1 <sup>2</sup>	53.2 <sup>2</sup>	61.6 <sup>2</sup>	51.5 <sup>2</sup>	51.1 <sup>2</sup>	50.6	260,463	129,948	49.9	259,560	128,893	49.7	248,682	128,204	51.6
Indiana	46.7	45.5	41.9 <sup>2</sup>	40.5	41.4	40.5	143,417	57,675	40.2	144,997	60,162	41.5	142,014	61,018	43.0
lowa	51.1	50.9	49.8	49.3	49.5	49.5	72,887	35,687	49.0	73,495	35,808	48.7	75,694	35,553	47.0
Kansas	50.9	51.3	51.1	56.5	53.0	52.9	73,272	40,035	54.6	68,847	36,193	52.6	69,442	36,387	52.4
Kentucky	44.1	43.3	42.4	43.1	42.8	42.8	97,712	41,902	42.9	97,694	42,029	43.0	98,363	42,064	42.8
Louisiana	49.3	48.2	48.2	48.6	48.5	54.3	107,600	58,469	54.3	97,152	48,408	49.8	81,650	40,281	49.3
Maine	49.7	47.3	47.3	46.3	45.1	46.4	35,241	14,857	42.2	35,607	14,750	41.4	35,983	14,760	41.0
Maryland	54.3	51.0	50.6	51.0	50.9	50.5	115,517	59,414	51.4	117,750	59,703	50.7	118,384	60,175	50.8
Massachusetts	55.1	53.0 <sup>2</sup>	56.3	56.4	55.5	55.8	128,291	71,969	56.1	130,732	72,413	55.4	132,727	73,381	55.3
Michigan	46.1	47.9 <sup>2</sup>	45.8	46.3	46.6	46.3	181,468	84,181	46.4	181,556	83,597	46.0	184,986	84,473	45.7
Minnesota	51.6 <sup>2</sup>	48.9	48.3	48.2	48.3	48.0	117,236	55,985	47.8	118,632	56,715	47.8	121,035	57,260	47.3
Mississippi	47.9	46.5	47.5	47.8	47.3	47.5	67,757	32,175	47.5	67,583	31,924	47.2	67,521	31,625	46.8
Missouri	53.2	52.1	52.0	52.2	54.0	53.0	128,938	67,635	52.5	124,666	67,926	54.5	125,779	68,496	54.5
Montana	53.5 <sup>2</sup>	52.9 <sup>2</sup>	53.8 <sup>2</sup>	54.0 <sup>2</sup>	49.4 <sup>2</sup>	50.0 <sup>2</sup>	21,330	10,412	48.8	21,233	10,555 <sup>2</sup>	49.7 <sup>2</sup>	21,223	10,515	49.5
Nebraska	52.6	51.9	49.1	48.7	48.8	49.0	47,292	23,308	49.3	47,979	23,611 <sup>2</sup>	49.2 <sup>2</sup>	48,012	23,771	49.5
Nevada	58.6	67.2 <sup>2</sup>	65.4 <sup>2</sup>	63.3 <sup>2</sup>	64.5 <sup>2</sup>	64.2 <sup>2</sup>	26,430	22,702	85.9	35,878 <sup>2</sup>	23,705	66.1 <sup>2</sup>	35,848 <sup>2</sup>	23,709	66.1 <sup>2</sup>
New Hampshire	51.1	48.5	46.6	47.0	46.6	46.4	31,980	14,770	46.2	31,622 <sup>2</sup>	14,760	46.7 <sup>2</sup>	31,618	14,589	46.1
New Jersey	53.4	53.2 <sup>2</sup>	54.4 <sup>2</sup>	49.7 <sup>2</sup>	49.6 <sup>2</sup>	48.9 <sup>2</sup>	236,558	114,968	48.6	237,561	115,729	48.7	238,785	115,496	48.4
New Mexico	46.8	45.9	48.2	48.0	47.9	47.8	37,573	21,722	57.8	36,506	21,331	58.4	36,473	21,092	57.8
New York	49.7	58.6	51.1	55.9	57.5	57.2	372,692	206,086	55.3	386,801	209,151	54.1	425,292	213,159	50.1
North Carolina	51.5	52.5	51.0	51.4	51.6	51.9	190,855	99,355	52.1	193,031	100,220	51.9	193,798	100,401	51.8
North Dakota	53.9	52.9	51.8	51.9	51.7	51.4	17,983	9,195	51.1	18,412	9,265	50.3	18,599	9,284	49.9
Ohio	53.1	49.4	45.3	43.7	42.7	42.6 <sup>2</sup>	322,611	101,742	31.5	325,387	102,600	31.5	323,566	98,912	30.6
Oklahoma	55.0	51.1	50.2	49.5	49.3	49.0	85,915	42,452	49.4	84,115	41,090	48.8	85,021	41,597	48.9
Oregon	50.0	47.0	44.2	44.2	44.7	44.2	65,928	29,086	44.1	68,089	29,756	43.7	68,520	29,909	43.7
Pennsylvania	52.2	50.9	48.7	48.8	49.9 <sup>2</sup>	50.2	241,548	120,893	50.0	247,299	122,552	49.6	244,015	121,918	50.0
Rhode Island	60.0	58.4 <sup>2</sup>	60.2	58.3	56.7	60.3	19,483	10,631	54.6	20,233	10,689	52.8	20,376	10,687	52.4
South Carolina	65.7 <sup>2</sup>	70.9 <sup>2</sup>	69.0	66.3	66.5	65.3	78,108	50,237	64.3	87,314	50,789	58.2	88,410	52,467	59.3
South Dakota	52.0	48.0	48.7	48.8	49.5	49.8	19,543	9,638	49.3	19,732	9,777	49.5	19,787	9,833	49.7
Tennessee	52.1	52.2	51.9	52.0	52.5	51.4	128,469	66,488	51.8	128,323	64,270	50.1	131,312	64,019	48.8
Texas	50.6	50.5	50.3	50.8	50.8	50.7	690,077	347,329	50.3	707,173	352,809	49.9	713,764	356,877	50.0
Utah	54.1	50.2	49.1	49.5	49.6	49.5 <sup>2</sup>	56,146 <sup>3</sup>	28,348 <sup>3</sup>	50.5 <sup>3</sup>	59,325	28,841	48.6	60,086 <sup>3</sup>	29,212 <sup>3</sup>	48.6 <sup>3</sup>
Vermont	47.3	46.5	45.3	45.6	45.8	45.6	18,183	8,338	45.9	18,048	8,187	45.4	18,268	8,313	45.5
Virginia	54.1 <sup>2</sup>	44.4	35.3	50.4	50.6	50.6	178,551	90,255	50.5	180,091	91,628	50.9	183,485	85,936	46.8
Washington	52.3	47.0	52.0	52.4	52.1	53.3	94,883 <sup>2</sup>	57,942	61.1 <sup>2</sup>	94,685	58,815	62.1	99,520	60,183	60.5
West Virginia	54.3	52.3	51.8 <sup>2</sup>	51.2 <sup>2</sup>	51.1 <sup>2</sup>	51.0 <sup>2</sup>	38,452	19,664	51.1	36,885	19,356	52.5	37,603	19,239	51.2
Wisconsin	56.3	57.0	55.5	56.6	56.6	56.6 <sup>2</sup>	101,250	58,185	57.5	113,145	59,011	52.2	112,001	58,598	52.3
Wyoming	48.6	46.2	43.4	44.3	44.6	44.9	17,269	7,653	44.3	16,933	7,506	44.3	16,580	7,335	44.2
Bureau of Indian Education		_	_	42.9 <sup>4</sup>	_	_	_	_	_	_	_	_	_	_	_
DoDEA, <sup>5</sup> overseas DoDEA, <sup>5</sup> domestic	66.0 59.2	62.9 55.4	_		_	_	_	_	_	_	_	_	_		_
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	50.0 51.5 50.2 54.4 52.1	68.4 52.2 49.8 56.0 53.8	54.5 50.0 61.6 49.9	58.4 45.9 57.0 51.1	58.4 47.6 61.4 49.9	58.0 — 62.2 51.1	4,019 — 48,820 2,284	2,336 — 30,438 1,106	58.1 — 62.3 48.4	3,954 — 41,012 2,377	2,289 — 28,899 <sup>2</sup> 1,154	57.9 — 70.5 <sup>2</sup> 48.5	3,852 — 39,301 2,238	2,202 — 28,039 1,066	57.2  71.3 47.6

<sup>5</sup>DoDEA = Department of Defense Education Activity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01 through 2017–18. (This table was prepared February 2020.)

<sup>—</sup>Not available.

1U.S. totals include imputations for underreporting and nonreporting states.

2Includes imputations to correct for underreporting.

³Imputed. State did not report staff data.

4Total staff count excludes officials and administrators and administrative support staff, so computed percentage of teachers may be overstated.

Table 213.50. Staff, enrollment, and pupil/staff ratios in public elementary and secondary school systems, by state or jurisdiction: Selected years, fall 2000 through fall 2017

			Pupil/sta	aff ratio				Fall 2015			Fall 2016			Fall 2017	
	Fall	Fall	Fall	Fall	Fall	Fall			Pupil/ staff			Pupil/ staff			Pupil/ staff
State or jurisdiction	2000	2005	2010	2012	2013	2014	Staff	Enrollment	ratio	Staff	Enrollment	ratio	Staff	Enrollment	ratio
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States¹ Alabama Alaska Arizona Arkansas California	8.2 <sup>2</sup> 8.3 <sup>2</sup> 9.7 7.1 11.1 <sup>2</sup>	7.1 7.4 <sup>2</sup> 10.9 6.7 11.1 <sup>2</sup>	7.9 7.3 <sup>2</sup> 11.1 6.7 11.9 <sup>2</sup>	7.7 <sup>2</sup> 7.7 <sup>2</sup> 10.6 6.8 11.6 <sup>2</sup>	8.1 7.6 <sup>2</sup> 10.7 7.0 11.7 <sup>2</sup>	8.0 8.5 7.7 <sup>2</sup> 10.9 6.6 11.0 <sup>2</sup>	71,628 <sup>2</sup> 16,982 103,175 73,658 577,836	743,789 132,477 1,109,040 492,132 6,305,347	7.9 10.4 <sup>2</sup> 7.8 10.7 6.7 10.9	87,251 <sup>2</sup> 17,231 104,170 73,599 599,786 <sup>2</sup>	744,930 132,737 1,123,137 493,447 6,309,138	7.8 8.5 <sup>2</sup> 7.7 10.8 6.7 10.5 <sup>2</sup>	91,778 17,154 103,508 73,587 604,248 <sup>2</sup>	742,444 132,872 1,110,851 496,085 6,304,266	8.1 7.7 10.7 6.7 10.4 <sup>2</sup>
Colorado	8.7	8.4	8.3	8.4	8.4	8.2	111,939	899,112	8.0	111,293	905,019	8.1	113,320	910,280	8.0
Connecticut	6.8	6.8	6.0	6.0	5.8	5.8	98,166	537,933	5.5	96,047	535,118	5.6	97,989	531,288	5.4
Delaware	9.1	7.8	7.9	7.4	7.2	7.2	17,097	134,847	7.9	17,142	136,264	7.9	18,398	136,293	7.4
District of Columbia	6.4	6.2 <sup>3</sup>	6.3	6.1	6.9	5.9	14,106	84,024	6.0	13,402	85,850	6.4	14,171	87,315	6.2
Florida	8.8	8.5	7.9	8.0	8.1	8.1	345,645	2,792,234	8.1	351,531	2,816,791	8.0	352,746	2,832,424	8.0
Georgia	7.8	7.3	7.4	7.7	7.9	7.9	224,488	1,757,237	7.8	228,523	1,764,346	7.7	231,644	1,768,642	7.6
Hawaii	10.0	8.7	8.3	8.3	8.3	8.1	22,596	181,995	8.1	22,598 <sup>2</sup>	181,550	8.0 <sup>2</sup>	23,141	180,837	7.8
Idaho	10.1	10.1	9.9	10.8 <sup>2</sup>	12.5 <sup>2</sup>	10.6	27,186	292,277	10.8	28,079	297,200	10.6	28,860	301,186	10.4
Illinois	8.2 <sup>2</sup>	8.4 <sup>2</sup>	9.7 <sup>2</sup>	7.9 <sup>2</sup>	7.8 <sup>2</sup>	7.8	260,463	2,041,779	7.8	259,560	2,026,718	7.8	248,682	2,005,153	8.1
Indiana	7.8	7.8	7.5 <sup>2</sup>	7.0	7.3	7.5	143,417	1,046,757	7.3	144,997	1,049,547	7.2	142,014	1,054,187	7.4
lowa	7.3	7.0	7.1	7.0	7.0	7.0	72,887	508,014	7.0	73,495	509,831	6.9	75,694	511,850	6.8
Kansas	7.3	7.1	7.1	6.7	6.9	7.0	73,272	495,884	6.8	68,847	494,347	7.2	69,442	497,088	7.2
Kentucky	7.4	6.9	6.8	6.9	6.9	7.1	97,712	686,598	7.0	97,694	684,017	7.0	98,363	680,978	6.9
Louisiana	7.3	7.1	6.9	7.4	7.4	8.4	107,600	718,711	6.7	97,152	716,293	7.4	81,650	715,135	8.8
Maine	6.2	5.5	5.8	5.7	5.4	5.7	35,241	181,613	5.2	35,607	180,512	5.1	35,983	180,473	5.0
Maryland	8.8	7.7	7.4	7.6	7.5	7.5	115,517	879,601	7.6	117,750	886,221	7.5	118,384	893,684	7.5
Massachusetts	8.0	7.0 <sup>2</sup>	7.8	7.6	7.5	7.4	128,291	964,026	7.5	130,732	964,514	7.4	132,727	964,791	7.3
Michigan	8.2 <sup>2</sup>	8.5 <sup>2</sup>	8.2	8.4	8.4	8.4	181,468	1,536,231	8.5	181,556	1,528,666	8.4	184,986	1,516,398	8.2
Minnesota	8.2 <sup>2</sup>	8.0	7.7	7.6	7.5	7.4	117,236	864,384	7.4	118,632	875,021	7.4	121,035	884,944	7.3
Mississippi	7.7	7.3	7.2	7.2	7.2	7.2	67,757	487,200	7.2	67,583	483,150	7.1	67,521	478,321	7.1
Missouri	7.5	7.1	7.2	7.2	7.4	7.2	128,938	919,234	7.1	124,666	915,040	7.3	125,779	915,472	7.3
Montana	8.0 <sup>2</sup>	7.4 <sup>2</sup>	7.4 <sup>2</sup>	7.6 <sup>2</sup>	6.9 <sup>2</sup>	7.1 <sup>2</sup>	21,330	145,319	6.8	21,233 <sup>2</sup>	146,375	6.9 <sup>2</sup>	21,223	149,474	7.0
Nebraska	7.2	7.0	6.6	6.7	6.7	6.7	47,292	316,014	6.7	47,979 <sup>2</sup>	319,194	6.7 <sup>2</sup>	48,012	323,766	6.7
Nevada	10.9	12.7 <sup>2</sup>	13.1 <sup>2</sup>	13.6 <sup>2</sup>	13.3 <sup>2</sup>	13.6 <sup>2</sup>	26,430	467,527	17.7	35,878 <sup>2</sup>	473,744	13.2 <sup>2</sup>	35,848 <sup>2</sup>	485,785	13.6 <sup>2</sup>
New Hampshire	7.4	6.4	5.9	6.0	5.9	5.8	31,980	182,425	5.7	31,622 <sup>2</sup>	180,888	5.7 <sup>2</sup>	31,618	179,433	5.7
New Jersey	7.1	6.6 <sup>2</sup>	6.9 <sup>2</sup>	6.1 <sup>2</sup>	5.9 <sup>2</sup>	6.0 <sup>2</sup>	236,558	1,408,845	6.0	237,561	1,410,421	5.9	238,785	1,408,102	5.9
New Mexico	7.1	6.8	7.3	7.3	7.3	7.3	37,573	335,694	8.9	36,506	336,263	9.2	36,473	334,345	9.2
New York	6.9	7.5	6.6	7.3	7.6	7.7	372,692	2,711,626	7.3	386,801	2,729,776	7.1	425,292	2,724,663	6.4
North Carolina	8.0	7.8	7.7	7.9	8.0	8.1	190,855	1,544,934	8.1	193,031	1,550,062	8.0	193,798	1,553,513	8.0
North Dakota	7.2	6.5	5.9	6.0	6.1	6.1	17,983	108,644	6.0	18,412	109,706	6.0	18,599	111,920	6.0
Ohio	8.2	7.7	7.3	7.1	6.9	6.9 <sup>3</sup>	322,611	1,716,585	5.3	325,387	1,710,143	5.3	323,566	1,704,399	5.3
Oklahoma	8.3	7.8	8.0	8.0	8.0	8.0	85,915	692,878	8.1	84,115	693,903	8.2	85,021	695,092	8.2
Oregon	9.7	9.2	9.0	9.8	9.9	9.6	65,928	608,825	9.2	68,089	606,277	8.9	68,520	608,014	8.9
Pennsylvania	8.1	7.6	6.7	7.0	7.2 <sup>2</sup>	7.2	241,548	1,717,414	7.1	247,299	1,727,497	7.0	244,015	1,726,809	7.1
Rhode Island	8.9	6.3 <sup>2</sup>	7.7	8.4	8.2	9.0	19,483	142,014	7.3	20,233	142,150	7.0	20,376	142,949	7.0
South Carolina	9.8 <sup>2</sup> 7.1 8.3 <sup>2</sup> 7.5 11.8	10.3 <sup>2</sup>	11.1	10.2	10.3	10.0	78,108	763,533	9.8	87,314	771,250	8.8	88,410	777,507	8.8
South Dakota		6.4	6.5	6.8	6.8	6.9	19,543	134,253	6.9	19,732	136,302	6.9	19,787	137,823	7.0
Tennessee		8.4	7.7	7.8	7.9	7.8	128,469	1,001,235	7.8	128,323	1,001,562	7.8	131,312	1,001,967	7.6
Texas		7.6	7.4	7.9	7.8	7.8	690,077	5,301,477	7.7	707,173	5,360,849	7.6	713,764	5,401,341	7.6
Utah		11.1	11.2	11.4	11.4	11.5 <sup>3</sup>	56,146 <sup>3</sup>	647,870	11.5 <sup>3</sup>	59,325	659,801	11.1	60,086 <sup>3</sup>	668,274	11.1 <sup>3</sup>
Vermont	5.7	5.1	5.2	4.9	4.8	4.8	18,183	87,866	4.8	18,048	88,428	4.9	18,268	88,028	4.8
Virginia	7.1 <sup>2</sup>	5.2	6.2	7.1	7.1	7.2	178,551	1,283,590	7.2	180,091	1,287,026	7.1	183,485	1,291,462	7.0
Washington	10.3	9.1	10.1	10.3	10.1	9.6	94,883 <sup>2</sup>	1,087,030	11.5 <sup>2</sup>	94,685	1,101,711	11.6	99,520	1,110,367	11.2
West Virginia	7.4	7.4	7.2 <sup>2</sup>	7.2 <sup>2</sup>	7.2 <sup>2</sup>	7.1 <sup>2</sup>	38,452	277,452	7.2	36,885	273,855	7.4	37,603	272,266	7.2
Wisconsin	8.2	8.3	8.4	8.6	8.5	8.4 <sup>3</sup>	101,250	867,800	8.6	113,145	864,432	7.6	112,001	860,753	7.7
Wyoming	6.4	5.8	5.4	5.5	5.5	5.6	17,269	94,717	5.5	16,933	94,170	5.6	16,580	94,258	5.7
Bureau of Indian Education	_	_	_	_	_	_	_	_	_	_	45,399	_	_	46,330	_
DoDEA, <sup>4</sup> overseas DoDEA, <sup>4</sup> domestic	9.5 8.4	6.9 7.7	_	_	_	_	=	74, 970 —	_	_	_	_	=		_
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	9.6 8.5 9.6 8.9 6.7	11.4 9.0 9.5 7.5 6.3	9.3 9.1 8.0 5.3	7.9 11.9 8.0 6.9	8.5 12.1 7.8 6.9	7.9 — 8.2 6.4	4,019 — 48,820 2,284	30,821 — 379,818 13,805	7.7 - 7.8 6.0	3,954 — 41,012 2,377	30,758 — 365,181 13,194	7.8 — 8.9 5.6	3,852 — 39,301 2,238	12,620 30,112 — 346,096 10,868	7.8 — 8.8 4.9

NOTE: Staff reported in full-time equivalents. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000–01 through 2017–18. (This table was prepared February 2020.)

<sup>—</sup>Not available.

1U.S. totals include imputations for underreporting and nonreporting states.

2Includes imputations to correct for underreporting.

3Staff data imputed.

4DoDEA = Department of Defense Education Activity.

Table 214.10. Number of public school districts and public and private elementary and secondary schools: Selected years, 1869-70 through 2017-18

					Public schools <sup>2</sup>				Private schools <sup>2,3</sup>	
Cabaal year	Regular public school districts <sup>1</sup>	Total, all public and private	Total, all public	Total, schools with reported	School elementa	ry grades	Schools with secondary	Total, all private	Schools with elementary	Schools with secondary
School year 1	uistricts 2	schools 3	schools <sup>4</sup>	grade spans <sup>5</sup>	Total 6	One-teacher <sup>6</sup>	grades 8	schools <sup>4</sup>	grades 10	grades 11
1869–70 1879–80 1889–90 1899–1900 1909–10			116,312 178,122 224,526 248,279 265,474			212,448				<u></u>
1919–20 1929–30 1939–40 1949–50 1959–60	117,108 <sup>8</sup> 83,718 <sup>8</sup> 40,520 <sup>8</sup>		271,319 248,117 226,762 —	=	238,306 — 128,225 91,853	187,948 148,712 113,600 59,652 20,213	23,930 24,542 25,784	_ _ _	9,275 <sup>7</sup> 11,306 <sup>7</sup> 10,375 <sup>7</sup> 13,574 <sup>7</sup>	3,258 <sup>7</sup> 3,568 <sup>7</sup> 3,331 <sup>7</sup> 4,061 <sup>7</sup>
1961–62 1963–64 1965–66 1967–68 1970–71	35,676 <sup>8</sup> 31,705 <sup>8</sup> 26,983 <sup>8</sup> 22,010 <sup>8</sup> 17,995 <sup>8</sup>	125,634 — 117,662 —	107,260 104,015 99,813 —	94,197 89,372	81,910 77,584 73,216 70,879 65,800	13,333 9,895 6,491 4,146 1,815	25,350 26,431 26,597 27,011 25,352	18,374 — 17,849 <sup>7</sup> —	14,762 <sup>7</sup> — 15,340 <sup>7</sup> — 14,372 <sup>7</sup>	4,129 <sup>7</sup> 4,451 <sup>7</sup> 4,606 <sup>7</sup> — 3,770 <sup>7</sup>
1973–74 1975–76 1976–77 1978–79 1979–80	16,730 <sup>8</sup> 16,376 <sup>8</sup> 16,271 <sup>8</sup> 16,014 <sup>8</sup> 15,944 <sup>8</sup>		88,597 — 87,004	88,655 87,034 86,501 84,816	65,070 63,242 62,644 61,982	1,365 1,166 1,111 1,056	25,906 25,330 25,378 24,504	19,910 <sup>7</sup> 19,489 <sup>7</sup> —	16,385 <sup>7</sup> 16,097 <sup>7</sup>	5,904 <sup>7</sup> 5,766 <sup>7</sup>
1980–81 1982–83 1983–84 1984–85 1985–86	15,912 <sup>8</sup> 15,824 <sup>8</sup> 15,747 <sup>8</sup> —	106,746 — 111,872 —	85,982 84,740 84,178 84,007	83,688 82,039 81,418 81,147	61,069 59,656 59,082 58,827	921 798 838 825 —	24,362 23,988 23,947 23,916	20,764 <sup>7</sup> ————————————————————————————————————	16,792 <sup>7</sup> — 20,872 — 20,252	5,678 <sup>7</sup> — 7,862 — 7,387
1986–87 1987–88 1988–89 1989–90 1990–91	15,713 15,577 15,376 15,367 15,358	110,055 — 110,137 109,228	83,421 83,248 83,165 83,425 84,538	82,316 81,416 81,579 81,880 82,475	60,811 59,754 60,176 60,699 61,340	763 729 583 630 617	23,481 23,841 23,638 23,461 23,460	26,807 — 26,712 24,690	22,959 — 24,221 22,223	8,418 — 10,197 8,989
1991–92 1992–93 1993–94 1994–95 1995–96	15,173 15,025 14,881 14,772 14,766	110,576 — 111,486 — 121,519	84,578 84,497 85,393 86,221 87,125	82,506 82,896 83,431 84,476 84,958	61,739 62,225 62,726 63,572 63,961	569 430 442 458 474	23,248 23,220 23,379 23,668 23,793	25,998 — 26,093 — 34,394	23,523 — 23,543 — 32,401	9,282 — 10,555 — 10,942
1996–97 1997–98 1998–99 1999–2000 2000–01	14,841 14,805 14,891 14,928 14,859	123,403 — 125,007	88,223 89,508 90,874 92,012 93,273	86,092 87,541 89,259 90,538 91,691	64,785 65,859 67,183 68,173 69,697	487 476 463 423 411	24,287 24,802 25,797 26,407 27,090	33,895 — 32,995 —	31,408 — 30,457 —	10,779 — 10,693 —
2001–02 2002–03 2003–04 2004–05 2005–06	14,559 14,465 14,383 14,205 14,166	130,007 — 130,407 — 132,436	94,112 95,615 95,726 96,513 97,382	92,696 93,869 93,977 95,001 95,731	70,516 71,270 71,195 71,556 71,733	408 366 376 338 326	27,468 28,151 28,219 29,017 29,705	35,895 — 34,681 — 35,054	33,191 — 31,988 — 32,127	11,846 — 11,188 — 12,184
2006–07 2007–08 2008–09 2009–10 2010–11	13,856 13,838 13,809 13,625 13,588	132,656 — 132,183 —	98,793 98,916 98,706 98,817 98,817	96,362 97,654 97,119 97,521 97,767	72,442 73,011 72,771 72,870 73,223	313 288 237 217 224	29,904 30,542 29,971 30,381 30,681	33,740 — 33,366 —	30,808 30,590	11,870 — 11,941 —
2011–12 2012–13 2013–14 2014–15 2015–16	13,567 13,515 13,491 13,601 13,584	129,189 — 131,890 — 132,853	98,328 98,454 98,271 98,176 98,277	97,357 97,331 97,290 97,601 97,586	73,000 73,037 73,223 73,420 73,546	205 196 193 165 197	30,668 30,623 30,256 30,528 30,828	30,861 — 33,619 — 34,576	28,184 30,919 31,630	11,165 — 11,110 — 12,669
2016–17 2017–18	13,598 13,551	130,930	98,158 98,469	97,434 97,568	73,620 73,686	203 188	30,597 30,160	32,461	29,616	12,371

<sup>8</sup>Because of expanded survey coverage, data are not directly comparable with data for

years after 1983–84.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 through 1910; Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of State School Systems, 1951–52 through 1967–68; Statistics of Public Elementary and Secondary School Systems, 1970-71 through 1980-81; Statistics of Public and Nonpublic Elementary and Secondary Day Schools, 1968–69; Statistics of Nonpublic Elementary and Secondary Schools, 1970–71; Private Schools in American Education; Schools and Staffing Survey (SASS), "Private School Questionnaire," 1987–88 and 1990–91; Private School Universe Survey (PSS), 1989–90 through 2017–18; and Common Core of Data (CCD), "Local Education Agency Universe Survey" and "Public Elementary/Secondary School Universe Survey," 1982–83 through 2017–18. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>1</sup>Regular districts exclude regional education service agencies and supervisory union administrative centers, state-operated agencies, federally operated agencies, and other types of local education agencies, such as independent charter schools.

<sup>&</sup>lt;sup>2</sup>Schools with both elementary and secondary grades are included under elementary schools and also under secondary schools.

3 Data for most years prior to 1976–77 are partly estimated. Prior to 1995–96, excludes

schools with highest grade of kindergarten.

Includes schools not classified by grade span, which are not shown separately.
Includes elementary, secondary, and combined elementary/secondary schools.

<sup>&</sup>lt;sup>6</sup>Excludes alternative schools, academies, hospitals, virtual schools, prisons, and juvenile detention facilities

<sup>&</sup>lt;sup>7</sup>These data cannot be compared directly with the data for years after 1980–81.

Table 214.20. Number and percentage distribution of regular public school districts and students, by enrollment size of district: Selected years, 1979–80 through 2017–18

					Enrollment siz	e of district				
Year	Total	25,000 or more	10,000 to 24,999	5,000 to 9,999	2,500 to 4,999	1,000 to 2,499	600 to 999	300 to 599	1 to 299	Size not reported
1	2	3	4	5	6	7	8	9	10	11
1979–80¹ 1989–90 1999–2000 2005–06 2006–07	15,944 15,367 14,928 14,166 13,856	181 179 238 269 275	478 479 579 594 598	1,106 913 1,036 1,066 1,066	Number of 2,039 1,937 2,068 2,015 2,006	3,475 3,547 3,457 3,335 3,334	1,841 1,801 1,814 1,768 1,730	2,298 2,283 2,081 1,895 1,898	4,223 3,910 3,298 2,857 2,685	303 318 357 367 264
2007–08 2008–09 2009–10 2010–11 2011–12	13,838 13,809 13,625 13,588 13,567	281 280 284 282 286	589 594 598 600 592	1,062 1,049 1,044 1,052 1,044	2,006 1,995 1,985 1,975 1,952	3,292 3,272 3,242 3,224 3,222	1,753 1,766 1,750 1,738 1,755	1,890 1,886 1,891 1,887 1,911	2,692 2,721 2,707 2,687 2,676	273 246 124 143 129
2012–13 2013–14 2014–15 2015–16 2016–17 2017–18	13,515 13,491 13,601 13,584 13,598 13,551	290 286 288 287 287 288	588 596 609 613 613 618	1,048 1,046 1,046 1,040 1,044 1,034	1,924 1,920 1,898 1,888 1,908 1,918	3,227 3,186 3,221 3,214 3,236 3,218	1,751 1,791 1,766 1,782 1,776 1,773	1,908 1,894 1,880 1,909 1,926 1,936	2,678 2,668 2,687 2,643 2,647 2,561	101 104 206 208 161 205
	,				Percentage distribi	ution of districts				
1979–80¹ 1989–90 1999–2000 2005–06 2006–07	100.0 100.0 100.0 100.0 100.0	1.1 1.2 1.6 1.9 2.0	3.0 3.1 3.9 4.2 4.3	6.9 5.9 6.9 7.5 7.7	12.8 12.6 13.9 14.2 14.5	21.8 23.1 23.2 23.5 24.1	11.5 11.7 12.2 12.5 12.5	14.4 14.9 13.9 13.4 13.7	26.5 25.4 22.1 20.2 19.4	1.9 2.1 2.4 2.6 1.9
2007–08 2008–09 2009–10 2010–11 2011–12	100.0 100.0 100.0 100.0 100.0	2.0 2.0 2.1 2.1 2.1	4.3 4.3 4.4 4.4 4.4	7.7 7.6 7.7 7.7 7.7	14.5 14.4 14.6 14.5 14.4	23.8 23.7 23.8 23.7 23.7	12.7 12.8 12.8 12.8 12.9	13.7 13.7 13.9 13.9 14.1	19.5 19.7 19.9 19.8 19.7	2.0 1.8 0.9 1.1 1.0
2012–13 2013–14 2014–15 2015–16 2016–17 2017–18	100.0 100.0 100.0 100.0 100.0 100.0	2.1 2.1 2.1 2.1 2.1 2.1	4.4 4.4 4.5 4.5 4.5 4.6	7.8 7.8 7.7 7.7 7.7 7.6	14.2 14.2 14.0 13.9 14.0 14.2	23.9 23.6 23.7 23.7 23.8 23.7	13.0 13.3 13.0 13.1 13.1 13.1	14.1 14.0 13.8 14.1 14.2 14.3	19.8 19.8 19.8 19.5 19.5 18.9	0.7 0.8 1.5 1.5 1.2
		,			Number of		,			
1979–80¹ 1989–90 1999–2000 2005–06 2006–07	41,882,000 40,069,756 46,318,635 48,013,931 48,105,666	11,415,000 11,209,889 14,886,636 16,376,213 16,496,573	7,004,000 7,107,362 8,656,672 9,055,547 9,083,944	7,713,000 6,347,103 7,120,704 7,394,010 7,395,889	7,076,000 6,731,334 7,244,407 7,114,942 7,092,532	5,698,000 5,763,282 5,620,962 5,442,588 5,433,770	1,450,000 1,402,623 1,426,280 1,391,314 1,363,287	1,005,000 997,434 911,127 835,430 840,032	521,000 510,729 451,847 403,887 399,639	† † † †
2007-08 2008-09 2009-10 2010-11 2011-12	48,096,140 48,033,126 48,021,335 48,059,830 47,973,834	16,669,611 16,634,807 16,788,789 16,803,247 16,934,369	8,946,432 9,043,665 9,053,144 9,150,912 9,031,528	7,408,553 7,324,565 7,265,111 7,318,413 7,266,770	7,103,274 7,079,061 7,034,640 6,973,720 6,907,658	5,358,492 5,329,406 5,266,945 5,215,389 5,218,533	1,381,342 1,392,110 1,381,415 1,372,759 1,381,289	834,295 832,262 835,035 833,764 842,134	394,141 397,250 396,256 391,626 391,553	† † † †
2012–13 2013–14 2014–15 2015–16 2016–17 2017–18	48,033,002 48,124,386 48,390,432 48,413,211 48,599,865 48,560,014	17,101,040 17,125,416 17,267,232 17,301,641 17,353,942 17,366,407	8,967,874 9,128,194 9,275,438 9,347,240 9,363,219 9,397,505	7,300,285 7,270,070 7,270,961 7,223,779 7,274,211 7,196,218	6,817,724 6,792,172 6,740,298 6,693,454 6,748,580 6,780,881	5,232,487 5,169,748 5,214,007 5,202,470 5,214,673 5,187,521	1,377,490 1,412,987 1,393,249 1,405,851 1,397,636 1,396,908	841,150 832,091 831,703 844,470 851,548 852,353	394,952 393,708 397,544 394,306 396,056 382,221	† † † † †
1979–80¹	100.0	27.3	16.7	18.4	Percentage distribu 16.9	13.6	3.5 3.5	2.4	1.2 1.3	†
1989–90 1999–2000 2005–06 2006–07	100.0 100.0 100.0 100.0	28.0 32.1 34.1 34.3	17.7 18.7 18.9 18.9	15.8 15.4 15.4 15.4	16.8 15.6 14.8 14.7	14.4 12.1 11.3 11.3	3.5 3.1 2.9 2.8	2.5 2.0 1.7 1.7	1.3 1.0 0.8 0.8	† † †
2007–08 2008–09 2009–10 2010–11 2011–12	100.0 100.0 100.0 100.0 100.0	34.7 34.6 35.0 35.0 35.3	18.6 18.8 18.9 19.0 18.8	15.4 15.2 15.1 15.2 15.1	14.8 14.7 14.6 14.5 14.4	11.1 11.1 11.0 10.9 10.9	2.9 2.9 2.9 2.9 2.9	1.7 1.7 1.7 1.7 1.8	0.8 0.8 0.8 0.8	† † † †
2012–13 2013–14 2014–15 2015–16 2016–17 2017–18	100.0 100.0 100.0 100.0 100.0 100.0	35.6 35.6 35.7 35.7 35.7 35.8	18.7 19.0 19.2 19.3 19.3	15.2 15.1 15.0 14.9 15.0 14.8	14.2 14.1 13.9 13.8 13.9 14.0	10.9 10.7 10.8 10.7 10.7	2.9 2.9 2.9 2.9 2.9 2.9	1.8 1.7 1.7 1.7 1.8 1.8	0.8 0.8 0.8 0.8 0.8	† † † †

†Not applicable.

"Because of expanded survey coverage, data for 1979-89 are not directly comparable with figures for later years.

NOTE: Size not reported (column 11) includes school districts reporting enrollment of zero

NOTE: Size not reported (column 11) includes school districts reporting enrollment of zero and school districts whose enrollment counts were suppressed because they failed dat quality edits. Regular districts exclude regional education service agencies and supervisory union administrative centers, state-operated agencies, federally operated agencies, and

other types of local education agencies, such as independent charter schools. Enrollment totals differ from other tables because this table represents data reported by regular school districts rather than states or schools. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 1979–80 through 2017–18. (This table was prepared March 2020.)

Table 214.30. Number of public elementary and secondary education agencies, by type of agency and state or jurisdiction: 2016–17 and

								Type of	agency					
	Total a	gencies	Reg school d		service a	ervisory ninistrative		perated		erally agencies		endent schools	Other aç	jencies²
State or jurisdiction	2016–17	2017–18	2016-17	2017–18	2016–17	2017–18	2016–17	2017–18	2016–17	2017–18	2016–17	2017–18	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	18,343	18,297	13,598	13,551	1,350	1,338	254	244	4		2,998	3,021	139	139
Alabama Alaska Arizona Arkansas California	178 54 699 292 1,159	176 54 700 293 1,156	134 53 226 234 1,057	137 53 225 234 1,051	0 0 16 15 73	2 0 19 15 71	43 1 9 5 4	34 1 9 5 4	0 0 0 0	0	1 0 434 25 25	1 0 433 26 30	0 0 14 13 0	2 0 14 13 0
Colorado Connecticut Delaware District of Columbia Florida	267 205 49 61 76	270 205 46 63 77	178 169 19 1 67	178 169 19 1 67	83 6 1 0	86 6 1 0	4 6 2 1 2	4 6 2 1 2	0 0 0 0	0 0 0	2 24 27 59 2	2 24 24 61 3	0 0 0 0 5	0 0 0 0 5
Georgia Hawaii Idaho Illinois Indiana	226 1 160 1,057 423	232 1 162 1,056 427	180 1 115 854 294	180 1 115 854 294	16 0 2 187 30	16 0 2 186 29	7 0 3 6 4	7 0 3 6 3	0 0 0 0	0 0 0	23 0 40 8 93	29 0 42 8 99	0 0 0 2 2	0 0 0 2 2
lowa Kansas Kentucky Louisiana Maine	342 317 186 185 268	342 317 186 201 271	333 307 173 69 249	333 307 173 69 252	9 0 9 0 8	9 0 9 0 8	0 10 3 6 2	0 10 3 7 2	0 0 0 0	0 0 0	0 0 0 105 9	0 0 0 121 9	0 0 1 5 0	0 0 1 4 0
Maryland Massachusetts Michigan Minnesota Mississippi	25 431 901 567 158	25 432 892 564 157	24 326 540 332 144	24 326 537 331 144	0 26 56 65 0	0 25 56 66 0	1 1 4 4 11	1 1 4 3 10	0 0 0 0	0 0	0 78 301 166 3	0 80 295 164 3	0 0 0 0	0 0 0 0
Missouri Montana Nebraska Nevada New Hampshire	566 487 284 19 301	566 485 279 21 305	518 401 245 18 180	518 399 244 19 180	0 77 34 0 97	0 77 30 0 101	6 4 5 0	6 4 5 0	0 0 0 0	0 0 0	38 0 0 1 24	38 0 0 1 24	4 5 0 0	4 5 0 1 0
New Jersey New Mexico New York <sup>3</sup> North Carolina North Dakota	678 157 999 306 226	681 151 1,011 314 225	565 89 689 115 178	567 89 689 117 178	20 0 37 1 45	21 0 37 1 44	4 6 6 4 3	4 6 6 4 3	0 0 0 3 0	0 0 3	88 62 267 167 0	89 56 279 173 0	1 0 0 16 0	0 0 0 16 0
Ohio Oklahoma Oregon Pennsylvania Rhode Island	1,088 600 221 789 63	1,064 595 222 788 63	620 513 179 500 32	619 512 178 500 32	102 0 19 102 4	101 0 19 102 4	4 3 5 7 8	4 3 6 6 8	0 0 0 0	0 0 0	362 31 18 179 19	340 28 19 179 19	0 53 0 1 0	0 52 0 1 0
South Carolina South Dakota Tennessee Texas Utah	101 167 146 1,228 156	101 166 147 1,225 160	84 150 146 1,025 41	84 149 147 1,025 41	11 14 0 20 4	11 14 0 20 4	3 3 0 3 3	0 3	0 0 0 0	0	1 0 0 180 108	1 0 0 177 113	2 0 0 0 0	2 0 0 0
Vermont Virginia Washington West Virginia Wisconsin Wyoming	342 222 332 57 461 60	298 210 334 57 462 62	278 130 299 55 421 48	235 132 299 55 421 48	63 71 10 0 17 0	62 57 10 0 17 0	1 20 0 2 3 12	2 3	0 1 0 0 0	1 0 0 0	0 0 8 0 20 0	0 0 10 0 21 0	0 0 15 0 0	0 0 15 0 0
Jurisdiction Bureau of Indian Education DoDEA <sup>4</sup> Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	174 8 1 1 - 1 2	174 — 1 1 — 1 2	0 0 1 1 1 - 1 2	0 0 1 1 1 -	174 0 0 0  0 0	174 0 0 0  0 0	0 0 0 0 	0 0 0 0 0	0 8 0 0	0 0 -	0 0 0 0	0 0 0 0 	0 0 0 0 0 0 0	0 0 0 0 0

Includes both independent districts and those that are a dependent segment of a local government. Also includes components of supervisory unions that operate schools but share superintendent services with other districts.

Includes public agencies that provide education but are not school districts, such as juvenile correctional institutions, sheriff's offices, hospitals, residential treatment centers, and university lab schools.

<sup>&</sup>lt;sup>3</sup>New York City is counted as one school district. <sup>4</sup>DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2016–17 and 2017–18. (This table was prepared February 2020.)

Table 214.40. Public elementary and secondary school enrollment, number of schools, and other selected characteristics, by locale: Fall 2014 through fall 2017

			Ci	ty			Subu	rban			Tov	wn			Ru	ral		
Enrollment, number of schools, and other characteristics	Total	Total	Large <sup>1</sup>	Mid-size <sup>2</sup>	Small <sup>3</sup>	Total	Large <sup>4</sup>	Mid-size <sup>5</sup>	Small <sup>6</sup>	Total	Fringe <sup>7</sup>	Distant <sup>8</sup>	Remote <sup>9</sup>	Total	Fringe <sup>10</sup>	Distant <sup>11</sup>	Remote <sup>12</sup>	Locale unknown
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Fall 2014 Enrollment (in thousands) Percentage distribution of enrollment,	50,010	15,235	8,042	3,319	3,874	19,882	17,072	1,821	989	5,680	1,436	2,694	1,549	9,213	5,310	2,881	1,022	†
by race/ethnicity White Black Hispanic Asian	100.0 49.6 15.5 25.4 4.9	100.0 29.5 23.7 35.6 6.8	100.0 20.4 26.1 42.0 7.6	100.0 32.5 25.0 32.1 5.5	100.0 45.8 17.5 25.4 6.2	100.0 50.6 13.7 25.4 6.1	100.0 48.7 14.4 26.2 6.6	100.0 60.7 10.1 21.0 3.0	100.0 64.4 8.4 19.8 3.2 0.2	100.0 64.2 10.0 18.9 1.3	100.0 67.8 7.0 19.0 1.5	100.0 65.4 11.6 17.3 1.0	100.0 58.9 10.1 21.6 1.6	100.0 71.6 9.4 12.7 1.4	100.0 66.9 10.9 15.9 2.1 0.2	100.0 79.6 7.5 8.1 0.5	100.0 73.3 6.8 9.5 0.5	† † † †
Pacific Islander American Indian/Alaska Native Two or more races	0.3 1.0 3.2	0.4 0.7 3.4	0.4 0.7 2.9	0.4 0.6 3.9	0.4 0.8 4.0	0.4 0.5 3.4	0.4 0.4 3.3	0.5 0.7 4.1	0.2 0.7 3.4	0.4 2.2 3.0	0.4 1.2 3.1	0.1 1.6 3.0	0.9 4.1 2.8	0.2 2.1 2.6	0.2 1.1 2.9	0.1 2.0 2.2	0.3 7.5 2.1	† † †
Students participating in English language learner (ELL) programs (in thousands) <sup>13</sup> ELL program participants as a percent of	4,670 9.3	2,186	1,358 16.2	441 12.2	387	1,879	1,696	116 6.2	67 6.7	352	79 5.9	160	113	255 3.5	159	61	35 3.6	†
enrollment <sup>13</sup> Schools Average school size <sup>14</sup> Pupil/teacher ratio <sup>15</sup>	98,176 525 16.2	13.8 26,560 591 16.9	13,870 593 17.1	5,745 599 17.0	10.2 6,945 579 16.3	8.8 31,099 655 16.5	9.1 25,966 673 16.5	3,217 579 16.2	1,916 537 16.9	6.2 13,391 445 15.8	2,949 500 16.4	5.9 6,299 448 15.6	6.8 4,143 398 15.5	27,126 350 14.9	4.5 10,422 528 15.9	10,315 286 14.2	6,389 165 12.5	† † †
Enrollment (percentage distribution) Schools (percentage distribution)	100.0 100.0	30.5 27.1	16.1 14.1	6.6 5.9	7.7 7.1	39.8 31.7	34.1 26.4	3.6 3.3	2.0 2.0	11.4 13.6	2.9 3.0	5.4 6.4	3.1 4.2	18.4 27.6	10.6 10.6	5.8 10.5	2.0 6.5	† †
Fall 2015 Enrollment (in thousands) Percentage distribution of enrollment,	50,112	15,276	8,276	3,368	3,632	19,903	17,095	1,819	989	5,630	1,422	2,670	1,538	9,303	5,434	2,855	1,014	3
by race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 48.9 15.4 25.9 5.0 0.4 1.0 3.4	100.0 29.1 23.4 36.0 6.8 0.4 0.7 3.6	100.0 20.2 25.7 42.4 7.6 0.4 0.7 3.0	100.0 32.6 24.2 32.4 5.6 0.4 0.6 4.2	100.0 46.0 17.4 24.8 6.4 0.4 0.8 4.3	100.0 49.7 13.7 25.9 6.3 0.4 0.4 3.6	100.0 47.8 14.4 26.7 6.8 0.4 0.4 3.5	100.0 59.9 10.2 21.5 3.0 0.5 0.6 4.4	100.0 63.6 8.4 20.3 3.2 0.2 0.7 3.6	100.0 63.6 10.0 19.4 1.3 0.4 2.1 3.2	100.0 67.1 7.0 19.5 1.5 0.4 1.1 3.3	100.0 64.8 11.5 17.8 1.0 0.1 1.5 3.2	100.0 58.3 10.1 22.1 1.6 0.9 4.0 3.0	100.0 70.8 9.4 13.2 1.5 0.2 2.1 2.8	100.0 65.9 11.0 16.4 2.3 0.2 1.1 3.1	100.0 79.3 7.3 8.4 0.5 0.1 2.0 2.4	100.0 73.1 6.6 9.7 0.5 0.3 7.5 2.3	100.0 48.7 11.5 30.1 5.5 0.2 0.3 3.6
Number of English language learner (ELL) students (in thousands) <sup>13</sup> ELL students as a percent of enrollment <sup>13</sup>	4,795 9.5	2,217 14.0	1,402 16.3	452 12.4	363 10.0	1,941 9.1	1,754 9.5	119 6.5	68 6.7	365 6.5	81 6.2	164 6.1	120 7.4	272 3.6	173 4.5	64 2.4	36 3.7	# 0.9
Schools Average school size <sup>14</sup> Pupil/teacher ratio <sup>15</sup>	98,277 526 16.2	26,636 591 16.8	14,214 595 17.1	5,828 598 16.8	6,594 575 16.3	31,081 657 16.5	25,963 675 16.5	3,209 582 16.4	1,909 538 16.8	13,307 445 15.8	2,922 500 16.3	6,279 447 15.7	4,106 401 15.4	27,146 354 14.9	10,546 535 15.9	10,262 285 14.3	6,338 165 12.5	107 26 11.8
Enrollment (percentage distribution) Schools (percentage distribution)	100.0 100.0	30.5 27.1	16.5 14.5	6.7 5.9	7.2 6.7	39.7 31.6	34.1 26.4	3.6 3.3	2.0 1.9	11.2 13.5	2.8 3.0	5.3 6.4	3.1 4.2	18.6 27.6	10.8 10.7	5.7 10.4	2.0 6.4	# 0.1
Fall 2016 Enrollment (in thousands) Percentage distribution of enrollment,	50,283	15,316	8,356	3,386	3,573	19,918	17,107	1,822	989	5,560	1,415	2,631	1,513	9,489	5,635	2,845	1,010	†
by race/ethnicity White Black Hispanic Asian Pacific Islander	100.0 48.2 15.3 26.4 5.1 0.4	100.0 28.7 23.2 36.4 6.9 0.4	100.0 20.1 25.3 42.5 7.8 0.4	100.0 32.2 23.9 33.3 5.2 0.4	100.0 45.3 17.4 25.0 6.4 0.4	100.0 48.7 13.6 26.5 6.4 0.4	100.0 46.9 14.3 27.3 7.0 0.4	100.0 58.9 10.3 22.1 3.1 0.4	100.0 62.8 8.3 20.8 3.3 0.2	100.0 63.1 9.9 19.8 1.3 0.4	100.0 66.4 7.0 19.9 1.5 0.4	100.0 64.2 11.3 18.3 1.0 0.1	100.0 58.0 10.0 22.2 1.6 0.9	100.0 69.9 9.4 13.8 1.6 0.2	100.0 64.9 11.0 17.2 2.4 0.3	100.0 78.9 7.2 8.7 0.5 0.1	100.0 72.8 6.4 9.8 0.5 0.3	† † † † †
American Indian/Alaska Native Two or more races	1.0	0.7 3.8	0.7	0.6 4.4	0.8 4.6	0.4 3.9	0.4 3.8	0.6 4.7	0.6 3.9	2.1	1.1	1.6	4.1 3.2	2.0	1.0	2.0 2.6	7.7 2.5	†
Number of English language learner (ELL) students (in thousands) <sup>13</sup> ELL students as a percent of enrollment <sup>13</sup>	4,857 9.6	2,238 14.0	1,420 16.2	459 12.4	360 10.1	1,974 9.3	1,795 9.7	111 6.3	68 6.9	358 6.5	80 6.4	160 6.0	118 7.4	286 3.8	187 4.7	64 2.4	35 3.6	†
Number of students with disabilities (in thousands) <sup>13</sup> Students with disabilities as a percent of	6,756	2,127	1,183	465	479	2,793	2,417	242	135	773	171	380	222	1,063	549	374	141	†
enrollment <sup>13</sup>	13.4	13.3	13.5	12.6	13.4	13.1	13.0	13.6	13.6	14.0	13.6	14.3	13.9	13.9	13.8	13.9	14.6	†

Table 214.40. Public elementary and secondary school enrollment, number of schools, and other selected characteristics, by locale: Fall 2014 through fall 2017—Continued

			Ci	ty			Subu	rban			To	wn			Ru	ral		
Enrollment, number of schools, and other characteristics	Total	Total	Large <sup>1</sup>	Mid-size <sup>2</sup>	Small <sup>3</sup>	Total	Large <sup>4</sup>	Mid-size <sup>5</sup>	Small <sup>6</sup>	Total	Fringe <sup>7</sup>	Distant <sup>8</sup>	Remote <sup>9</sup>	Total	Fringe <sup>10</sup>	Distant <sup>11</sup>	Remote <sup>12</sup>	Locale unknown
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Schools Average school size <sup>14</sup> Pupil/teacher ratio <sup>15</sup>	98,169 528 16.2	26,658 591 16.8	14,315 596 16.9	5,865 597 16.8	6,478 574 16.3	31,068 656 16.5	25,950 674 16.5	3,218 580 16.3	1,900 538 17.0	13,148 444 15.8	2,912 500 16.3	6,205 446 15.7	4,031 399 15.5	27,295 358 15.0	10,791 541 15.9	10,193 285 14.3	6,311 165 12.6	† † †
Enrollment (percentage distribution) Schools (percentage distribution)	100.0 100.0	30.5 27.2	16.6 14.6	6.7 6.0	7.1 6.6	39.6 31.6	34.0 26.4	3.6 3.3	2.0 1.9	11.1 13.4	2.8 3.0	5.2 6.3	3.0 4.1	18.9 27.8	11.2 11.0	5.7 10.4	2.0 6.4	† †
Fall 2017 Enrollment (in thousands) Percentage distribution of enrollment, by race/ethnicity	50,345 100.0	15,283 100.0	8,386 100.0	3,313 100.0	3,584 100.0	19,939 100.0	17,123 100.0	1,826 100.0	990	5,522 100.0	1,409 100.0	2,614 100.0	1,500 100.0	9,601 100.0	5,755 100.0	2,841 100.0	1,005 100.0	†
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	47.6 15.2 26.7 5.2 0.4 1.0 3.9	28.4 22.9 36.6 7.0 0.4 0.7 4.0	20.1 24.9 42.6 7.8 0.4 0.7 3.4	31.7 24.0 33.4 5.3 0.5 0.6 4.6	44.6 17.3 25.4 6.5 0.4 0.8 4.9	47.9 13.7 27.0 6.6 0.4 0.4 4.1	46.0 14.3 27.8 7.2 0.4 0.4 4.0	58.0 10.4 22.5 3.1 0.4 0.6 4.9	62.0 8.4 21.2 3.4 0.2 0.6 4.1	62.6 9.7 20.2 1.3 0.4 2.1 3.6	65.8 6.9 20.4 1.5 0.4 1.0 3.8	63.7 11.2 18.8 1.0 0.2 1.5 3.6	57.6 9.9 22.6 1.5 0.9 4.0 3.5	69.2 9.3 14.3 1.7 0.2 2.0 3.2	64.0 11.0 17.7 2.5 0.3 1.0 3.6	78.5 7.1 9.0 0.5 0.1 2.0 2.8	72.6 6.3 10.0 0.5 0.3 7.7 2.6	† † † † † † † † † † † † † † † † † † † †
Number of English language learner (ELL) students (in thousands) <sup>13</sup> ELL students as a percent of enrollment <sup>13</sup>	4,953 10.1	2,275 14.7	1,451 17.1	456 13.1	367 10.5	2,015 9.6	1,831 10.0	116 6.6	68 7.1	360 6.8	80 6.6	163 6.4	117 7.6	303 4.1	196 5.1	68 2.6	39 4.2	†
Number of students with disabilities (in thousands) <sup>13</sup> Students with disabilities as a percent of enrollment <sup>13</sup>	6,953 13.8	2,195	1,227 14.0	468 13.1	499 13.9	2,870 13.4	2,481 13.3	252 13.9	137 14.0	789 14.4	173 13.9	390 14.7	226 14.2	1,100	564 14.2	389 14.4	147 15.0	†
Schools Average school size <sup>14</sup> Pupil/teacher ratio <sup>15</sup>	98,480 528 16.1	26,781 589 16.7	14,564 588 16.8	5,731 599 16.9	6,486 580 16.2	31,217 657 16.3	26,112 674 16.3	3,208 586 16.3	1,897 543 16.9	13,098 445 15.7	2,890 502 16.2	6,198 445 15.7	4,010 400 15.4	27,384 362 15.0	10,943 546 15.9	10,175 286 14.3	6,266 165 12.7	† † †
Enrollment (percentage distribution) Schools (percentage distribution)	100.0 100.0	30.4 27.2	16.7 14.8	6.6 5.8	7.1 6.6	39.6 31.7	34.0 26.5	3.6 3.3	2.0 1.9	11.0 13.3	2.8 2.9	5.2 6.3	3.0 4.1	19.1 27.8	11.4 11.1	5.6 10.3	2.0 6.4	†

<sup>†</sup>Not applicable. #Rounds to zero

13 Data are based on locales of school districts rather than locales of schools as in the rest of the table. Data for 2014 and earlier years include only those ELL students who participated in ELL programs. Starting with 2015, data include all ELL students, regardless of program participation. Data exclude ELL students who are enrolled in prekindergarten.

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Enrollment and ratios are based on data reported by schools and may differ from data reported in other tables that reflect aggregate totals reported by states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2014–15, 2015–16, 2016–17, and 2017–18; CCD, "Local Education Agency Universe Survey," 2014–15, 2015–16, 2016–17, and 2017–18; and Education Demographic and Geographic Estimates (EDGE), "Public School File," 2015-16, 2016-17, and 2017-18. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>1</sup>Located inside an urbanized area and inside a principal city with a population of 250,000 or more.

<sup>&</sup>lt;sup>2</sup>Located inside an urbanized area and inside a principal city with a population of at least 100,000, but less than 250,000.

<sup>&</sup>lt;sup>3</sup>Located inside an urbanized area and inside a principal city with a population less than 100,000.

<sup>&</sup>lt;sup>4</sup>Located inside an urbanized area and outside a principal city with a population of 250,000 or more.

<sup>&</sup>lt;sup>5</sup>Located inside an urbanized area and outside a principal city with a population of at least 100,000, but less than 250,000.

<sup>&</sup>lt;sup>6</sup>Located inside an urbanized area and outside a principal city with a population less than 100,000.

<sup>&</sup>lt;sup>7</sup>Located inside an urban cluster that is 10 miles or less from an urbanized area.

<sup>&</sup>lt;sup>8</sup>Located inside an urban cluster that is more than 10 but less than or equal to 35 miles from an urbanized area.

<sup>&</sup>lt;sup>9</sup>Located inside an urban cluster that is more than 35 miles from an urbanized area.

<sup>&</sup>lt;sup>10</sup>Located outside any urbanized area or urban cluster, but 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster

<sup>&</sup>quot;Located outside any urbanized area or urban cluster and more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

<sup>12</sup>Located outside any urbanized area or urban cluster, more than 25 miles from an urbanized area, and more than 10 miles from an urban cluster.

<sup>14</sup>Average for schools reporting enrollment. Enrollment data were available for 95,230 out of 98,176 schools in 2014–15. 95,240 out of 98,277 schools in 2015-16, 95,306 out of 98,169 schools in 2016-17, and 95,265 out of 98,480 schools in

<sup>&</sup>lt;sup>15</sup>Ratio for schools reporting both full-time-equivalent teachers and fall enrollment data.

Table 216.10. Public elementary and secondary schools, by level of school: Selected years, 1967-68 through 2017-18

						Schools w	th reported gr	ade spans					
				Elementar	y schools			Se	condary scho	ols		Combined	
Year	Total, all public schools	Total	Total <sup>3</sup>	Middle schools <sup>4</sup>	One- teacher schools	Other elementary schools	Total <sup>5</sup>	Junior high <sup>6</sup>	3-year or 4-year high schools	5-year or 6-year high schools	Other secondary schools	elementary/ secondary schools <sup>2</sup>	Other schools <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1967–68 1970–71 1972–73 1974–75 1975–76	88,597	94,197 89,372 88,864 87,456 87,034	67,186 64,020 62,942 61,759 61,704	2,080 2,308 3,224 3,916	4,146 1,815 1,475 1,247 1,166	63,040 60,125 59,159 57,288 56,622	23,318 23,572 23,919 23,837 23,792	7,437 7,750 7,878 7,690 7,521	10,751 11,265 11,550 11,480 11,572	4,650 3,887 3,962 4,122 4,113	480 670 529 545 586	3,693 1,780 2,003 1,860 1,538	1,563
1976–77 1978–79 1980–81 1982–83 1983–84	85,982 84,740 84,178	86,501 84,816 83,688 82,039 81,418	61,123 60,312 59,326 58,051 57,471	4,180 5,879 6,003 6,875 6,885	1,111 1,056 921 798 838	55,832 53,377 52,402 50,378 49,748	23,857 22,834 22,619 22,383 22,336	7,434 6,282 5,890 5,948 5,936	11,658 11,410 10,758 11,678 11,670	4,130 4,429 4,193 4,067 4,046	635 713 1,778 690 684	1,521 1,670 1,743 1,605 1,611	2,294 2,701 2,760
1984–85	84,007	81,147	57,231	6,893	825	49,513	22,320	5,916	11,671	4,021	712	1,596	2,860
1986–87	83,421	82,316	58,835	7,483	763	50,589	21,505	5,109	11,430	4,196	770	1,976	1,105 <sup>7</sup>
1987–88	83,248	81,416	57,575	7,641	729	49,205	21,662	4,900	11,279	4,048	1,435	2,179	1,832 <sup>7</sup>
1988–89	83,165	81,579	57,941	7,957	583	49,401	21,403	4,687	11,350	3,994	1,372	2,235	1,586 <sup>7</sup>
1989–90	83,425	81,880	58,419	8,272	630	49,517	21,181	4,512	11,492	3,812	1,365	2,280	1,545 <sup>7</sup>
1990–91	84,538	82,475	59,015	8,545	617	49,853	21,135	4,561	11,537	3,723	1,314	2,325	2,063
1991–92	84,578	82,506	59,258	8,829	569	49,860	20,767	4,298	11,528	3,699	1,242	2,481	2,072
1992–93	84,497	82,896	59,676	9,152	430	50,094	20,671	4,115	11,651	3,613	1,292	2,549	1,601
1993–94	85,393	83,431	60,052	9,573	442	50,037	20,705	3,970	11,858	3,595	1,282	2,674	1,962
1994–95	86,221	84,476	60,808	9,954	458	50,396	20,904	3,859	12,058	3,628	1,359	2,764	1,745
1995–96	87,125	84,958	61,165	10,205	474	50,486	20,997	3,743	12,168	3,621	1,465	2,796	2,167
1996–97	88,223	86,092	61,805	10,499	487	50,819	21,307	3,707	12,424	3,614	1,562	2,980	2,131
1997–98	89,508	87,541	62,739	10,944	476	51,319	21,682	3,599	12,734	3,611	1,738	3,120	1,967
1998–99	90,874	89,259	63,462	11,202	463	51,797	22,076	3,607	13,457	3,707	1,305	3,721	1,615
1999–2000	92,012	90,538	64,131	11,521	423	52,187	22,365	3,566	13,914	3,686	1,199	4,042	1,474
2000-01	93,273	91,691	64,601	11,696	411	52,494	21,994	3,318	13,793	3,974	909	5,096	1,582
2001-02	94,112	92,696	65,228	11,983	408	52,837	22,180	3,285	14,070	3,917	908	5,288	1,416
2002-03	95,615	93,869	65,718	12,174	366	53,178	22,599	3,263	14,330	4,017	989	5,552	1,746
2003-04	95,726	93,977	65,758	12,341	376	53,041	22,782	3,251	14,595	3,840	1,096	5,437	1,749
2004-05	96,513	95,001	65,984	12,530	338	53,116	23,445	3,250	14,854	3,945	1,396	5,572	1,512
2005–06	97,382	95,731	66,026	12,545	326	53,155	23,998	3,249	15,103	3,910	1,736	5,707	1,651
2006–07	98,793	96,362	66,458	12,773	313	53,372	23,920	3,112	15,043	4,048	1,717	5,984	2,431
2007–08	98,916	97,654	67,112	13,014	288	53,810	24,643	3,117	16,146	3,981	1,399	5,899	1,262
2008–09	98,706	97,119	67,148	13,060	237	53,851	24,348	3,037	16,246	3,761	1,304	5,623	1,587
2009–10	98,817	97,521	67,140	13,163	217	53,760	24,651	2,953	16,706	3,778	1,214	5,730	1,296
2010–11	98,817	97,767	67,086	13,045	224	53,817	24,544	2,855	16,321	4,047	1,321	6,137	1,050
2011–12	98,328	97,357	66,689	12,963	205	53,521	24,357	2,865	16,586	3,899	1,007	6,311	971
2012–13	98,454	97,331	66,708	13,064	196	53,448	24,294	2,816	16,393	3,875	1,210	6,329	1,123
2013–14	98,271	97,290	67,034	13,324	193	53,517	24,067	2,721	16,704	3,467	1,175	6,189	981
2014–15	98,176	97,601	67,073	13,250	165	53,658	24,181	2,706	16,603	3,585	1,287	6,347	575
2015–16	98,277	97,586	66,758	13,022	197	53,539	24,040	2,594	16,243	3,995	1,208	6,788	691
2016–17	98,158	97,434	66,837	13,253	203	53,381	23,814	2,527	16,514	3,523	1,250	6,783	724
2017–18	98,469	97,568	67,408	13,437	188	53,783	23,882	2,479	16,677	3,390	1,336	6,278	901

<sup>-</sup>Not available.

<sup>7</sup>Because of revision in data collection procedures, figures not comparable to data for

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1967–68 and 1975–76; Statistics of Public Elementary and Secondary Day Schools, 1970–71, 1972–73, 1974–75, and 1976–77 through 1980–81; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1982–83 through 2017–18. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Includes special education, alternative, and other schools not reported by grade span.

<sup>&</sup>lt;sup>2</sup>Includes schools beginning with grade 6 or below and ending with grade 9 or above. <sup>3</sup>Includes schools beginning with grade 6 or below and with no grade higher than 8. <sup>4</sup>Includes schools with grade spans beginning with 4, 5, or 6 and ending with 6, 7, or 8.

<sup>&</sup>lt;sup>5</sup>Includes schools with no grade lower than 7. <sup>6</sup>Includes schools with grades 7 and 8 or grades 7 through 9.

Table 216.20. Number and enrollment of public elementary and secondary schools, by school level, type, and charter, magnet, and virtual status: Selected years, 1990-91 through 2017-18

School level, type,					Number o	of schools								-	Fall en	rollment	-		-	
and charter, magnet, or virtual status	1990-91	2000-01	2005-06	2010-11	2012-13	2013-14	2014–15	2015–16	2016–17	2017–18	1990-91	2000-01	2005-06	2010-11	2012-13	2013-14	2014-15	2015–16	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Total, all schools	84,538	93,273	97,382	98,817	98,454	98,271	98,176	98,277	98,158	98,469	41,141,366	47,060,714	48,912,085	49,177,617	49,519,559	49,777,410	50,009,771	50,115,178	50,274,747	50,330,241
School type Regular Special education Vocational Alternative <sup>1</sup>	80,395 1,932 1,060 1,151	85,422 2,008 1,025 4,818	87,585 2,128 1,221 6,448	88,929 2,206 1,485 6,197	89,031 2,034 1,403 5,986	89,183 2,010 1,380 5,698	89,386 1,954 1,387 5,449	89,501 2,005 1,396 5,375	89,527 1,991 1,391 5,249	89,914 1,903 1,467 5,185	209,145 198,117	46,194,730 174,577 199,669 491,738		48,259,245 190,910 164,013 563,449	48,583,049 198,626 160,207 577,677	48,863,752 214,611 148,447 550,600	49,178,890 186,269 147,550 497,062	49,313,134 180,155 146,321 475,568	49,468,870 184,261 146,601 475,015	49,531,526 185,073 147,516 466,126
School level and type Elementary <sup>2</sup> Regular Special education Vocational Alternative <sup>1</sup>	59,015 58,440 419 31 125	64,601 63,674 496 8 423	66,026 64,996 508 8 514	67,086 65,874 587 16 609	66,708 65,572 541 15 580	67,034 65,948 543 7 536	67,073 66,036 578 6 453	66,758 65,734 568 5 451	66,837 65,853 551 5 428		26,503,677 26,400,740 58,204 17,686 27,047		31,104,018 31,003,942 49,652 1,713 48,711		31,918,613 31,772,432 59,826 3,734 82,621		32,225,908 32,116,995 54,161 1,749 53,003		32,132,682 32,034,365 43,555 1,960 52,802	32,346,383 32,241,347 52,522 1,831 50,683
Secondary <sup>3</sup> Regular Special education Vocational Alternative <sup>1</sup>	21,135 19,459 165 1,010 501	21,994 18,456 219 997 2,322	23,998 19,252 368 1,185 3,193	24,544 19,449 359 1,387 3,349	24,294 19,479 333 1,324 3,158	24,067 19,411 331 1,311 3,014	24,181 19,441 339 1,318 3,083	24,040 19,325 313 1,329 3,073	23,814 19,264 316 1,332 2,902	23,816 19,171 296 1,427 2,922	13,569,787 13,313,097 11,913 174,105 70,672	15,038,171 14,567,969 12,607 193,981 263,614		15,197,786 27,990 154,088	15,161,226 28,235 154,610		15,270,834 24,729 144,042	15,748,184 15,296,173 21,929 142,611 287,471		15,759,707 15,324,419 21,710 142,915 270,663
Combined elementary/ secondary <sup>4</sup> Regular Special education Vocational Alternative <sup>1</sup>	2,325 1,784 376 19 146	5,096 2,780 715 20 1,581	5,707 3,121 735 28 1,823	6,137 3,363 964 82 1,728	6,329 3,558 935 64 1,772	6,189 3,446 940 62 1,741	6,347 3,713 935 63 1,636	6,788 4,236 923 62 1,567	6,783 4,236 907 54 1,586	6,344 3,936 877 36 1,495	925,887 855,814 43,992 6,326 19,755	1,266,778 1,007,368 86,253 3,279 169,878	1,263,952 91,966 6,146	1,897,712 1,620,031 99,120 6,430 172,131	1,926,786 1,649,010 107,295 1,863 168,618	1,898,252 1,611,918 111,958 2,590 171,786	106,500 1,759	2,329,346 2,085,918 107,658 1,981 133,789	2,335,618 2,078,659 112,826 2,309 141,824	2,216,403 1,965,052 105,334 2,770 143,247
Other (not classified by grade span) Regular Special education Vocational Alternative <sup>1</sup>	2,063 712 972 0 379	1,582 512 578 0 492	1,651 216 517 0 918	1,050 243 296 0 511	1,123 422 225 0 476	981 378 196 0 407	575 196 102 0 277	691 206 201 0 284	724 174 217 0 333	901 371 175 0 355	142,015 30,292 95,036 0 16,687	82,312 36,783 33,590 0 11,939	0	5,544 401 4,813 0 330	3,885 381 3,270 0 234	12,149 404 11,745 0	853	1,940 680 60 0 1,200	8,001 455 6,180 0 1,366	7,748 708 5,507 0 1,533
Charter status and level All charter schools <sup>5</sup> Elementary <sup>2</sup> Secondary <sup>3</sup> Combined elementary/ secondary <sup>4</sup>		1,993 1,011 467 448	3,780 1,969 1,057	5,274 2,866 1,368 1,027	6,079 3,388 1,465 1,204	6,465 3,634 1,522 1,268	6,747 3,851 1,563 1,330	6,855 3,854 1,576 1,406	7,011 3,934 1,618 1,454	7,193 4,064 1,667	_ _ _ _	448,343 249,101 79,588 117,377	1,012,906 532,217 219,627 259,837	1,787,091 905,575 341,534 539,653	2,269,435 1,156,075 399,921 713,073				3,010,287 1,511,812 504,301 994,021	3,143,269 1,601,350 539,890 1,001,788
Other (not classified by grade span)	_	67	50	13	22	41	3	19	5	4	_	2,277	1,225	329	366	148	665	393	153	241
Magnet status and level All magnet schools <sup>5</sup> Elementary <sup>2</sup> Secondary <sup>3</sup> Combined elementary/	_	1,469 1,111 328	2,736 1,994 643	2,722 1,849 746	3,151 2,150 862	3,254 2,164 939	3,285 2,216 911	3,237 2,135 884	3,164 2,087 853	3,421 2,307 931	=	1,213,976 704,763 484,684	1,186,160 869,010	1,035,288 944,434	1,287,771 1,118,574	2,556,644 1,300,317 1,178,272	1,312,571 1,207,248	2,604,145 1,281,873 1,188,316		2,665,820 1,370,347 1,184,412
secondary <sup>4</sup> Other (not classified	-	29	80	103	121	133	142	203	205	165	_	24,529	47,509	75,411	72,148	78,055	89,277	133,956	129,752	111,056
by grade span) Virtual status and level		1	19	24	18	18	16	15	19	18	_	0	334	0	38	0	8	0	2	5
All virtual schools <sup>5,6</sup> Elementary <sup>2</sup> Secondary <sup>3</sup> Combined elementary/	_	_	=	=	_ _	477 65 100	576 77 132	592 74 144	562 68 132	656 77 159	=	_ _ _	=	=	=	200,343 14,277 18,625	229,608 19,341 29,303	234,148 19,064 32,535	212,311 14,669 23,355	278,783 20,941 36,505
secondary <sup>4</sup> Other (not classified by grade span)	_	_		_	_	310 2	366	373 1	361 1	415 5	_			_	_	167,441	180,964	182,549 0	174,287	221,337

<sup>-</sup>Not available

¹Includes schools that provide nontraditional education, address needs of students that typically cannot be met in regular schools, serve as adjuncts to regular schools, or fall outside the categories of regular, special education, or vocational education.

<sup>&</sup>lt;sup>2</sup>Includes schools beginning with grade 6 or below and with no grade higher than 8.

<sup>&</sup>lt;sup>3</sup>Includes schools with no grade lower than 7.

<sup>&</sup>lt;sup>4</sup>Includes schools beginning with grade 6 or below and ending with grade 9 or above.

<sup>&</sup>lt;sup>5</sup>Magnet, charter, and virtual schools are also included under regular, special education, vocational, or alternative schools as appropriate.

<sup>°</sup>Virtual schools are defined as having instruction during which students and teachers are separated by time and/or location and interact via internet-connected computers or other electronic devices.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2017–18. (This table was prepared November 2019.)

Table 216.30. Number and percentage distribution of public elementary and secondary students and schools, by traditional or charter school status and selected characteristics: Selected years, 1999-2000 through 2017-18

		1999–2000			2000-01			2010–11			2017–18	
	Total, all public	Traditional (non- charter)	Charter	Total, all public	Traditional (non- charter)	Charter	Total, all public	Traditional (non- charter)	Charter	Total, all public	Traditional (non- charter)	Charter
Selected characteristic	schools	schools	schools	schools	schools	schools	schools	schools	schools	schools	schools	schools
Fall enrollment (in thousands)	46,689	46,350	340	47,061	46,612	7 448	49,178	9 47,391	1,787	50,330	47,187	3,143
	40,003	40,000	040	47,001	40,012	110	43,170	47,001	1,707	30,000	47,107	0,140
Percentage distribution of students Sex Male Female	100.0 51.4 48.6	100.0 51.4 48.6	100.0 51.1 48.9	100.0 51.4 48.6	100.0 51.4 48.6	100.0 51.2 48.8	100.0 51.4 48.6	100.0 51.4 48.6	100.0 49.5 50.5	100.0 51.4 48.6	100.0 51.5 48.5	100.0 49.6 50.4
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 61.8 17.1 15.9 4.1 — 1.2	100.0 61.9 16.9 15.9 4.1 — 1.2	100.0 42.5 33.5 19.6 2.8 — — 1.5	100.0 61.0 17.0 16.6 4.2 — 1.2	100.0 61.2 16.9 16.6 4.2 — 1.2	100.0 42.7 33.2 19.4 2.9 — 1.8	100.0 52.5 16.0 23.1 5.0 4.6 0.3 1.1 2.4	100.0 53.1 15.5 22.9 5.0 4.7 0.3 1.1 2.3	100.0 36.2 28.9 27.3 3.7 3.3 0.5 0.9 2.9	100.0 47.6 15.2 26.7 5.6 5.2 0.4 1.0 3.9	100.0 48.7 14.5 26.3 5.6 5.3 0.4 1.0 3.9	100.0 32.1 25.8 33.1 4.4 4.0 0.4 0.7 3.9
Percent of students eligible for free or reduced-price lunch program¹ 0 to 25.0 25.1 to 50.0 50.1 to 75.0 More than 75.0 Missing/school does not participate	100.0 44.9 25.4 16.0 12.2 1.4	100.0 45.0 25.5 16.1 12.2 1.2	100.0 36.9 12.7 13.0 14.3 23.2	100.0 34.3 24.7 16.0 12.4 12.5	100.0 34.3 24.8 16.1 12.4 12.4	100.0 39.3 12.7 14.9 14.7 18.4	100.0 23.9 28.9 26.6 20.1 0.5	100.0 23.8 29.2 26.8 19.7 0.4	100.0 26.7 18.9 20.4 30.7 3.2	100.0 21.0 28.3 25.3 24.8 0.6	100.0 21.2 28.9 25.6 24.2 0.2	100.0 18.2 19.5 21.6 34.5 6.2
Number of teachers Pupil/teacher ratio <sup>2</sup>	2,636,277 16.6	2,622,678 16.6	13,599 18.8	2,747,649 16.4	2,729,033 16.4	18,616 18.2	3,001,994 16.4	2,910,869 16.4	91,126 18.0	3,079,590 16.1	2,922,634 16.0	156,956 17.7
Total number of schools	92,012	90,488	1,524	93,273	91,280	1,993	98,817	93,543	5,274	98,469	91,276	7,193
Percentage distribution of schools School level Elementary <sup>3</sup> Secondary <sup>4</sup> Combined <sup>5</sup> Ungraded	100.0 69.7 24.3 4.4 1.6	100.0 70.0 24.3 4.2 1.6	100.0 54.6 25.9 18.6 0.9	100.0 69.3 23.6 5.5 1.7	100.0 69.7 23.6 5.1 1.7	100.0 50.7 23.4 22.5 3.4	100.0 67.9 24.8 6.2 1.1	100.0 68.7 24.8 5.5 1.1	100.0 54.3 25.9 19.5 0.2	100.0 68.5 24.3 6.4 0.9	100.0 69.4 24.3 5.3 1.0	100.0 56.5 23.2 20.3 0.1
Size of enrollment Less than 300 300 to 499 500 to 999 1,000 or more	100.0 31.3 26.5 32.8 9.5	100.0 30.5 26.7 33.2 9.7	100.0 77.0 12.0 8.7 2.4	100.0 31.9 26.5 32.0 9.6	100.0 31.0 26.8 32.5 9.8	100.0 75.2 12.7 9.7 2.4	100.0 30.9 27.8 32.3 9.0	100.0 29.3 28.1 33.4 9.3	100.0 59.0 22.3 14.8 3.9	100.0 29.8 28.1 32.7 9.4	100.0 28.6 28.3 33.5 9.6	100.0 44.8 25.5 23.3 6.3
Racial/ethnic concentration More than 50 percent White More than 50 percent Black More than 50 percent Hispanic No majority racial/ethnic group	70.9 11.1 8.8 7.8	71.2 10.8 8.7 7.8	51.1 26.5 11.4 9.1	70.2 11.1 9.2 8.0	70.6 10.8 9.1 8.0	51.6 25.1 11.5 9.7	60.4 10.7 14.5 13.1	61.7 9.8 14.1 13.0	38.4 25.4 20.8 14.1	54.8 9.8 17.3 16.5	56.6 8.7 16.6 16.4	32.3 22.8 26.6 16.8
Percent of students eligible for free or reduced-price lunch program¹ 0 to 25.0 25.1 to 50.0 50.1 to 75.0 More than 75.0 Missing/school does not participate	100.0 42.3 25.6 16.8 11.9 3.3	100.0 42.3 25.9 16.9 11.9 3.0	100.0 44.5 11.1 10.2 12.4 21.9	100.0 29.9 25.0 16.8 12.2 16.2	100.0 29.8 25.3 16.9 12.2 15.8	100.0 33.1 11.5 11.1 13.1 31.1	100.0 23.2 26.9 26.4 21.3 2.2	100.0 22.9 27.4 26.8 20.7 2.3	100.0 27.7 17.4 20.1 33.1 1.7	100.0 17.9 26.6 25.1 25.8 4.6	100.0 18.0 27.3 25.4 24.9 4.4	100.0 16.6 18.2 21.5 37.0 6.6
Locale City Suburban Town Rural	_ _ _ _		_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	100.0 26.2 27.4 14.0 32.3	100.0 24.5 27.8 14.4 33.3	100.0 55.5 21.3 7.6 15.6	100.0 27.2 31.7 13.3 27.8	100.0 24.9 32.1 13.9 29.1	100.0 56.1 26.3 6.1 11.5
Region Northeast Midwest South West	100.0 16.1 28.9 33.1 21.8	100.0 16.3 29.0 33.2 21.6	100.0 7.2 24.9 28.9 38.9	100.0 16.2 28.7 33.1 22.0	100.0 16.3 28.8 33.2 21.6	100.0 10.9 23.3 27.5 38.3	100.0 15.5 26.4 34.7 23.4	100.0 15.9 26.6 35.0 22.5	100.0 9.5 23.1 29.5 37.9	100.0 15.2 26.0 34.8 23.9	100.0 15.6 26.5 35.0 22.9	100.0 10.1 20.6 32.6 36.7

<sup>—</sup>Not available.

<sup>4</sup>Includes schools with no grade lower than 7.

"Includes schools with no grade lower than 7.

"Includes schools beginning with grade 6 or below and ending with grade 9 or above.

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 through 2017–18; and Education Demographic and Geographic Estimates (EDCS). "Public School Elia" 2017–18. (This table was prepared January 2020). (EDGE), "Public School File," 2017-18. (This table was prepared January 2020.)

<sup>&</sup>lt;sup>1</sup>The National School Lunch Program (NSLP) is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold. Data for 2017–18 include students whose NSLP eligibility has been determined through direct certification.

Pupil/teacher ratio based on schools that reported both enrollment and teacher data. 
Includes schools beginning with grade 6 or below and with no grade higher than 8.

Table 216.40. Number and percentage distribution of public elementary and secondary schools and enrollment, by level, type, and enrollment size of school: 2015-16, 2016-17, and 2017-18

	Nur	nber and perce	ntage distribut	ion of schools	, by level and ty	/pe	Enrollm	ent totals and p	percentage dis	tribution, by le	vel and type of s	school <sup>1</sup>
			Secon	dary <sup>4</sup>	Combined				Secor	ndary <sup>4</sup>	Combined	
Enrollment size of school	Total <sup>2</sup>	Elementary <sup>3</sup>	All schools	Regular schools <sup>7</sup>	elementary/ secondary <sup>5</sup>	Other <sup>6</sup>	Total <sup>2</sup>	Elementary <sup>3</sup>	All schools	Regular schools <sup>7</sup>	elementary/ secondary <sup>5</sup>	Other <sup>6</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>2015–16</b> Total	98,277	66,758	24,040	19,325	6,788	691	50,115,178	32,035,708	15,748,184	15,296,173	2,329,346	1,940
Percent <sup>8</sup>	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Under 100 100 to 199 200 to 299 300 to 399 400 to 499	10.14 8.91 10.94 13.48 14.11	5.32 7.62 11.59 15.88 17.13	17.94 11.04 9.28 7.84 7.15	9.39 10.15 9.75 8.61 8.13	33.11 15.03 10.06 8.24 7.03	88.89 0.00 0.00 5.56 0.00	0.86 2.53 5.25 8.97 12.02	0.55 2.40 6.10 11.56 15.95	1.07 2.32 3.31 3.92 4.58	0.64 1.88 3.05 3.77 4.56	3.57 5.76 6.64 7.64 8.40	18.87 0.00 0.00 20.26 0.00
500 to 599 600 to 699 700 to 799 800 to 999 1,000 to 1,499	11.63 8.67 6.10 6.73 5.53	14.21 10.32 7.02 6.91 3.67	5.71 4.85 3.96 6.69 11.28	6.46 5.51 4.56 7.75 13.03	5.65 4.98 4.02 4.97 4.53	0.00 0.00 0.00 0.00 5.56	12.10 10.66 8.65 11.31 12.54	16.12 13.84 10.87 12.63 8.79	4.48 4.51 4.24 8.55 19.86	4.44 4.48 4.28 8.68 20.09	8.23 8.62 7.99 11.77 14.44	0.00 0.00 0.00 0.00 60.88
1,500 to 1,999 2,000 to 2,999 3,000 or more	2.05 1.42 0.29	0.28 0.04 #	7.46 5.72 1.07	8.71 6.70 1.25	1.34 0.58 0.45	0.00 0.00 0.00	6.72 6.36 2.03	0.95 0.19 0.04	18.52 19.30 5.34	18.93 19.79 5.41	6.17 3.62 7.16	0.00 0.00 0.00
Average enrollment <sup>8</sup>	526	482	698	797	376	108	526	482	698	797	376	108
<b>2016–17</b> Total	98,158	66,837	23,814	19,264	6,783	724	50,274,747	32,132,682	15,798,446		2,335,618	8,001 <b>100.00</b>
Percent <sup>8</sup> Under 100	100.00 10.02	100.00 5.25	<b>100.00</b> 17.22	<b>100.00</b> 9.38	100.00 33.67	100.00 81.74	100.00 0.85	<b>100.00</b> 0.54	100.00 1.05	100.00 0.64	<b>100.00</b> 3.61	48.09
100 to 199 200 to 299 300 to 399 400 to 499	8.93 10.95 13.68 14.12	7.60 11.59 16.05 17.10	11.11 9.23 8.04 7.14	10.06 9.60 8.80 8.02	15.24 10.42 8.79 7.55	14.78 1.74 0.87 0.00	2.54 5.24 9.09 12.00	2.40 6.10 11.66 15.89	2.32 3.25 3.97 4.51	1.87 2.98 3.84 4.47	5.92 7.03 8.27 9.08	28.52 5.36 3.97 0.00
500 to 599 600 to 699 700 to 799 800 to 999 1,000 to 1,499	11.57 8.62 6.03 6.72 5.54	14.08 10.36 6.99 6.96 3.69	5.94 4.71 3.95 6.82 11.33	6.70 5.32 4.50 7.86 12.97	5.32 4.24 3.38 4.04 4.67	0.00 0.00 0.00 0.00 0.87	12.01 10.58 8.54 11.28 12.54	15.96 13.88 10.81 12.71 8.85	4.60 4.32 4.18 8.61 19.69	4.58 4.31 4.20 8.76 19.89	7.88 7.44 6.85 9.70 15.02	0.00 0.00 0.00 0.00 14.05
1,500 to 1,999 2,000 to 2,999 3,000 or more	2.02 1.49 0.29	0.28 0.04 0.01	7.38 6.04 1.08	8.54 7.01 1.24	1.40 0.78 0.51	0.00 0.00 0.00	6.59 6.66 2.08	0.98 0.18 0.04	18.04 20.11 5.35	18.42 20.62 5.42	6.40 4.87 7.93	0.00 0.00 0.00
Average enrollment <sup>8</sup>	528	483	708	802	371	70	528	483	708	802	371	70
2017–18 Total Percent <sup>8</sup>	98,469 <b>100.00</b>	67,408 <b>100.00</b>	23,882 <b>100.00</b>	19,231 <b>100.00</b>	6,278 <b>100.00</b>	901 <b>100.00</b>	50,330,241 <b>100.00</b>	32,346,383 <b>100.00</b>	15,811,242 <b>100.00</b>	15,374,566 <b>100.00</b>	2,164,868 <b>100.00</b>	7,748 <b>100.00</b>
Under 100 100 to 199 200 to 299 300 to 399 400 to 499	9.86 8.82 11.01 13.86 14.26	5.04 7.53 11.71 16.31 17.28	17.40 10.96 9.17 8.13 7.29	9.46 9.88 9.68 8.94 8.10	34.98 15.44 10.15 7.77 6.41	85.25 10.66 3.28 0.00 0.00	0.85 2.50 5.26 9.19 12.10	0.53 2.37 6.16 11.85 16.07	1.07 2.28 3.21 4.01 4.60	0.65 1.83 3.00 3.89 4.50	3.84 6.01 6.70 7.25 7.76	53.41 22.73 10.74 0.00 0.00
500 to 599 600 to 699 700 to 799 800 to 999 1,000 to 1,499	11.53 8.56 6.10 6.64 5.49	14.04 10.20 7.02 6.89 3.61	5.66 4.73 4.13 6.53 11.42	6.40 5.35 4.68 7.53 13.10	5.37 4.45 3.18 4.40 4.59	0.00 0.00 0.00 0.00 0.82	11.95 10.48 8.62 11.14 12.41	15.92 13.67 10.86 12.62 8.67	4.37 4.32 4.36 8.22 19.75	4.36 4.31 4.36 8.38 19.99	7.86 7.76 6.39 10.54 14.79	0.00 0.00 0.00 0.00 13.13
1,500 to 1,999 2,000 to 2,999 3,000 or more	2.07 1.50 0.30	0.32 0.04 #	7.42 6.04 1.13	8.57 7.02 1.30	1.82 0.93 0.50	0.00 0.00 0.00	6.76 6.66 2.08	1.10 0.16 0.02	18.13 20.10 5.58	18.48 20.62 5.63	8.28 5.66 7.16	0.00 0.00 0.00
Average enrollment <sup>8</sup>	528	483	709	804	372	64	528	483	709	804	372	64

<sup>1</sup>Because the data reflect reports by schools, totals differ from those in tables based on reports by states or school districts. Percentage distribution and average enrollment calculations exclude data for schools not reporting enrollment.

<sup>7</sup>Excludes special education schools, vocational schools, and alternative schools.

<sup>8</sup>Data are for schools reporting enrollments greater than zero. Enrollments greater than zero were reported for 95,240 out of 98,277 schools in 2015–16, 95,283 out of 98,158 in 2016–17, and 95,240 out of 98,469 in 2017–18.

NOTE: Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common

Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2015-16, 2016-17, and 2017-18. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>Includes elementary, secondary, combined elementary/secondary, and other schools. <sup>3</sup>Includes schools beginning with grade 6 or below and with no grade higher than 8.

<sup>&</sup>lt;sup>4</sup>Includes schools with no grade lower than 7.

<sup>&</sup>lt;sup>5</sup>Includes schools beginning with grade 6 or below and ending with grade 9 or above. <sup>6</sup>Includes special education, alternative, and other schools not reported by grade span.

Table 216.45. Average enrollment and percentage distribution of public elementary and secondary schools, by level, type, and enrollment size: Selected years, 1982–83 through 2017–18

		Average er	nrollment in sc	hools, by lev	el and type									_
			Secon	dary³	Combined				Percentage o	listribution of	schools, by er	rollment size		
Year	Total <sup>1</sup>	Elemen- tary²	All schools	Regular schools <sup>6</sup>	elementary/ secondary <sup>4</sup>	Other <sup>5</sup>	Under 200	200 to 299	300 to 399	400 to 499	500 to 599	600 to 699	700 to 999	1,000 or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1982–83 1983–84 1984–85 1986–87 1987–88 1988–89 1989–90	478 480 482 489 490 494 493	399 401 403 416 424 433 441	719 720 721 707 695 689 669	714 711 697 689	478 475 476 426 420 412 402	142 145 146 118 122 142 142	21.9 21.7 21.5 21.1 20.3 20.0 19.8	13.8 13.7 13.6 13.1 12.9 12.5 12.2	15.5 15.5 15.5 15.0 14.9 14.7 14.5	13.1 13.2 13.2 13.5 13.8 13.8 13.7	10.2 10.2 10.3 10.8 11.1 11.4 11.5	7.1 7.1 7.1 7.5 7.8 8.0 8.3	10.2 10.3 10.4 10.7 11.2 11.6 12.0	8.3 8.3 8.4 8.1 8.0 8.0 7.9
1990–91	497	449	663	684	398	150	19.7	11.9	14.2	13.6	11.7	8.5	12.3	8.1
1991–92	507	458	677	717	407	152	19.1	11.7	14.1	13.5	11.8	8.6	12.8	8.5
1992–93	513	464	688	733	423	135	18.6	11.6	13.9	13.5	11.9	8.7	13.1	8.7
1993–94	518	468	693	748	418	136	18.6	11.5	13.6	13.5	11.7	8.8	13.3	9.0
1994–95	520	471	696	759	412	131	18.6	11.4	13.6	13.4	11.8	8.7	13.3	9.2
1995–96	525	476	703	771	401	136	18.5	11.2	13.5	13.4	11.8	8.8	13.4	9.4
1996–97	527	478	703	777	387	135	18.7	11.3	13.2	13.2	11.8	8.8	13.6	9.5
1997–98	525	478	699	779	374	121	19.3	11.2	13.1	13.3	11.6	8.6	13.4	9.6
1998–99	524	478	707	786	290	135	19.6	11.2	13.1	13.2	11.5	8.5	13.3	9.6
1999–2000	521	477	706	785	282	123	20.0	11.3	13.3	13.2	11.2	8.4	13.1	9.5
2000-01	519	477	714	795	274	136	20.4	11.4	13.2	13.3	11.0	8.2	12.9	9.6
2001-02	520	477	718	807	270	138	20.5	11.5	13.3	13.1	10.9	8.1	12.7	9.7
2002-03	519	476	720	813	265	136	20.7	11.6	13.4	13.0	10.9	8.1	12.4	9.8
2003-04	521	476	722	816	269	142	20.7	11.6	13.5	13.2	10.8	8.0	12.3	9.9
2004-05	521	474	713	815	298	143	20.7	11.6	13.5	13.2	10.8	8.1	12.2	9.9
2005–06	521	473	709	819	318	128	20.7	11.5	13.6	13.2	11.0	8.1	12.2	9.8
2006–07	521	473	711	818	325	138	20.3	11.5	13.8	13.4	11.0	8.2	12.2	9.6
2007–08	516	469	704	816	292	136	20.4	11.5	13.9	13.6	11.1	8.1	12.0	9.3
2008–09	517	470	704	807	308	177	20.0	11.4	13.8	13.9	11.3	8.3	12.2	9.1
2009–10	516	473	692	796	300	191	20.0	11.3	13.7	13.9	11.4	8.5	12.3	9.0
2010–11	517	475	684	790	343	57	19.8	11.0	13.9	13.9	11.5	8.5	12.5	9.0
2011–12	520	479	690	788	322	84	19.4	11.0	13.8	13.9	11.7	8.6	12.7	9.0
2012–13	522	481	689	785	337	84	19.3	10.9	13.6	13.9	11.7	8.6	12.8	9.1
2013–14	525	483	693	788	340	238	19.2	10.9	13.4	13.9	11.8	8.7	13.0	9.1
2014–15	525	483	694	791	354	131	19.2	10.9	13.4	13.9	11.8	8.6	12.9	9.2
2015–16	526	482	698	797	376	108	19.0	10.9	13.5	14.1	11.6	8.7	12.8	9.3
2016–17	528	483	708	802	371	70	19.0	11.0	13.7	14.1	11.6	8.6	12.8	9.3
2017–18	528	483	709	804	372	64	18.7	11.0	13.9	14.3	11.5	8.6	12.7	9.4

<sup>—</sup>Not available

NOTE: Data reflect reports by schools rather than by states or school districts. Percentage distribution and average enrollment calculations include data only for schools reporting enrollments greater than zero. Enrollments greater than zero were reported for 95,240 out of 98,469 schools in 2017–18. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1982–83 through 2017–18. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Includes elementary, secondary, combined elementary/secondary, and other schools. <sup>2</sup>Includes schools beginning with grade 6 or below and with no grade higher than 8. <sup>3</sup>Includes schools with no grade lower than 7.

<sup>&</sup>lt;sup>4</sup>Includes schools beginning with grade 6 or below and ending with grade 9 or above. <sup>5</sup>Includes special education, alternative, and other schools not reported by grade span. <sup>6</sup>Excludes special education schools, vocational schools, and alternative schools.

Table 216.50. Number and percentage distribution of public elementary and secondary school students, by percentage of minority enrollment in the school and student's racial/ethnic group: Selected years, fall 1995 through fall 2017

	iiiieiit iii t	ile Sciloui	anu Stut	ueni s rac	iai/Euiiii	c group.	Selecteu	years, i	สม เฮฮอ	unougn	Iali 201	<i>'</i>		
				ents in racial rity enrollme						distribution ercent mino				
		Less					90		Less					90
Year and racial/ ethnic group	Total	than 10 percent	10 to 24 percent	25 to 49 percent	50 to 74 percent	75 to 89 percent	percent or more	Total	than 10 percent	10 to 24 percent	25 to 49 percent	50 to 74 percent	75 to 89 percent	percent or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total, 1995	44,424,467	14,508,573	8,182,484	8,261,110	5,467,784	2,876,302	5,128,214	100.0	32.7	18.4	18.6	12.3	6.5	11.5
White	28,736,961	13,939,633	6,812,196	5.246.785	2,094,440	499,884	144,023	100.0	48.5	23.7	18.3	7.3	1.7	0.5
Minority Black	15,687,506 7,510,678	568,940 198,386	1,370,288 598,716	3,014,325 1,588,850	3,373,344 1,622,448	2,376,418 941 335	4,984,191 2,560,943	100.0 100.0	3.6 2.6	8.7 8.0	19.2 21.2	21.5 21.6	15.1 12.5	31.8 34.1
Hispanic	6,016,293	174,140	415,761	932,949	1,289,184	1,099,109	2,105,150	100.0	2.9	6.9	15.5	21.4	18.3	35.0
Asian/Pacific Islander American Indian/	1,656,787	142,886	259,335	367,888	379,110	297,680	209,888	100.0	8.6	15.7	22.2	22.9	18.0	12.7
Alaska Native	503,748	53,528	96,476	124,638	82,602	38,294	108,210	100.0	10.6	19.2	24.7	16.4	7.6	21.5
Total, 2000 White		12,761,478			6,013,131		6,377,181	<b>100.0</b> 100.0	27.7	18.9	19.0	13.0	<b>7.5</b> 2.1	13.8 0.7
Minority	17,973,812	12,218,862 542,616	7,271,285 1,464,967	5,566,681 3,193,619	2,303,106 3,710,025	596,478 2,875,605	190,201 6,186,980	100.0	43.4 3.0	25.8 8.2	19.8 17.8	8.2 20.6	16.0	34.4
Black	7,854,032	178,185	561,488	1,485,130	1,652,393	1,043,907	2,932,929	100.0	2.3	7.1	18.9	21.0	13.3	37.3
Hispanic Asian/Pacific Islander	7,649,728 1,924,875	181,685 132,813	505,612 295,437	1,121,809 441,769	1,542,982 423,175	1,432,639 353,395	2,865,001 278,286	100.0 100.0	2.4 6.9	6.6 15.3	14.7 23.0	20.2 22.0	18.7 18.4	37.5 14.5
American Indian/ Alaska Native	545,177	49,933	102,430	144,911	91,475	45,664	110,764	100.0	9.2	18.8	26.6	16.8	8.4	20.3
Total, 2005		10,711,307			6,839,850		7,735,117	100.0	22.0	19.1	20.3	14.1	8.5	15.9
White Minority	27,742,612	10,208,608	7,720,632 1,563,151	6,259,485 3,605,636	2,604,846 4,235,004	707,603 3,442,199	241,438 7,493,679	100.0 100.0	36.8 2.4	27.8 7.5	22.6 17.3	9.4 20.3	2.6 16.5	0.9 36.0
Black	20,842,368 8,366,722	502,699 162,455	560,928	1,513,020	1,752,207	1,176,649	3,201,463	100.0	1.9	6.7	18.1	20.9	14.1	38.3
Hispanic Asian/Pacific Islander	9,638,712 2,242,628	182,039 115,084	581,533 319,524	1,388,496 543,952	1,873,877 496,515	1,803,567 406,788	3,809,200 360,765	100.0 100.0	1.9 5.1	6.0 14.2	14.4 24.3	19.4 22.1	18.7 18.1	39.5 16.1
American Indian/ Alaska Native	594,306	43,121	101,166	160,168	112,405	55,195	122,251	100.0	7.3	17.0	27.0	18.9	9.3	20.6
Total, 2010	49,212,031	7,395,549	9 177 649	11,236,328	7,904,340	4 718 126	8,780,039	100.0	15.0	18.6	22.8	16.1	9.6	17.8
White	25,801,021	6,987,898	7,614,557	7,097,284	3,003,599	808,637	289,046	100.0	27.1	29.5	27.5	11.6	3.1	1.1
Minority Black	23,411,010 7,873,809	407,651 95,108	1,563,092 415,807	4,139,044 1,335,674	4,900,741 1,697,727	3,909,489 1,236,333		100.0 100.0	1.7 1.2	6.7 5.3	17.7 17.0	20.9 21.6	16.7 15.7	36.3 39.3
Hispanic	11,367,157	142,927	583,019	1,654,084	2,238,071	2,063,492	4,685,564	100.0	1.3	5.1	14.6	19.7	18.2	41.2
Asian Pacific Islander	2,281,908 169,678	63,974 4,958	259,910 13,772	585,447 27,478	552,633 32,241	390,731 41,652	429,213 49,577	100.0 100.0	2.8 2.9	11.4 8.1	25.7 16.2	24.2 19.0	17.1 24.5	18.8 29.2
American Indian/														
Alaska Native Two or more races	561,126 1,157,332	26,066 74,618	77,990 212,594	157,300 379,061	116,787 263,282	58,476 118,805	124,507 108,972	100.0 100.0	4.6 6.4	13.9 18.4	28.0 32.8	20.8 22.7	10.4 10.3	22.2 9.4
			-	-										
Total, 2015 White	<b>50,115,178</b> 24,505,632	<b>5,396,946</b> 5,072,523	<b>8,879,198</b> 7,350,271	7,372,017	<b>9,039,153</b> 3,444,117	<b>5,397,826</b> 927,072	<b>9,696,724</b> 339.632	<b>100.0</b> 100.0	<b>10.8</b> 20.7	<b>17.7</b> 30.0	<b>23.4</b> 30.1	<b>18.0</b> 14.1	<b>10.8</b> 3.8	19.3 1.4
Minority	25,609,546	324,423	1,528,927	4,333,314 1,195,388	5,595,036	4,470,754	9,357,092	100.0	1.3	6.0	16.9	21.8	17.5	36.5
Black Hispanic	7,731,426 12,982,345	57,618 121,565	326,861 612,478	1,195,388 1,800,949	1,705,877 2,628,585	1,334,427 2,392,367		100.0 100.0	0.7 0.9	4.2 4.7	15.5 13.9	22.1 20.2	17.3 18.4	40.2 41.8
Asian	2,504,848	38,098	222,680	606,969	685,774	458,658	492,669	100.0	1.5	8.9	24.2	27.4	18.3	19.7
Pacific Islander American Indian/	175,646	3,654	13,358	28,769	37,209	36,554	56,102	100.0	2.1	7.6	16.4	21.2	20.8	31.9
Alaska Native Two or more races	504,365 1,710,916	15,229 88,259	54,626 298,924	136,002 565,237	109,499 428,092	58,998 189,750	130,011 140,654	100.0 100.0	3.0 5.2	10.8 17.5	27.0 33.0	21.7 25.0	11.7 11.1	25.8 8.2
Total, 2016	50,274,747	5,022,678	8,774,358	11,786,119	9,298,054	5,573,066	9,820,472	100.0	10.0	17.5	23.4	18.5	11.1	19.5
White	24,237,835	4,718,110	7,259,945	7,417,761	3,541,807	953,713	346,499	100.0	19.5	30.0	30.6	14.6	3.9	1.4
Minority Black	26,036,912	304,568 51,649	1,514,413 309,819	4,368,358 1,168,994	5,756,247 1,714,844	4,619,353 1,360,977	9,473,973 3,092,000	100.0 100.0	1.2 0.7	5.8 4.0	16.8 15.2	22.1 22.3	17.7 17.7	36.4 40.2
Hispanic	7,698,283 13,262,558 2,560,906	114,844	615,713	1,823,154	2,708,043	2,475,126	5,525,678	100.0	0.9	4.6	13.7	20.4	18.7	41.7
Asian Pacific Islander	2,560,906 183,415	32,890 3,708	213,564 13,567	612,963 29,378	720,640 38,580	472,524 38,780	508,325 59,402	100.0 100.0	1.3 2.0	8.3 7.4	23.9 16.0	28.1 21.0	18.5 21.1	19.8 32.4
American Indian/														
Alaska Native Two or more races	502,152 1,829,598	13,441 88,036	51,288 310,462	133,381 600,488	108,048 466,092	62,795 209,151	133,199 155,369	100.0 100.0	2.7 4.8	10.2 17.0	26.6 32.8	21.5 25.5	12.5 11.4	26.5 8.5
Total, 2017	50,330,241	4,721,887		11,880,887		5,696,069		100.0	9.4	17.1	23.6	19.0	11.3	19.7
White Minority	23,976,394 26,353,847	4,432,804 289,083	7,106,209 1,485,065	7,478,286 4,402,601	3,630,789 5,910,345	975,815 4,720,254	352,491 9.546.499	100.0 100.0	18.5 1.1	29.6 5.6	31.2 16.7	15.1 22.4	4.1 17.9	1.5 36.2
Black	7.657.704	46,803	293,409	1,147,199	1,724,050	1.371.883	3.074.360	100.0	0.6	3.8	15.0	22.5	17.9	40.1
Hispanic Asian	13,461,088 2,619,963	110,151 29,465	609,252 200,698	1,850,857 615,105	2,772,521 756,748	2,519,689 499,451	5,598,618 518,496	100.0 100.0	0.8 1.1	4.5 7.7	13.7 23.5	20.6 28.9	18.7 19.1	41.6 19.8
Pacific Islander	183,919	3,479	13,333	29,568	39,929	39,258	58,352	100.0	1.9	7.2	16.1	21.7	21.3	31.7
American Indian/ Alaska Native	490,714	11,993	47,979	129,037	108,045	63,294	130,366	100.0	2.4	9.8	26.3	22.0	12.9	26.6
Two or more races	1,940,459	87,192	320,394	630,835	509,052	226,679	166,307	100.0	4.5	16.5	32.5	26.2	11.7	8.6

NOTE: Data reflect racial/ethnic data reported by schools. Because some schools do not report complete racial/ethnic data, totals may differ from figures in other tables. Excludes 1995 data for Idaho and 2000 data for Tennessee because racial/ethnic data were not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1995–96 through 2017–18. (This table was prepared December 2019.)

Table 216.55. Number and percentage distribution of public elementary and secondary school students, by percentage of student's racial/ethnic group: Selected years, fall 1995 through fall 2017

				ts in each ra acial/ethnic				P	ercentage di by perc		students in acial/ethnic			),
Year and racial/ ethnic group	Total	Less than 10 percent	10 to 24 percent	25 to 49 percent	50 to 74 percent	75 to 89 percent	90 percent or more	Total	Less than 10 percent	10 to 24 percent	25 to 49 percent	50 to 74 percent	75 to 89 percent	90 percent or more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1995 White Black Hispanic Asian/Pacific Islander American Indian/Alaska Native	28,736,961 7,510,678 6,016,293 1,656,787 503,748	143,787 657,403 646,364 703,101 223,244	498,649 1,119,556 847,792 435,495 75,019	2,084,689 1,873,303 1,359,649 301,984 63,070		6,813,804 811,898 874,878 67,558	13,952,017 1,661,716 927,590 13,648 88,131	100.0 100.0 100.0 100.0	0.5 8.8 10.7 42.4 44.3	1.7 14.9 14.1 26.3	7.3 24.9 22.6 18.2	18.2 18.5 22.6 8.1	23.7 10.8 14.5 4.1	48.6 22.1 15.4 0.8
2000 White Black Hispanic Asian/Pacific Islander American Indian/Alaska Native	28,146,613 7,854,032 7,649,728 1,924,875 545,177	189,779 735,459 738,509 799,220 251,983	595,137 1,199,865 1,054,396 524,279 81,119	2,294,232 1,899,982 1,696,944 331,576 75,831	5,556,108 1,366,363 1,739,038 171,739 39,944	7,279,301 871,399 1,134,466 81,461 15,363	12,232,056 1,780,964 1,286,375 16,600 80,937	100.0 100.0 100.0 100.0	0.7 9.4 9.7 41.5	2.1 15.3 13.8 27.2	8.2 24.2 22.2 17.2	19.7 17.4 22.7 8.9	25.9 11.1 14.8 4.2 2.8	43.5 22.7 16.8 0.9
2005 White Black Hispanic Asian/Pacific Islander American Indian/Alaska Native	27,742,612 8,366,722 9,638,712 2,242,628 594,306	240,614 849,399 848,160 925,411 276,846	,	2,596,310	6,256,109 1,453,759 2,218,616 214,304 43,272	7,718,175 884,663 1,545,322 100,845 21,275	10,226,104 1,777,375 1,638,753 21,744 81,270	100.0 100.0 100.0 100.0	0.9 10.2 8.8 41.3	2.5 16.7 13.7 27.5	9.4 24.0 21.5 16.2	22.6 17.4 23.0 9.6	27.8 10.6 16.0 4.5	36.9 21.2 17.0 1.0
	394,300	270,040	00,970	04,000	43,272	21,275	01,270	100.0	40.0	14.0	14.2	7.3	3.0	13.7
2010 White Black Hispanic Asian Pacific Islander	25,801,021 7,873,809 11,367,157 2,281,908 169,678	288,136 904,777 896,796 944,657 104,646	807,107 1,453,068 1,603,546 633,149 15,170	2,991,928 1,907,158 2,473,080 431,446 27,558	1,328,164	7,620,071 859,843 1,791,161 43,509 5,146	7,003,198 1,420,799 1,945,466 9,766 2,298	100.0 100.0 100.0 100.0 100.0	1.1 11.5 7.9 41.4 61.7	3.1 18.5 14.1 27.7 8.9	11.6 24.2 21.8 18.9 16.2	27.5 16.9 23.4 9.6 8.8	29.5 10.9 15.8 1.9 3.0	27.1 18.0 17.1 0.4 1.4
American Indian/Alaska Native Two or more races	561,126 1,157,332	276,859 996,181	76,874 128,813	78,978 15,347	38,349 6,709	21,156 3,286	68,910 6,996	100.0 100.0	49.3 86.1	13.7 11.1	14.1 1.3	6.8 0.6	3.8 0.3	12.3 0.6
2015 White Black Hispanic Asian Pacific Islander American Indian/Alaska	24,505,632 7,731,426 12,982,345 2,504,848 175,646	338,854 926,749 917,357 958,423 115,753	925,174 1,501,089 1,853,764 688,104 16,543	3,433,953 1,921,738 2,853,336 525,789 26,626	1,359,513	7,349,746 867,967 2,063,469 51,494 4,398	5,087,157 1,154,370 2,181,136 16,099 101	100.0 100.0 100.0 100.0 100.0	1.4 12.0 7.1 38.3 65.9	3.8 19.4 14.3 27.5 9.4	14.0 24.9 22.0 21.0 15.2	30.1 17.6 24.0 10.6 7.0	30.0 11.2 15.9 2.1 2.5	20.8 14.9 16.8 0.6 0.1
Native Two or more races	504,365 1,710,916	244,771 1,441,131	70,672 257,234	70,002 9,985	31,830 1,644	20,554 915	66,536 7	100.0 100.0	48.5 84.2	14.0 15.0	13.9 0.6	6.3 0.1	4.1 0.1	13.2
2016 White Black Hispanic Asian Pacific Islander American Indian/Alaska	24,237,835 7,698,283 13,262,558 2,560,906 183,415	345,391 934,011 915,163 957,860 124,482	951,004 1,525,821 1,908,509 699,521 18,105	3,526,424 1,918,536 2,959,009 554,255 25,524		847,520	4,730,494 1,101,952 2,183,377 15,028 112	100.0 100.0 100.0 100.0 100.0	1.4 12.1 6.9 37.4 67.9	3.9 19.8 14.4 27.3 9.9	14.5 24.9 22.3 21.6 13.9	30.6 17.8 24.0 10.8 6.6	30.0 11.0 15.9 2.2 1.7	19.5 14.3 16.5 0.6 0.1
Native Two or more races	502,152 1,829,598	243,356 1,510,009	69,973 301,306	70,719 15,955	32,069 808	21,969 1,074	64,066 446	100.0 100.0	48.5 82.5	13.9 16.5	14.1 0.9	6.4 0.0	4.4 0.1	12.8 #
2017 White Black Hispanic Asian Pacific Islander	23,976,394 7,657,704 13,461,088 2,619,963 183,919	351,591 937,456 909,319 960,701 127,122	972,907 1,540,064 1,958,390 714,338 18,381	3,617,008 1,930,181 3,020,258 574,139 23,397		7,104,442 841,625 2,108,336 64,730 3,237	4,452,271 1,060,425 2,212,979 13,857 104	100.0 100.0 100.0 100.0 100.0	1.5 12.2 6.8 36.7 69.1	4.1 20.1 14.5 27.3 10.0	15.1 25.2 22.4 21.9 12.7	31.2 17.6 24.2 11.2 6.3	29.6 11.0 15.7 2.5 1.8	18.6 13.8 16.4 0.5 0.1
American Indian/Alaska Native Two or more races	490,714 1,940,459	239,389 1,573,163	68,775 343,041	65,205 21,498	32,948 2,752	20,172 0	64,225 5	100.0 100.0	48.8 81.1	14.0 17.7	13.3 1.1	6.7 0.1	4.1 0.0	13.1

#Rounds to zero.

NOTE: Data reflect racial/ethnic data reported by schools. Because some schools do not report complete racial/ethnic data, totals may differ from figures in other tables. Excludes 1995 data for Idaho and 2000 data for Tennessee because racial/ethnic data were not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1995–96 through 2017–18. (This table was prepared December 2019.)

Table 216.60. Number and percentage distribution of public school students, by percentage of students in school who are eligible for free or reduced-price lunch, school level, locale, and student race/ethnicity: Fall 2017

			of students, by igible for free				Pe		ribution of stud			ts
School level, locale, and student race/ethnicity	Total	0 to 25.0 percent	25.1 to 50.0 percent	50.1 to 75.0 percent	More than 75.0 percent	Missing/ school does not participate	Total	0 to 25.0 percent	25.1 to 50.0 percent	50.1 to 75.0 percent	More than 75.0 percent	Missing/ school does not participate
1	2	-	4	5	. 6	7	8	9	10	11	12	13
Total	50,330,241	10,575,788	14,236,362	12,740,656	12,491,910	285,525	100.0	21.0	28.3	25.3	24.8	0.6
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	23,976,394 7,657,704 13,461,088 2,619,963 183,919 490,714 1,940,459	7,378,741 567,654 1,097,002 1,013,918 22,183 40,556 455,734	8,876,623 1,438,606 2,476,376 673,157 51,720 109,998 609,882	5,520,817 2,159,919 3,839,382 513,707 64,784 133,764 508,283	2,033,096 3,457,276 5,996,254 403,943 44,348 202,716 354,277	167,117 34,249 52,074 15,238 884 3,680 12,283	100.0 100.0 100.0 100.0 100.0 100.0 100.0	30.8 7.4 8.1 38.7 12.1 8.3 23.5	37.0 18.8 18.4 25.7 28.1 22.4 31.4	23.0 28.2 28.5 19.6 35.2 27.3 26.2	8.5 45.1 44.5 15.4 24.1 41.3 18.3	0.7 0.4 0.4 0.6 0.5 0.7 0.6
School level¹ Elementary² White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	32,346,383 15,070,919 4,976,996 8,847,659 1,672,851 113,715 304,152 1,360,091	6,398,292 4,407,423 310,931 663,432 674,378 12,792 21,452 307,884	8,262,515 5,213,146 786,604 1,401,848 384,908 26,892 56,800 392,317	8,264,994 3,813,266 1,308,539 2,335,243 315,435 40,366 84,578 367,567	9,310,792 1,577,427 2,554,563 4,426,259 291,864 33,319 140,243 287,117	109,790 59,657 16,359 20,877 6,266 346 1,079 5,206	100.0 100.0 100.0 100.0 100.0 100.0 100.0	19.8 29.2 6.2 7.5 40.3 11.2 7.1 22.6	25.5 34.6 15.8 15.8 23.0 23.6 18.7 28.8	25.6 25.3 26.3 26.4 18.9 35.5 27.8 27.0	28.8 10.5 51.3 50.0 17.4 29.3 46.1 21.1	0.3 0.4 0.3 0.2 0.4 0.3 0.4 0.4
Secondary <sup>3</sup> White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	15,811,242 7,867,081 2,290,686 4,066,826 872,396 61,639 152,289 500,325	3,802,293 2,715,719 224,518 389,982 318,616 8,218 15,752 129,488	5,429,067 3,325,684 596,962 972,105 268,325 23,022 49,246 193,723	3,891,915 1,418,598 746,768 1,357,831 184,948 21,584 40,909 121,277	2,618,320 363,107 716,801 1,333,044 97,431 8,667 45,267 54,003	69,647 43,973 5,637 13,864 3,076 148 1,115 1,834	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	24.0 34.5 9.8 9.6 36.5 13.3 10.3 25.9	34.3 42.3 26.1 23.9 30.8 37.3 32.3 38.7	24.6 18.0 32.6 33.4 21.2 35.0 26.9 24.2	16.6 4.6 31.3 32.8 11.2 14.1 29.7 10.8	0.4 0.6 0.2 0.3 0.4 0.2 0.7 0.4
School locale City White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	15,282,104 4,335,254 3,504,501 5,591,844 1,066,561 66,516 104,866 612,562	1,877,136 1,081,252 143,097 250,427 278,047 5,666 8,458 110,189	3,169,673 1,492,990 479,468 748,011 248,414 15,017 23,341 162,432	3,735,112 1,049,836 861,979 1,362,064 252,068 21,965 27,386 159,814	6,408,206 671,185 2,003,035 3,206,857 283,292 23,587 44,305 175,945	91,977 39,991 16,922 24,485 4,740 281 1,376 4,182	100.0 100.0 100.0 100.0 100.0 100.0 100.0	12.3 24.9 4.1 4.5 26.1 8.5 8.1 18.0	20.7 34.4 13.7 13.4 23.3 22.6 22.3 26.5	24.4 24.2 24.6 24.4 23.6 33.0 26.1 26.1	41.9 15.5 57.2 57.3 26.6 35.5 42.2 28.7	0.6 0.9 0.5 0.4 0.4 0.4 1.3
Suburban White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	19,928,348 9,541,064 2,721,131 5,376,104 1,316,933 73,645 83,531 815,940	6,364,619 4,421,808 330,255 662,692 648,967 13,177 17,259 270,461	5,651,985 3,174,211 655,582 1,152,655 350,005 23,422 28,067 268,043	4,301,976 1,411,315 860,948 1,593,642 211,562 23,780 22,436 178,293	3,491,758 460,394 860,778 1,950,577 97,703 12,898 15,059 94,349	118,010 73,336 13,568 16,538 8,696 368 710 4,794	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	31.9 46.3 12.1 12.3 49.3 17.9 20.7 33.1	28.4 33.3 24.1 21.4 26.6 31.8 33.6 32.9	21.6 14.8 31.6 29.6 16.1 32.3 26.9 21.9	17.5 4.8 31.6 36.3 7.4 17.5 18.0 11.6	0.6 0.8 0.5 0.3 0.7 0.5 0.8 0.6
Town White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	5,522,279 3,456,185 536,796 1,117,990 71,937 23,123 114,712 201,536	509,799 422,645 15,348 40,363 9,416 834 5,004 16,189	1,903,810 1,473,381 87,609 216,053 26,307 7,401 26,386 66,673	1,941,965 1,189,836 171,478 434,378 23,453 10,652 34,621 77,547	1,135,097 347,423 260,459 423,008 12,359 4,163 48,021 39,664	31,608 22,900 1,902 4,188 402 73 680 1,463	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	9.2 12.2 2.9 3.6 13.1 3.6 4.4 8.0	34.5 42.6 16.3 19.3 36.6 32.0 23.0 33.1	35.2 34.4 31.9 38.9 32.6 46.1 30.2 38.5	20.6 10.1 48.5 37.8 17.2 18.0 41.9	0.6 0.7 0.4 0.4 0.6 0.3 0.6
Rural White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	9,597,510 6,643,891 895,276 1,375,150 164,532 20,635 187,605 310,421	1,824,234 1,453,036 78,954 143,520 77,488 2,506 9,835 58,895	3,510,894 2,736,041 215,947 359,657 48,431 5,880 32,204 112,734	2,761,603 1,869,830 265,514 449,298 26,624 8,387 49,321 92,629	1,456,849 554,094 333,004 415,812 10,589 3,700 95,331 44,319	43,930 30,890 1,857 6,863 1,400 162 914 1,844	100.0 100.0 100.0 100.0 100.0 100.0 100.0	19.0 21.9 8.8 10.4 47.1 12.1 5.2 19.0	36.6 41.2 24.1 26.2 29.4 28.5 17.2 36.3	28.8 28.1 29.7 32.7 16.2 40.6 26.3 29.8	15.2 8.3 37.2 30.2 6.4 17.9 50.8 14.3	0.5 0.5 0.2 0.5 0.9 0.8 0.5 0.6

 $<sup>^{\</sup>rm 1}\text{Combined}$  elementary/secondary schools and schools not reported by grade span are not shown separately.

<sup>3</sup>Includes schools with no grade lower than 7.

NOTE: Students with household incomes under 185 percent of the poverty threshold are eligible for free or reduced-price lunch under the National School Lunch Program (NSLP). In addition, some groups of children—such as foster children, children participating in the Head Start and Migrant Education programs, and children receiving services under the Runaway and Homeless Youth Act—are assumed to be categorically eligible to participate in the NSLP. Data include students whose NSLP eligibility has been determined through

direct certification. Also, under the Community Eligibility option, some nonpoor children who attend school in a low-income area may participate if the district decides that it would be more efficient to provide free lunch to all children in the school. For more information, see <a href="https://www.fns.usda.gov/nslp">https://www.fns.usda.gov/nslp</a>. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2017–18; and Education Demographic and Geographic Estimates (EDGE), "Public School File," 2017–18. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>2</sup>Includes schools beginning with grade 6 or below and with no grade higher than 8.

Table 216.70. Public elementary and secondary schools, by level, type, and state or jurisdiction: 1990-91, 2000-01, 2010-11, and 2017-18

								vel, 2017–1				Selected ty	pes of school	s, 2017–18
State or jurisdiction	Total, all schools, 1990–91	Total, all schools, 2000–01	Total, all schools, 2010–11	Total, all schools	Elemen- tary¹	Second- ary <sup>2</sup>	Total	Prekinder- garten, kindergar- ten, or grade 1 to grade 12	Other schools ending with grade 12	Other combined schools	Other <sup>4</sup>	Alterna- tive⁵	Special education <sup>5</sup>	One- teacher schools <sup>5</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	84,538	93,273	98,817	98,469	67,408	23,882	6,278	3,267	2,509	502	901	5,185	1,903	188
Alabama Alaska Arizona Arkansas California	1,297 498 1,049 1,098 7,913	1,517 515 1,724 1,138 8,773	1,600 509 2,265 1,110 10,124	1,474 509 2,330 1,086 10,319	922 198 1,391 689 7,028	399 79 762 373 2,488	149 232 162 23 651	96 216 89 8 503	49 15 58 10 139	4 1 15 5 9	4 0 15 1 152	63 22 59 5 1,075	23 3 20 4 155	0 4 4 0 34
Colorado Connecticut Delaware District of Columbia Florida	1,344 985 173 181 2,516	1,632 1,248 191 198 3,316	1,796 1,157 214 228 4,131	1,900 1,031 227 224 4,322	1,337 784 165 177 2,843	396 222 38 37 679	167 23 19 10 662	78 10 11 1 288	82 12 5 7 356	7 1 3 2 18	0 2 5 0 138	97 5 6 4 388	6 6 19 2 163	0 0 0 0
Georgia Hawaii Idaho Illinois Indiana	1,734 235 582 4,239 1,915	1,946 261 673 4,342 1,976	2,449 289 748 4,361 1,936	2,307 292 741 4,241 1,920	1,775 212 466 3,086 1,370	457 53 189 989 458	68 27 86 73 92	17 22 44 19 49	38 3 41 49 37	13 2 1 5 6	7 0 0 93 0	39 1 72 144 8	19 1 11 113 22	0 0 11 1 0
lowa Kansas Kentucky Louisiana Maine	1,588 1,477 1,400 1,533 747	1,534 1,430 1,526 1,530 714	1,436 1,378 1,554 1,471 631	1,322 1,319 1,533 1,390 599	935 917 966 959 439	348 342 423 281 145	39 57 142 150 15	4 21 44 99 9	35 36 93 44 6	0 0 5 7 0	0 3 2 0 0	17 1 184 5 0	3 4 8 30 1	1 0 0 0 0 2
Maryland Massachusetts Michigan Minnesota Mississippi	1,220 1,842 3,313 1,590 972	1,383 1,905 3,998 2,362 1,030	1,449 1,829 3,877 2,392 1,083	1,420 1,854 3,730 2,525 1,060	1,120 1,413 2,272 1,379 614	240 372 959 851 329	48 61 453 292 44	19 20 257 140 36	23 34 188 140 7	6 7 8 12 1	12 8 46 3 73	44 22 378 493 67	37 11 269 314 0	0 0 5 0
Missouri Montana Nebraska Nevada New Hampshire	2,199 900 1,506 354 439	2,368 879 1,326 511 526	2,410 827 1,096 645 480	2,414 820 1,095 691 490	1,611 496 731 513 382	628 324 305 127 108	155 0 12 50 0	74 0 11 17 0	81 0 0 28 0	0 0 1 5	20 0 47 1 0	59 4 47 32 0	52 2 27 14 0	0 60 4 14 0
New Jersey New Mexico New York North Carolina North Dakota	2,272 681 4,010 1,955 663	2,410 765 4,336 2,207 579	2,607 862 4,757 2,567 516	2,594 881 4,795 2,647 516	1,952 600 3,286 1,939 305	539 229 1,121 553 178	82 33 385 155 0	45 13 175 73 0	26 17 154 63 0	11 3 56 19 0	21 19 3 0 33	89 41 53 73 0	65 5 133 25 32	0 0 0 0 7
Ohio Oklahoma Oregon Pennsylvania Rhode Island	3,731 1,880 1,199 3,260 309	3,916 1,821 1,273 3,252 328	3,758 1,785 1,296 3,233 317	3,604 1,800 1,249 2,982 317	2,430 1,234 890 2,102 241	989 564 274 783 70	148 2 85 97 6	42 1 57 47 5	69 1 24 40 1	37 0 4 10 0	37 0 0 0 0	0 5 35 6 2	47 4 1 4 1	0 0 13 0 0
South Carolina South Dakota Tennessee Texas Utah	1,097 802 1,543 5,991 714	1,127 769 1,624 7,519 793	1,214 710 1,784 8,732 1,016	1,255 697 1,782 8,905 1,051	933 442 1,351 6,156 688	282 240 351 2,076 282	40 15 80 673 81	13 8 30 274 42	22 7 40 242 10	5 0 10 157 29	0 0 0 0	12 30 19 874 29	7 12 16 12 59	0 12 0 0
Vermont Virginia Washington West Virginia Wisconsin Wyoming	397 1,811 1,936 1,015 2,018 415	393 1,969 2,305 840 2,182 393	320 2,175 2,338 757 2,238 360	311 2,113 2,425 730 2,261 369	228 1,490 1,583 544 1,577 247	65 436 625 155 568 101	18 35 217 31 112 21	11 25 135 11 45 13	7 10 71 19 64 6	0 0 11 1 3 2	0 152 0 0 4 0	1 125 312 33 95 10	0 33 89 3 13	1 0 3 0 2 10
Jurisdiction Bureau of Indian Education DoDEA <sup>6</sup>	_	189 227	173 191	174 —	111	19 —	44	37 —	_5	_2		_0	_0	_0
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	30 35 26 1,619 33	31 38 29 1,543 36	28 40 30 1,473 32	28 	22 	6 7 182 9	0 0 60 0	0 0 7 0	0 0 26 0	0 0 27 0	0 0 24 0	0 		0  0 0

<sup>-</sup>Not available.

Includes schools beginning with grade 6 or below and with no grade higher than 8. Includes schools with no grade lower than 7. Includes schools beginning with grade 6 or below and ending with grade 9 or above.

Includes schools not reported by grade span.
Schools are also included under elementary, secondary, combined, or other as appropriate.

<sup>&</sup>lt;sup>6</sup>DoDEA = Department of Defense Education Activity. Includes both domestic and

overseas schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91, 2000-01, 2010-11, and 2017-18. (This table was prepared December 2019.)

Table 216.75. Public elementary schools, by grade span, average school enrollment, and state or jurisdiction: 2017-18

					Schools, by	grade span			Average school	ol enrollment <sup>2</sup>
State or jurisdiction	Total, all elementary schools	Total, all regular elementary schools <sup>1</sup>	Prekinder- garten, kindergarten, or grade 1 to grade 3 or 4	Prekinder- garten, kindergarten, or grade 1 to grade 5	Prekinder- garten, kindergarten, or grade 1 to grade 6	Prekinder- garten, kindergarten, or grade 1 to grade 8	Grade 4, 5, or 6 to grade 6, 7, or 8	Other grade spans	All elementary schools	Regular elementary schools <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11
United States	67,408	66,436	4,985	25,906	9,470	6,826	13,437	6,784	483	487
Alabama	922	913	95	288	140	62	215	122	498	500
Alaska	198	198	0	42	96	22	25	13	335	335
Arizona	1,391	1,374	48	236	376	484	174	73	505	507
Arkansas	689	687	129	142	154	7	153	104	450	452
California	7,028	6,882	118	2,569	2,043	1,068	1,057	173	545	553
Colorado	1,337	1,332	26	641	188	137	246	99	434	435
Connecticut	784	779	87	270	67	104	155	101	425	427
Delaware	165	156	14	83	4	7	38	19	538	553
District of Columbia	177	177	21	73	1	33	33	16	369	369
Florida	2,843	2,786	31	1,656	123	338	568	127	670	682
Georgia	1,775	1,774	36	1,060	22	42	464	151	684	684
Hawaii	212	212	0	87	85	10	28	2	534	534
Idaho	466	454	34	163	126	33	86	24	393	402
Illinois	3,086	3,058	283	774	285	660	580	504	426	429
Indiana	1,370	1,367	167	469	294	44	267	129	476	477
lowa	935	934	112	322	137	10	226	128	355	355
Kansas	917	915	67	371	180	51	190	58	350	350
Kentucky	966	954	31	466	104	76	194	95	476	481
Louisiana	959	958	79	307	108	133	201	131	474	474
Maine	439	439	46	96	55	90	77	75	269	269
Maryland	1,120	1,107	11	685	51	102	222	49	558	563
Massachusetts	1,413	1,408	178	486	115	103	285	246	435	435
Michigan	2,272	2,175	218	760	185	246	453	410	421	424
Minnesota	1,379	1,201	115	433	238	80	274	239	427	468
Mississippi	614	614	69	140	87	40	153	125	495	495
Missouri	1,611	1,603	143	517	294	115	322	220	372	373
Montana	496	493	17	76	185	110	74	34	193	194
Nebraska	731	727	46	198	239	19	110	119	298	298
Nevada	513	504	11	283	72	32	98	17	633	643
New Hampshire	382	382	51	113	37	54	83	44	313	313
New Jersey	1,952	1,932	263	555	133	287	369	345	456	460
New Mexico	600	596	20	250	109	33	130	58	361	363
New York	3,286	3,262	287	1,293	343	292	716	355	514	516
North Carolina	1,939	1,927	77	1,100	53	141	468	100	527	530
North Dakota	305	305	13	88	95	67	33	9	247	247
Ohio	2,430	2,408	351	608	328	229	529	385	437	440
Oklahoma	1,234	1,230	82	308	157	275	257	155	387	387
Oregon	890	887	27	411	113	127	178	34	416	416
Pennsylvania	2,102	2,102	298	671	312	191	424	206	494	494
Rhode Island	241	240	35	103	17	3	50	33	391	392
South Carolina	933	931	45	479	33	49	230	97	567	568
South Dakota	442	432	29	128	57	95	107	26	218	220
Tennessee	1,351	1,342	179	528	48	180	327	89	504	506
Texas	6,156	6,047	607	2,933	430	149	1,381	656	570	577
Utah	688	651	5	124	433	33	45	48	541	562
Vermont	228	228	15	24	97	63	17	12	243	243
Virginia	1,490	1,490	40	845	148	11	311	135	578	578
Washington	1,583	1,504	62	736	248	84	315	138	457	473
West Virginia	544	543	70	251	28	39	113	43	349	350
Wisconsin	1,577	1,570	171	601	125	148	340	192	359	360
Wyoming	247	246	26	64	72	18	46	21	242	242
Jurisdiction Bureau of Indian Education DoDEA <sup>3</sup>	111	111	7	_6	<u>28</u>	62 —	_4	_4	212	212
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	22 34 — 855 19	22 34 — 854 19	0 0 	0 24 — 449 1	0 0  79 14	22 0 — 183 1	0 8 — 125 2	9 0	349 595 — 263 326	349 595 — 263 326

<sup>-</sup>Not available.

NOTE: Includes schools beginning with grade 6 or below and with no grade higher than 8. Excludes schools not reported by grade level, such as some special education schools

Excludes scribols not reported by grade level, such as some special education scribols for students with disabilities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2017–18. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Excludes special education and alternative schools.

<sup>&</sup>lt;sup>2</sup>Average for schools reporting enrollment data. Enrollment data were available for 67,010 out of 67,408 public elementary schools in 2017–18.

<sup>3</sup>DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

Table 216.80. Public secondary schools, by grade span, average school enrollment, and state or jurisdiction: 2017-18

					Scho	ols, by grade s	span				Average enroll	
State or jurisdiction	Total, all secondary schools	Total, all regular secondary schools <sup>1</sup>	Grades 7 and 8 or grades 7 to 9	Grades 7 to 12	Grades 8 to 12	Grades 9 to 12	Grades 10 to 12	Other spans ending with grade 12	Other grade spans	Vocational schools <sup>2</sup>	All secondary schools	Regular secondary schools <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	23,882	19,231	2,479	2,864	526	16,119	558	401	935	1,467	709	804
Alabama	399	317	40	68	10	245	28	1	7	65	702	712
Alaska	79	62	12	19	2	41	2	2	1	3	448	525
Arizona	762	473	54	78	25	575	12	3	15	260	654	732
Arkansas	373	344	50	117	10	136	36	1	23	24	514	520
California	2,488	1,657	354	269	13	1,752	67	23	10	66	878	1,215
Colorado	396	336	35	42	2	299	4	2	12	7	669	748
Connecticut	222	201	29	4	3	182	2	2	0	17	772	798
Delaware	38	32	1	1	9	25	0	0	2	6	996	961
District of Columbia	37	33	0	0	2	33	0	0	2	0	429	462
Florida	679	508	18	32	28	558	6	20	17	50	1,293	1,585
Georgia	457	427	15	7	11	388	5	0	31	0	1,131	1,206
Hawaii	53	52	12	7	0	33	0	0	1	0	1,105	1,125
Idaho	189	142	26	33	1	124	5	0	0	6	526	653
Illinois	989	855	125	55	8	647	34	70	50	0	671	767
Indiana	458	436	72	74	8	275	11	8	10	28	818	827
lowa	348	332	33	68	1	229	10	0	7	0	466	484
Kansas	342	339	34	96	3	207	1	1	0	0	456	459
Kentucky	423	236	26	35	6	227	5	5	119	122	684	858
Louisiana	281	260	28	39	54	141	12	0	7	11	730	759
Maine	145	117	8	17	1	92	0	0	27	27	459	463
Maryland	240	184	4	5	3	201	2	7	18	25	1,120	1,309
Massachusetts	372	318	28	36	13	283	5	6	1	37	810	830
Michigan	959	629	54	99	44	702	24	31	5	57	540	696
Minnesota	851	435	28	274	34	432	32	48	3	8	394	622
Mississippi	329	236	31	43	1	149	4	2	99	93	630	630
Missouri Montana Nebraska Nevada New Hampshire	628 324 305 127 108	551 321 294 112 108	57 153 25 12 13	174 0 157 7 0	2 0 1 6 0	367 171 115 95 93	13 0 1 1	8 0 6 6	7 0 0 0 1	63 0 0 0	542 158 380 1,107 549	544 159 380 1,221 549
New Jersey	539	406	54	38	12	409	6	6	14	69	832	1,027
New Mexico	229	207	32	26	2	149	8	0	12	0	465	498
New York	1,121	1,030	57	146	29	840	23	5	21	20	716	745
North Carolina	553	522	19	9	4	488	1	10	22	9	839	874
North Dakota	178	166	4	85	0	75	0	1	13	12	208	208
Ohio	989	915	128	142	41	624	16	20	18	73	597	606
Oklahoma	564	559	88	2	3	439	24	0	8	0	387	390
Oregon	274	250	25	40	4	203	1	1	0	0	645	695
Pennsylvania	783	694	96	153	11	502	13	2	6	84	807	815
Rhode Island	70	59	5	2	0	54	0	0	9	10	714	722
South Carolina	282	229	19	2	1	235	7	4	14	42	927	969
South Dakota	240	220	59	0	1	176	1	3	0	2	174	184
Tennessee	351	337	11	21	8	271	11	12	17	4	810	842
Texas	2,076	1,526	248	130	47	1,376	37	45	193	0	813	1,067
Utah	282	252	90	48	7	74	51	1	11	6	945	1,008
Vermont Virginia Washington West Virginia Wisconsin Wyoming	65 436 625 155 568 101	49 344 417 106 498 98	7 34 54 1 54	17 6 48 21 57 15	0 24 25 3 3	41 282 446 129 420 69	0 1 22 0 13 0	0 0 20 1 18	0 89 10 0 3	15 89 18 33 6 0	469 1,202 628 690 487 325	479 1,212 860 716 536 334
Jurisdiction Bureau of Indian Education DoDEA <sup>4</sup> Other jurisdictions American Samoa	19 —	19 — 5	1 - 0		2 0	12 — 6	<u>0</u> 0	0 0	0 0	<u>0</u> 	337 — 623	337 — 679
Guam Northern Marianas Puerto Rico U.S. Virgin Islands	7 — 182 9	6 — 151 8		0 - 5 0	0 0 0 0	7 — 159 5	0  6 0	0 -0 0	0 - 5 0	1 31 1	1,412 — 545 585	1,619 — 517 585

<sup>-</sup>Not available.

NOTE: Includes schools with no grade lower than 7. Excludes schools not reported by grade level, such as some special education schools for students with disabilities. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2017–18. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Excludes vocational, special education, and alternative schools.

<sup>&</sup>lt;sup>2</sup>Vocational schools are also included under appropriate grade span.

<sup>3</sup>Average for schools reporting enrollment data. Enrollment data were available for 22,293 out of 23,882 public secondary schools in 2017–18.

<sup>&</sup>lt;sup>4</sup>DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

Table 216.90. Public elementary and secondary charter schools and enrollment, and charter schools and enrollment as a percentage of total public schools and total enrollment in public schools, by state: Selected years, 2000–01 through 2017–18

		Numbe	r of charter sc	hools			Fall enroll	ment in charte	r schools		p	Charter sch		S		narter school e total fall enroll		
State	2000-01	2010-11	2015-16	2016–17	2017–18	2000-01	2010-11	2015–16	2016–17	2017–18	2000-01	2010-11	2016–17	2017–18	2000-01	2010-11	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
United States	1,993	5,274	6,855	7,011	7,193	448,343	1,787,091	2,845,322	3,010,287	3,143,269	2.1	5.3	7.1	7.3	1.0	3.6	6.0	6.2
Alabama Alaska Arizona Arkansas California	0 19 313 3 302	0 27 519 40 908	0 28 552 65 1,224	1 28 550 75 1,248	1 29 557 82 1,268	2,594 45,596 708 115,582	5,751 124,467 10,209 363,916	0 6,343 176,894 24,182 568,774	6,677 185,588 27,896 602,837	245 7,007 189,686 31,545 626,982	0.0 3.7 18.2 0.3 3.4	0.0 5.3 22.9 3.6 9.0	0.1 5.5 23.8 6.9 12.1	0.1 5.7 23.9 7.6 12.3	0.0 1.9 5.4 0.2 1.9	0.0 4.4 11.6 2.1 5.9	5.0 16.6 5.7 9.7	5.3 17.2 6.4 10.1
Colorado	77	168	226	238	250	20,155	74,685	108,793	114,694	120,739	4.7	9.4	12.6	13.2	2.8	8.9	12.7	13.3
Connecticut	16	18	24	24	24	2,429	5,139	9,132	9,573	10,187	1.3	1.6	1.9	2.3	0.4	0.9	1.8	2.0
Delaware	7	19	28	27	24	2,716	9,525	13,622	14,722	15,337	3.7	8.9	11.8	10.6	2.4	7.4	10.8	11.3
District of Columbia	33	97	109	110	111	—	26,910	35,798	37,151	38,696	16.7	42.5	49.3	49.6	—	37.8	43.7	44.8
Florida	148	458	653	655	654	26,893	154,703	270,953	283,560	295,814	4.5	11.1	15.7	15.1	1.1	5.9	10.1	10.4
Georgia Hawaii Idaho Illinois Indiana	30 6 9 20 0	67 31 40 50 60	82 34 54 64 88	84 34 57 63 93	93 36 59 142 99	20,066 1,343 1,083 7,552 0	41,981 8,289 15,330 43,049 22,472	72,170 10,444 19,381 64,108 39,671	66,905 10,669 20,579 65,169 43,079	72,716 11,168 21,070 64,925 47,089	1.5 2.3 1.3 0.5 0.0	2.7 10.7 5.3 1.1 3.1	3.7 11.7 7.7 1.5 4.8	4.0 12.3 8.0 3.3 5.2	1.4 0.7 0.4 0.4	2.5 4.6 5.6 2.1 2.2	3.8 5.9 6.9 3.2 4.1	4.1 6.2 7.0 3.3 4.5
lowa	0	7	3	3	3	0	298	430	398	428	0.0	0.5	0.2	0.2	0.0	0.1	0.1	0.1
Kansas	1	25	10	10	10	67	4,618	3,186	3,159	3,191	0.1	1.8	0.8	0.8	#	1.0	0.6	0.7
Kentucky	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Louisiana	19	78	138	151	150	3,212	29,199	74,030	79,022	80,726	1.2	5.3	10.8	10.8	0.4	4.2	11.0	11.3
Maine	1	0	7	9	11	154	0	1,518	1,955	2,240	0.1	0.0	1.5	1.8	0.1	0.0	1.1	1.3
Maryland	0	44	50	49	50	0	14,492	20,988	22,366	23,819	0.0	3.0	3.4	3.5	0.0	1.7	2.5	2.7
Massachusetts	41	63	81	78	80	13,712	28,422	40,199	42,596	45,238	2.2	3.4	4.2	4.3	1.4	3.0	4.5	4.7
Michigan	205	300	370	376	366	54,751	111,344	145,483	147,061	145,948	5.1	7.7	10.9	9.8	3.3	7.2	10.0	9.9
Minnesota	73	176	216	220	221	9,395	37,253	50,812	54,211	56,769	3.1	7.4	8.8	8.8	1.1	4.4	6.2	6.4
Mississippi	1	0	2	3	3	367	0	226	523	944	0.1	0.0	0.3	0.3	0.1	0.0	0.1	0.2
Missouri	21	53	70	72	68	7,061	20,076	21,619	22,803	23,624	0.9	2.2	3.0	2.8	0.8	2.2	2.5	2.6
Montana	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nebraska	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nevada	8	34	47	49	72	1,255	14,127	35,130	40,074	45,270	1.6	5.3	7.5	10.4	0.4	3.2	8.5	9.3
New Hampshire	0	14	31	31	31	0	983	3,011	3,422	3,543	0.0	2.9	6.3	6.3	0.0	0.5	1.9	2.0
New Jersey	53	76	89	88	89	10,179	24,591	41,026	46,274	49,447	2.2	2.9	3.4	3.4	0.8	1.8	3.4	3.6
New Mexico	10	81	99	99	97	1,335	15,290	22,079	25,139	26,116	1.3	9.4	11.4	11.0	0.4	4.6	7.6	7.8
New York	38	170	256	267	279	0	54,443	117,710	128,784	139,385	0.9	3.6	5.6	5.8	0.0	2.0	4.8	5.2
North Carolina	90	99	158	167	173	15,523	42,141	82,521	92,281	100,986	4.1	3.9	6.4	6.5	1.2	2.8	6.0	6.5
North Dakota	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ohio	66	339	373	362	340	14,745	96,669	118,603	116,279	113,162	1.7	9.0	10.1	9.4	0.8	5.5	6.8	6.6
Oklahoma	6	18	45	48	58	1,208	6,585	19,893	24,248	29,033	0.3	1.0	2.7	3.2	0.2	1.0	3.5	4.2
Oregon	12	108	126	124	127	559	20,372	30,728	32,323	33,677	0.9	8.3	10.0	10.2	0.1	3.7	5.7	5.9
Pennsylvania	65	145	175	179	179	18,981	90,613	130,940	132,979	137,712	2.0	4.5	6.0	6.0	1.0	5.1	7.8	8.1
Rhode Island	3	16	29	30	31	557	3,971	7,310	8,137	8,859	0.9	5.0	9.5	9.8	0.4	2.8	5.8	6.3
South Carolina	8	44	68	70	70	484	16,390	29,470	32,343	34,857	0.7	3.6	5.6	5.6	0.1	2.3	4.2	4.5
South Dakota	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tennessee	0	29	100	104	110	0	6,517	29,274	34,984	37,713	0.0	1.6	5.9	6.2	0.0	0.7	3.5	3.8
Texas	201	561	702	753	759	37,978	164,940	284,617	310,846	325,165	2.7	6.4	8.5	8.5	1.0	3.3	5.8	6.0
Utah	8	78	117	124	131	537	39,862	67,398	71,417	75,467	1.0	7.7	12.0	12.5	0.1	6.8	10.8	11.3
Vermont	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	2	4	7	8	8	55	348	1,001	1,176	1,178	0.1	0.2	0.4	0.4	#	#	0.1	0.1
Washington	0	0	9	8	10	0	0	1,225	1,676	2,498	0.0	0.0	0.3	0.4	0.0	0.0	0.2	0.2
West Virginia	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Wisconsin	78	207	242	237	233	9,511	36,863	44,162	44,209	42,499	3.6	9.2	10.5	10.3	1.1	4.2	5.1	4.9
Wyoming	0	3	4	5	5	0	258	468	503	569	0.0	0.8	1.3	1.4	0.0	0.3	0.5	0.6

Table 218.16. Percentage of students ages 5 through 17 enrolled in kindergarten through grade 12 who took any school-related courses online and, among those taking courses online, percentage who took courses from various providers, by selected child, parent, and household characteristics: 2016

									courses onl us providers			
Selected child, parent, or household characteristic	schoo	cent who took any I-related es online	pub	Local lic school		State	anoth s	r school, er public chool, or e school	COI	College, mmunity illege, or niversity	So	meplace else
1		2		3		4		5		6		7
<b>Total</b> Sex of child Male Female	3.1 3.0 3.3	(0.20) (0.26) (0.29)	<b>55.3</b> 55.9 54.7	(2.96) (4.74) (3.96)	11.6 10.0 13.2	(2.25) (2.64)	16.0 19.4 12.7	(4.16) (3.51)	13.9 10.5 17.3	(2.11) (2.91)	13.6 15.3 11.9	(3.27) (2.89)
Race/ethnicity of child White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	2.5 4.5 2.8 5.9 5.6 ‡ ‡ 3.2!	(0.21) (0.74) (0.47) (1.04) (0.99) (†) (†) (1.10)	50.6 61.2 51.4 52.7 55.6 ‡	(3.90) (8.91) (5.96) (8.08) (8.52) (†) (†)	10.1 7.1! 17.4 18.7! 12.6! ‡	(1.80) (3.12) (5.02) (6.92) (5.41) (†) (†)	12.8 27.6! 18.5 9.5! 8.8! ‡	(2.40) (9.89) (5.53) (3.53) (3.46) (†) (†)	23.7 ‡ 13.7! 15.2! ‡ ‡	(3.25) (†) (†) (4.92) (5.40) (†) (†)	11.1 12.1! 18.0! 18.8! 20.9 ‡	(2.48) (4.98) (5.83) (5.70) (6.19) (†) (†)
Grade equivalent Kindergarten through grade 5 Kindergarten and grade 1 Grades 2 and 3 Grades 4 and 5 Grades 6 through 8 Grades 9 through 12	2.1 1.7 2.3 2.3 1.6 6.6	(0.27) (0.47) (0.48) (0.55) (0.30) (0.43)	66.5 ‡ 76.7 66.1 55.0 48.8	(6.17) (†) (8.55) (12.02) (9.85) (3.48)	‡ ‡ ‡ ‡ 16.0	(†) (†) (†) (†) (†) (2.29)	21.1! ‡ ‡ 31.2! 16.0! 13.0	(6.59) (†) (†) (13.53) (5.85) (2.44)	‡ ‡ ‡ ‡ 23.2	(†) (†) (†) (†) (†) (2.56)	17.5 ‡ 18.1! ‡ 25.9 8.7	(4.93) (†) (7.57) (†) (7.66) (2.02)
Number of children in the household One child Two children Three or more children	4.0 3.3 2.4	(0.29) (0.29) (0.42)	46.5 58.8 60.1	(4.00) (4.70) (8.50)	15.4 14.3 ‡	(2.46) (3.45) (†)	16.3 10.6 23.8!	(2.73) (2.11) (9.37)	17.7 12.1 12.4!	(2.55) (2.58) (4.23)	14.1 14.2 12.1!	(2.98) (3.52) (4.53)
Number of parents in the household Two parents One parent Nonparental guardians	3.4 2.7 2.3	(0.24) (0.36) (0.66)	53.9 58.9 ‡	(3.53) (5.75) (†)	11.2 12.6 ‡	(1.84) (2.91) (†)	17.4 12.1! ‡	(3.71) (3.75) (†)	15.3 8.2! ‡	(1.98) (2.64) (†)	13.2 15.5 ‡	(2.63) (4.10) (†)
Highest education level of parents/guardians in the household Less than a high school diploma High school diploma/equivalent (e.g., GED) Vocational/technical, associate's degree, or some college Bachelor's degree/some graduate school Graduate/professional degree	2.9 2.2 2.9 3.8 3.7	(0.72) (0.48) (0.38) (0.41) (0.43)	67.6 54.4 63.9 46.4 54.1	(12.15) (9.62) (6.24) (4.88) (6.42)	‡ 14.6! 10.1 13.0 9.9	(†) (7.13) (2.91) (2.99) (2.89)	‡ 15.1! 18.9! 12.7 13.1	(†) (7.33) (6.22) (3.18) (3.83)	‡ 11.7! 7.3 19.0 17.1	(†) (4.48) (2.05) (3.36) (3.55)	‡ 17.1! 8.1! 15.7 17.7	(†) (7.31) (2.84) (3.45) (4.12)
Household income \$20,000 or less \$20,001 to \$50,000 \$50,001 to \$75,000 \$75,001 to \$100,000 Over \$100,000	3.0 2.9 2.9 3.5 3.4	(0.59) (0.46) (0.47) (0.68) (0.33)	72.8 59.7 49.6 44.3 53.8	(7.06) (8.71) (7.06) (9.74) (4.30)	‡ 10.2! 15.0! 9.8! 11.2	(†) (3.23) (5.30) (3.48) (2.08)	13.8! 16.1! 18.2! 33.6! 8.2	(5.42) (6.62) (7.04) (11.93) (2.07)	8.0! ‡ 10.3! 16.3! 20.4	(2.68) (†) (4.10) (5.44) (3.33)	‡ 18.7! 14.2! 8.4! 14.9	(†) (6.38) (5.65) (3.78) (3.25)
Locale City Suburban Town Rural	2.9 3.5 2.6 3.0	(0.35) (0.30) (0.58) (0.50)	47.1 56.5 43.8 71.6	(5.73) (3.74) (13.06) (6.45)	11.0 12.6 ‡ 8.7!	(2.58) (2.48) (†) (3.26)	26.4 10.5 ‡	(6.33) (2.35) (†) (†)	7.1 15.1 33.1! 14.7	(1.89) (2.73) (13.40) (4.03)	19.2 14.5 ‡	(4.44) (3.26) (†) (†)

†Not applicable. !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹One student could take courses from more than one provider. Therefore, the percentages

sum to more than 100.

NOTE: Excludes homeschooled students and any enrolled students whose parents filled out the questionnaire that was intended for homeschooled students. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016). (This table was prepared April 2019.)

Table 219.10. High school graduates, by sex and control of school; public high school averaged freshman graduation rate (AFGR); and total graduates as a ratio of 17-year-old population: Selected years, 1869-70 through 2029-30

			Hia	h school graduat	es					
		Se	ĭ	9	Cont	rol				Graduates as
					Public <sup>2</sup>			Public school	Population	a ratio of 17-year-old
School year	Total <sup>1</sup>	Males	Females	Total	Males	Females	Private, total	AFGR <sup>3</sup>	17 years old <sup>4</sup>	population <sup>5</sup>
1	2	3	4	5	6	7	8	9	10	11
1869–70 1879–80 1889–90 1899–1900 1909–10 1919–20	16,000 23,634 43,731 94,883 156,429 311,266	7,064 10,605 18,549 38,075 63,676 123,684	8,936 13,029 25,182 56,808 92,753 187,582	21,882 61,737 111,363 230,902			21,849 <sup>6</sup> 33,146 <sup>6</sup> 45,066 <sup>6</sup> 80,364 <sup>6</sup>		815,000 946,026 1,259,177 1,489,146 1,786,240 1,855,173	2.0 2.5 3.5 6.4 8.8 16.8
1929–30 1939–40 1949–50 1959–60 1969–70 1975–76	666,904 1,221,475 1,199,700 1,858,023 2,888,639 3,142,120	300,376 578,718 570,700 895,000 1,430,000 1,552,000	366,528 642,757 629,000 963,000 1,459,000 1,590,000	591,719 1,143,246 1,063,444 1,627,050 2,588,639 2,837,129	538,273 505,394 791,426 1,285,895 1,401,064	604,973 558,050 835,624 1,302,744 1,436,065	75,185 <sup>6</sup> 78,229 <sup>6</sup> 136,256 <sup>6</sup> 230,973 300,000 <sup>6</sup> 304,991	78.7 74.9	2,295,822 2,403,074 2,034,450 2,672,000 3,757,000 4,272,000	29.0 50.8 59.0 69.5 76.9 73.6
1979–80 1985–86 1986–87 1987–88 1988–89	3,042,214 2,642,616 2,693,803 2,773,020 2,743,743	1,503,000	1,539,000 — — — —	2,747,678 2,382,616 2,428,803 2,500,020 2,458,800	_ _ _		294,536 260,000 <sup>6</sup> 265,000 <sup>6</sup> 273,000 <sup>6</sup> 284,943	71.5 74.3 74.3 74.2 73.4	4,262,000 3,670,000 3,754,000 3,849,000 3,842,000	71.4 72.0 71.8 72.0 71.4
1989–90 <sup>7</sup> 1990–91 1991–92 1992–93 1993–94	2,574,162 2,492,988 2,480,399 2,480,519 2,463,849			2,320,337 2,234,893 2,226,016 2,233,241 2,220,849	_ _ _ _		253,825 <sup>8</sup> 258,095 254,383 <sup>8</sup> 247,278 243,000 <sup>6</sup>	73.6 73.7 74.2 73.8 73.1	3,505,000 3,417,913 3,398,884 3,449,143 3,442,521	73.4 72.9 73.0 71.9 71.6
1994–95 1995–96 1996–97 1997–98 1998–99	2,519,084 2,518,109 2,611,988 2,704,050 2,758,655			2,273,541 2,273,109 2,358,403 2,439,050 2,485,630		  1,251,403 1,272,706	245,543 245,000 <sup>6</sup> 253,585 265,000 <sup>6</sup> 273,025	71.8 71.0 71.3 71.3 71.1	3,635,803 3,640,132 3,792,207 4,008,416 3,917,885	69.3 69.2 68.9 67.5 70.4
1999–2000 2000–01 2001–02 2002–03 2003–04 <sup>7,9</sup>	2,832,844 2,847,973 2,906,534 3,015,735 3,054,438			2,553,844 2,569,200 2,621,534 2,719,947 2,753,438	1,241,631 1,251,931 1,275,813 1,330,973 1,347,800	1,312,213 1,317,269 1,345,721 1,388,974 1,405,638	279,000° 278,773 285,000° 295,788 301,000°	71.7 71.7 72.6 73.9 74.3	4,056,639 4,023,686 4,023,968 4,125,087 4,113,074	69.8 70.8 72.2 73.1 74.3
2004–05 2005–06 <sup>7</sup> 2006–07 2007–08 2008–09 <sup>7</sup>	3,106,499 3,122,544 3,199,650 3,312,337 3,347,828			2,799,250 2,815,544 2,893,045 3,001,337 3,039,015	1,369,749 1,376,458 1,414,069 1,467,180 1,490,317	1,429,501 1,439,086 1,478,976 1,534,157 1,548,698	307,249 307,000 <sup>6</sup> 306,605 311,000 <sup>6</sup> 308,813	74.7 73.4 73.9 74.7 75.5	4,120,073 4,200,554 4,297,239 4,436,955 4,336,950	75.4 74.3 74.5 74.7 77.2
2009–10 2010–11 2011–12 2012–13 2013–14 <sup>11</sup>	3,435,022 3,449,940 3,454,095 3,478,027 3,488,310		_ _ _ _	3,128,022 3,144,100 3,149,185 3,169,257 3,168,450	1,542,684 <sup>10</sup> 1,552,981 1,558,489 1,569,675	1,585,338 <sup>10</sup> 1,591,113 1,590,694 1,599,579	307,000 <sup>6</sup> 305,840 304,910 <sup>6</sup> 308,770 319,860	78.2 79.6 80.8 81.9 83.1	4,311,831 4,367,816 4,294,110 4,255,798 4,184,556	79.7 79.0 80.4 81.7 83.4
2014-15 <sup>12</sup> 2015-16 <sup>11</sup> 2016-17 <sup>12</sup> 2017-18 <sup>11</sup> 2018-19 <sup>11</sup>	3,530,250 3,574,730 3,603,550 3,663,530 3,674,130		_ _ _ _	3,187,000 3,224,140 3,255,320 3,310,020 3,316,970	_ _ _ _	_ _ _ _	343,250 350,590 348,230 353,510 357,160		4,170,348 4,203,329 4,217,905 4,291,210 4,223,346	84.7 85.0 85.4 85.4 87.0
2019–20 <sup>11</sup> 2020–21 <sup>11</sup> 2021–22 <sup>11</sup> 2022–23 <sup>11</sup> 2023–24 <sup>11</sup>	3,652,130 3,662,860 3,688,550 3,703,000 3,779,770			3,294,660 3,302,430 3,323,040 3,337,740 3,404,190	_ _ _		357,460 360,430 365,510 365,260 375,580		4,179,612 — — —	87.4 
2024–25 <sup>11</sup> 2025–26 <sup>11</sup> 2026–27 <sup>11</sup> 2027–28 <sup>11</sup> 2028–29 <sup>11</sup> 2029–30 <sup>11</sup>	3,831,290 3,827,340 3,746,800 3,667,760 3,640,620 3,612,400	_ _ _ _	_ _ _ _	3,463,190 3,458,860 3,384,860 3,314,690 3,290,850 3,265,340	_ _ _ _ _		368,100 368,480 361,940 353,070 349,770 347,060		_ _ _ _ _	

<sup>-</sup>Not available.

Includes graduates of public and private schools.

Includes estimates for states not reporting counts of graduates by sex. Data for 1929–30 and preceding years are from Statistics of Public High Schools and exclude graduates from high schools that failed to report to the Office of Education.

from high schools that failed to report to the Office of Education.

The averaged freshman graduation rate provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Averaged freshman graduation rates in this table are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.

Derived from Current Population Reports, Series P-25. For years 1869–70 through 1989–90, 17-year-old population is an estimate of the October 17-year-old population based on July data. Data for 1990–91 and later years are October resident population estimates prepared by the Census Bureau.

based on July data. Data for 1990–91 and later years are October resident population estimates prepared by the Census Bureau.

\*Based on persons of all ages graduating from high school in a given year divided by the 17-year-old population in the same year. This ratio allows for comparisons over time but does not provide a measure of graduation rates for incoming freshmen who form a cohort (or class) that is scheduled to graduate 4 years later. The ratio of high school graduates to the 17-year-old population differs from measures such as the AFGR (shown in column 9), which are designed to estimate high school cohort graduation rates.

\*Estimated.\*

<sup>&</sup>quot;Includes imputations for nonreporting states.

Projected by private schools responding to the Private School Universe Survey.

Includes estimates for public schools in New York and Wisconsin. Without estimates for these two states, the averaged freshman graduation rate for the remaining 48 states and the District of Columbia is 75.0 percent.

<sup>&</sup>lt;sup>10</sup>Includes estimate for Connecticut, which did not report graduates by sex.
<sup>11</sup>Projected by the National Center for Education Statistics (NCES).
<sup>12</sup>Public school data are projected by NCES; private school data are actual.
NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding and adjustments to protect student privacy. SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual

SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 through 1910, Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of Public Elementary and Secondary School Systems, 1958–59 through 1979–80; Statistics of Nonpublic Elementary and Secondary School Systems, 1958 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985–86 through 2009–10; "State Dropout and Completion Data File," 2005–06 through 2012–13; Public School Graduates and Dropouts from the Common Core of Data, 2007–08 and 2008–09; Private School Universe Survey (PSS), 1989 through 2017; and National High School Graduates Projection Model, 1972–73 through 2029–30. U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from https://www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2019 Population Estimates, retrieved November 29, 2019, from https://www.census.gov/data/datasets/time-series/demo/popest/2010s-national-detail.html#par textimage 57373479. (This table was prepared December 2019.)

Table 219.20. Public high school graduates, by region, state, and jurisdiction: Selected years, 1980-81 through 2029-30

			Actual		, ,				Projecto			
			Notaci	dutu					110,000	ou uuu		
Region, state,												
and jurisdiction  1	1980–81	1989–90	1999–2000	2009–10	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
United States	2,725,285	2,320,337¹	2,553,844	3,128,022	3,149,185	3,169,257	3,168,450	3,187,000	3,224,140	3,255,320	3,310,020	3,316,970
Region Northeast Midwest South West	593,727 784,071 868,068 479,419	446,045 616,700 796,385 461,207	453,814 648,020 861,498 590,512	556,400 726,844 1,104,770 740,008	554,705 716,072 1,121,400 757,008	555,202 713,662 1,138,965 761,428	546,910 705,550 1,145,570 770,420	543,080 708,240 1,162,950 772,720	545,820 714,040 1,189,220 775,060	551,480 719,240 1,211,650 772,950	553,700 728,420 1,247,860 780,030	550,610 728,250 1,260,960 777,150
State Alabama Alaska Arizona Arkansas California	44,894	40,485	37,819	43,166	45,394	44,233	44,540	45,420	46,070	47,560	48,030	47,610
	5,343	5,386	6,615	8,245	7,989	7,860	7,720	7,860	7,840	7,910	8,030	7,910
	28,416	32,103	38,304	61,145	63,208	62,208	66,700	67,200	67,120	68,770	66,670	66,370
	29,577	26,475	27,335	28,276	28,419	28,928	29,610	30,350	30,290	30,750	30,940	31,260
	242,172	236,291	309,866	404,987	418,664	422,125	424,080	422,830	419,190	411,710	415,890	411,260
Colorado	35,897	32,967	38,924	49,321	50,087	50,968	51,310	51,450	53,310	54,060	55,560	56,330
Connecticut	38,369	27,878	31,562	34,495	38,681	38,722	37,860	37,160	37,420	37,890	37,850	37,310
Delaware	7,349	5,550	6,108	8,133	8,247	8,070	8,240	8,390	8,480	8,690	8,780	8,940
District of Columbia <sup>2</sup>	4,848	3,626	2,695	3,602	3,860	3,961	3,880	3,990	4,510	4,430	4,780	4,660
Florida	88,755	88,934	106,708	156,130	151,964	158,029	158,440	163,740	166,540	170,820	175,140	177,240
Georgia	62,963	56,605	62,563	91,561	90,582	92,416	94,380	97,420	100,070	102,050	105,810	107,740
Hawaii	11,472	10,325	10,437	10,998	11,360	10,790	11,050	10,760	10,860	10,690	11,180	10,550
Idaho	12,679	11,971	16,170	17,793	17,568	17,198	19,120	18,050	18,230	19,130	19,510	19,780
Illinois	136,795	108,119	111,835	139,035	139,575	139,228	137,640	140,520	140,850	141,250	142,720	142,810
Indiana	73,381	60,012	57,012	64,551	65,667	66,595	67,560	66,750	66,720	68,970	71,590	74,270
lowa	42,635	31,796	33,926	34,462	33,230	32,548	32,590	32,450	32,700	32,850	33,280	33,050
Kansas	29,397	25,367	29,102	31,642	31,898	31,922	32,150	31,900	32,790	32,900	33,530	33,270
Kentucky	41,714	38,005	36,830	42,664	42,642	42,888	42,400	42,530	43,280	43,280	44,160	44,240
Louisiana	46,199	36,053	38,430	36,573	36,675	37,508	38,180	37,720	38,790	39,380	41,860	41,730
Maine	15,554	13,839	12,211	14,069	13,473	13,170	12,730	12,560	12,790	12,640	12,690	12,600
Maryland	54,050	41,566	47,849	59,078	58,811	58,896	58,120	57,650	57,490	57,290	59,120	58,430
Massachusetts	74,831	55,941 <sup>3</sup>	52,950	64,462	65,157	66,360	65,200	65,790	68,630	68,610	69,250	69,610
Michigan	124,372	93,807	97,679	110,682	105,446	104,210	102,520	102,020	100,800	101,570	102,940	101,830
Minnesota	64,166	49,087	57,372	59,667	57,501	58,255	56,370	56,800	56,640	57,250	57,740	58,850
Mississippi	28,083	25,182	24,232	25,478	26,158	26,502	26,650	26,260	26,770	26,900	28,000	27,360
Missouri	60,359	48,957	52,848	63,994	61,313	61,407	60,900	60,590	61,600	60,890	61,380	60,990
Montana	11,634	9,370	10,903	10,075	9,750	9,369	9,470	9,390	9,320	9,380	9,480	9,850
Nebraska	21,411	17,664	20,149	19,370	20,464	20,442	20,580	20,650	21,090	21,130	21,800	21,900
Nevada	9,069	9,477	14,551	20,956	21,891	23,038	22,720	23,040	23,190	23,780	24,140	24,610
New Hampshire	11,552	10,766	11,829	15,034	14,426	14,262	13,790	13,520	13,600	13,160	13,100	12,910
New Jersey	93,168	69,824	74,420	96,225	93,819	96,490	95,220	95,250	97,130	97,990	98,320	97,940
New Mexico	17,915	14,884	18,031	18,595	20,315	19,232	18,590	19,530	19,480	19,770	19,900	19,730
New York	198,465	143,318	141,731	183,826	180,806	180,351	178,810	179,110	178,260	181,790	182,400	181,210
North Carolina	69,395	64,782	62,140	88,704	93,977	94,339	96,210	97,020	98,970	101,710	104,850	106,870
North Dakota	9,924	7,690	8,606	7,155	6,942	6,900	6,960	7,040	7,020	6,940	6,940	7,120
Ohio	143,503	114,513	111,668	123,437	123,135	122,491	119,520	120,940	125,050	126,590	126,900	125,270
Oklahoma	38,875	35,606	37,646	38,503	37,305	37,033	37,260	38,420	39,690	40,230	41,030	41,350
Oregon	28,729	25,473	30,151	34,671	34,261	33,899	34,440	34,800	35,650	34,700	34,540	34,920
Pennsylvania	144,645	110,527	113,959	131,182	131,733	129,777	127,200	123,560	121,840	123,990	124,750	123,070
Rhode Island	10,719	7,825	8,477	9,908	9,751	9,579	9,730	9,900	10,050	9,390	9,620	10,250
South Carolina	38,347	32,483	31,617	40,438	41,442	42,246	41,720	42,650	43,840	45,090	46,790	47,060
South Dakota	10,385	7,650	9,278	8,162	8,196	8,239	7,960	8,140	8,080	8,160	8,230	8,200
Tennessee	50,648	46,094	41,568	62,408	62,454	61,323	60,970	62,010	63,480	63,710	64,290	65,110
Texas	171,665	172,480	212,925	280,894	292,531	301,390	304,360	309,280	318,660	327,690	339,670	346,980
Utah	19,886	21,196	32,501	31,481	31,157	33,186	33,400	34,070	35,400	36,560	37,550	38,160
Vermont	6,424	6,127	6,675	7,199	6,859	6,491	6,360	6,240	6,090	6,010	5,740	5,700
Virginia	67,126	60,605	65,596	81,511	83,336	83,279	83,100	82,680	84,640	84,720	87,150	87,260
Washington	50,046	45,941	57,597	66,046	65,205	66,066	66,240	68,200	69,770	70,840	71,790	71,850
West Virginia	23,580	21,854	19,437	17,651	17,603	17,924	17,510	17,460	17,640	17,370	17,480	17,140
Wisconsin	67,743	52,038	58,545	64,687	62,705	61,425	60,810	60,460	60,710	60,740	61,380	60,700
Wyoming	6,161	5,823	6,462	5,695	5,553	5,489	5,590	5,550	5,700	5,660	5,790	5,840
Jurisdiction Bureau of Indian Education DoDEA <sup>4</sup>	_	_	 3,202	_	_	_			_			
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	_ _ _ _	703 1,033 227 29,049 1,260	698 1,406 360 30,856 1,060				_ _ _ _	_ _ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ 

See notes at end of table.

Table 219.20. Public high school graduates, by region, state, and jurisdiction: Selected years, 1980-81 through 2029-30—Continued

						Projecte	ed data					
Region, state,												Percent change, 2012–13 to
and jurisdiction	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2029–30
United States	3,294,660	15 <b>3,302,430</b>	16 <b>3,323,040</b>	17 <b>3,337,740</b>	18 <b>3,404,190</b>	19 <b>3,463,190</b>	3,458,860	3,384,860	3,314,690	23 <b>3,290,850</b>	3,265,340	25 <b>3.0</b>
Region												
Northeast	545,780	546,720	547,000	543,310	549,940	559,110	554,400	544,550	532,560	530,600	525,610	-5.3
Midwest	715,220	715,460	727,280	721,220	731,350	746,070	741,560	726,570	709,840	698,670	694,010	-2.8
South	1,255,600	1,250,440	1,255,270	1,272,010	1,302,070	1,339,300	1,346,460	1,323,500	1,280,680	1,270,240	1,262,520	10.8
West	778,050	789,810	793,490	801,200	820,840	818,720	816,440	790,240	791,620	791,350	783,210	2.9
State Alabama Alaska Arizona Arkansas California	45,440	44,150	44,470	44,640	44,970	46,610	46,950	46,080	44,370	44,160	43,750	-1.1
	7,710	7,700	7,740	7,860	8,060	8,230	8,450	8,460	8,400	8,270	8,210	4.4
	67,510	67,700	67,890	67,580	69,090	71,250	71,800	70,290	68,130	67,090	66,470	6.9
	31,640	31,140	31,290	31,160	31,380	33,640	33,580	32,800	31,940	31,580	31,160	7.7
	410,090	416,980	418,020	421,720	431,060	417,610	412,760	396,860	405,510	406,210	400,550	-5.1
Colorado	57,010	58,350	58,360	58,680	60,270	61,040	61,290	60,170	58,470	58,190	57,450	12.7
Connecticut	36,670	36,510	35,750	35,710	35,400	35,790	34,580	33,770	32,820	32,760	32,100	-17.1
Delaware	8,930	9,130	9,050	9,130	9,260	9,690	9,910	9,770	9,530	9,380	9,320	15.4
District of Columbia <sup>2</sup>	4,750	4,390	4,590	4,890	5,140	5,760	5,830	5,840	5,830	5,970	6,220	57.0
Florida	174,180	174,830	176,640	179,000	188,030	186,200	192,520	187,610	182,600	184,380	184,370	16.7
Georgia	107,290	105,750	106,870	107,910	110,690	113,680	113,570	111,590	107,580	106,390	104,890	13.5
Hawaii	10,820	10,840	10,930	11,070	11,150	11,410	11,400	8,750	10,850	10,600	10,580	-2.0
Idaho	19,960	19,940	20,410	21,160	21,290	22,100	22,250	21,790	21,410	21,440	21,390	24.3
Illinois	140,130	139,520	145,620	144,750	144,650	150,190	149,490	144,900	141,730	136,270	135,930	-2.4
Indiana	72,010	70,760	72,520	71,730	73,170	74,570	76,020	72,880	71,890	71,250	70,600	6.0
lowa	33,300	33,780	33,660	34,460	35,300	35,980	36,020	34,960	34,490	33,520	33,090	1.7
Kansas	33,250	33,560	33,760	33,740	34,380	35,030	34,930	34,220	33,810	32,790	32,270	1.1
Kentucky	43,510	43,670	43,730	43,700	44,490	45,800	45,400	44,570	42,730	42,320	42,020	-2.0
Louisiana	41,500	39,860	40,290	40,330	40,760	42,750	42,100	41,430	39,400	39,020	38,690	3.2
Maine	12,310	12,190	12,420	12,490	12,350	12,590	12,340	12,280	11,830	11,760	11,590	-12.0
Maryland	60,940	61,140	61,920	62,350	64,270	66,460	67,230	65,980	64,730	64,490	63,770	8.3
Massachusetts	69,390	69,720	69,840	69,170	69,930	71,090	70,870	69,120	67,430	67,330	67,270	1.4
Michigan	97,340	97,200	97,780	94,520	95,430	96,050	92,160	89,790	88,410	89,440	88,440	-15.1
Minnesota	58,170	59,290	61,150	61,270	62,660	64,450	64,510	63,740	63,050	62,390	62,410	7.1
Mississippi	26,620	25,880	26,230	25,950	25,830	27,810	27,500	26,080	24,590	23,900	23,470	-11.4
Missouri	60,180	60,340	60,580	60,920	61,860	63,380	63,220	61,880	60,610	59,880	59,120	-3.7
Montana	10,110	10,310	10,420	10,460	11,030	10,980	11,240	10,860	10,480	10,740	10,630	13.5
Nebraska	22,390	22,880	23,350	23,120	23,640	22,600	24,330	24,460	23,980	23,490	23,690	15.9
Nevada	25,080	25,340	25,590	26,510	27,540	29,000	29,020	28,190	28,200	28,630	28,620	24.2
New Hampshire	13,010	12,740	12,780	12,490	12,520	12,450	12,260	11,930	11,490	11,770	11,650	-18.3
New Jersey	96,730	97,140	98,150	96,730	98,320	99,260	98,050	96,830	94,110	93,630	92,680	-3.9
New Mexico	19,540	19,430	19,380	19,710	19,730	20,150	20,240	19,840	18,430	18,050	17,630	-8.3
New York	182,650	182,770	181,350	181,310	183,920	187,960	186,630	184,630	181,070	178,810	177,180	-1.8
North Carolina	104,980	104,950	97,800	104,330	107,290	110,360	110,710	109,090	105,350	103,470	102,970	9.2
North Dakota	7,070	7,260	7,540	7,640	8,090	8,380	8,450	8,560	8,400	8,390	8,570	24.2
Ohio	123,090	122,280	121,570	119,450	122,070	123,670	121,360	121,300	115,910	114,420	113,900	-7.0
Oklahoma	41,390	42,270	42,160	40,930	43,180	44,880	44,840	44,530	43,390	42,170	42,060	13.6
Oregon	34,500	35,000	35,340	35,370	36,760	37,880	38,160	37,020	36,230	36,320	35,980	6.1
Pennsylvania	118,860	119,840	120,690	119,480	121,600	123,690	123,520	120,490	118,390	119,080	117,900	-9.2
Rhode Island	10,500	10,280	10,490	10,300	10,410	10,580	10,490	10,170	10,040	10,110	9,940	3.7
South Carolina	47,100	46,220	46,980	47,850	49,410	52,020	51,900	51,650	49,050	49,110	48,770	15.4
South Dakota	8,230	8,520	8,800	9,140	9,310	9,610	9,650	9,440	9,300	9,240	9,250	12.3
Tennessee	63,860	62,930	63,270	63,910	65,630	66,960	66,380	63,660	63,020	63,090	62,560	2.0
Texas	349,340	350,570	355,170	361,120	365,740	378,180	379,960	377,200	363,850	357,810	356,220	18.2
Utah	39,000	40,170	40,920	41,400	42,780	44,110	43,880	43,050	42,330	42,080	42,190	27.1
Vermont	5,670	5,530	5,540	5,640	5,490	5,700	5,670	5,330	5,380	5,360	5,290	-18.5
Virginia	87,080	87,070	88,330	88,640	90,150	92,180	91,980	89,990	87,630	88,000	87,480	5.0
Washington	70,920	72,030	72,530	73,490	75,810	78,550	79,670	78,850	77,280	77,980	77,960	18.0
West Virginia	17,070	16,500	16,500	16,180	15,860	16,320	16,070	15,660	15,090	14,980	14,820	-17.3
Wisconsin	60,060	60,090	60,970	60,490	60,800	62,160	61,430	60,440	58,260	57,590	56,710	-7.7
Wyoming	5,810	6,020	5,960	6,210	6,280	6,400	6,290	6,110	5,900	5,740	5,560	1.4
<b>Jurisdiction</b> Bureau of Indian Education	_	_	_	_	_	_	_	_	_	_	_	_
DoDEA <sup>4</sup>	-	-	-	_	_	_	_	_	_	_	_	_
Other jurisdictions American Samoa Guam	_	_	_	_	_		_	_	_	_	_	_
Northern Marianas Puerto Rico U.S. Virgin Islands		_	_	_	_ _ _	_	_		_	_	=	

<sup>-</sup>Not available.

been revised from previously published figures. Detail may not sum to totals because

of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common SOURCE: 0.5. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981–82 through 2005–06; "State Dropout and Completion Data File," 2005–06 through 2012–13; and State High School Graduates Projection Model, 1980–81 through 2029–30. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>U.S. total includes estimates for nonreporting states.

<sup>2</sup>Beginning in 1989–90, graduates from adult programs are excluded.

<sup>3</sup>Projected data from NCES 91-490, *Projections of Education Statistics to 2002*.

<sup>&</sup>lt;sup>4</sup>DoDEA = Department of Defense Education Activity. Includes both domestic and overseas schools.

NOTE: Data include regular diploma recipients, but exclude students receiving a certificate of attendance and persons receiving high school equivalency certificates. Some data have

Table 219.30. Public high school graduates, by race/ethnicity: 1998-99 through 2029-30

			Number of	high school g	raduates					Percentage (	distribution of	f graduates		
Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1998–99 1999–2000 2000–01 2001–02 2002–03	2,485,630 2,553,844 2,569,200 2,621,534 2,719,947	1,749,561 1,778,370 1,775,036 1,796,110 1,856,454	325,708 338,116 339,578 348,969 359,920	270,836 289,139 301,740 317,197 340,182	115,216 122,344 126,465 132,182 135,588	24,309 25,875 26,381 27,076 27,803	_ _ _	100.0 100.0 100.0 100.0 100.0	70.4 69.6 69.1 68.5 68.3	13.1 13.2 13.2 13.3 13.2	10.9 11.3 11.7 12.1 12.5	4.6 4.8 4.9 5.0 5.0	1.0 1.0 1.0 1.0 1.0	† † † †
2003–04 2004–05 2005–06 2006–07 2007–08	2,753,438 2,799,250 2,815,544 2,893,045 3,001,337	1,829,177 1,855,198 1,838,765 1,868,056 1,898,367	383,443 385,987 399,406 418,113 429,840	374,492 383,714 396,820 421,036 448,887	137,496 143,729 150,925 154,837 159,410	28,830 30,622 29,628 31,003 32,036		100.0 100.0 100.0 100.0 100.0	66.4 66.3 65.3 64.6 63.3	13.9 13.8 14.2 14.5 14.3	13.6 13.7 14.1 14.6 15.0	5.0 5.1 5.4 5.4 5.3	1.0 1.1 1.1 1.1 1.1	† † † 1.11
2008–09	3,039,015	1,883,382	451,384	481,698	163,575	32,213	26,763 <sup>1</sup>	100.0	62.0	14.9	15.9	5.4	1.1	0.9 <sup>1</sup>
2009–10	3,128,022	1,871,980	472,261	545,518	167,840	34,131	36,292 <sup>1</sup>	100.0	59.8	15.1	17.4	5.4	1.1	1.2 <sup>1</sup>
2010–11	3,144,100	1,835,332	471,461	583,907	168,875	32,768	51,748	100.0	58.4	15.0	18.6	5.4	1.0	1.6
2011–12	3,149,185	1,807,528	467,932	608,726	173,835	32,450	58,703	100.0	57.4	14.9	19.3	5.5	1.0	1.9
2012–13	3,169,257	1,791,147	461,919	640,413	179,101	31,100	65,569	100.0	56.5	14.6	20.2	5.7	1.0	2.1
2013–14 <sup>2</sup>	3,168,450	1,765,670	441,190	678,020	181,550	30,120	71,890	100.0	55.7	13.9	21.4	5.7	1.0	2.3
2014–15 <sup>2</sup>	3,187,000	1,746,730	446,000	703,430	184,780	29,990	76,060	100.0	54.8	14.0	22.1	5.8	0.9	2.4
2015–16 <sup>2</sup>	3,224,140	1,742,530	451,780	731,860	184,660	30,160	83,160	100.0	54.0	14.0	22.7	5.7	0.9	2.6
2016–17 <sup>2</sup>	3,255,320	1,737,890	455,260	755,350	186,390	30,120	90,310	100.0	53.4	14.0	23.2	5.7	0.9	2.8
2017–18 <sup>2</sup>	3,310,020	1,733,070	461,460	787,440	200,160	29,920	97,970	100.0	52.4	13.9	23.8	6.0	0.9	3.0
2018–19 <sup>2</sup>	3,316,970	1,708,880	457,520	816,590	201,210	29,420	103,350	100.0	51.5	13.8	24.6	6.1	0.9	3.1
2019–20 <sup>2</sup>	3,294,660	1,669,470	450,140	833,680	203,790	28,640	108,950	100.0	50.7	13.7	25.3	6.2	0.9	3.3
2020–21 <sup>2</sup>	3,302,430	1,659,350	438,840	847,220	210,500	28,010	118,520	100.0	50.2	13.3	25.7	6.4	0.8	3.6
2021–22 <sup>2</sup>	3,323,040	1,644,960	437,670	867,260	215,970	28,630	128,550	100.0	49.5	13.2	26.1	6.5	0.9	3.9
2022–23 <sup>2</sup>	3,337,740	1,619,670	437,020	897,540	216,500	28,350	138,660	100.0	48.5	13.1	26.9	6.5	0.8	4.2
2023–24 <sup>2</sup>	3,404,190	1,617,130	448,210	938,810	217,600	28,450	154,000	100.0	47.5	13.2	27.6	6.4	0.8	4.5
2024–25 <sup>2</sup>	3,463,190	1,621,480	460,190	964,330	220,810	28,420	167,960	100.0	46.8	13.3	27.8	6.4	0.8	4.8
2025–26 <sup>2</sup>	3,458,860	1,593,110	461,810	974,170	224,280	27,780	177,720	100.0	46.1	13.4	28.2	6.5	0.8	5.1
2026–27 <sup>2</sup>	3,384,860	1,545,340	453,610	957,640	220,380	27,160	180,730	100.0	45.7	13.4	28.3	6.5	0.8	5.3
2027–28 <sup>2</sup>	3,314,690	1,503,860	435,320	937,280	225,420	25,930	186,900	100.0	45.4	13.1	28.3	6.8	0.8	5.6
2028–29 <sup>2</sup>	3,290,850	1,486,770	428,000	927,090	229,260	24,670	195,070	100.0	45.2	13.0	28.2	7.0	0.7	5.9
2029–30 <sup>2</sup>	3,265,340	1,475,140	425,170	908,160	237,300	24,420	195,160	100.0	45.2	13.0	27.8	7.3	0.7	6.0

<sup>—</sup>Not available. †Not applicable.

from previously published figures. Detail may not sum to totals because of rounding and statistical methods used to prevent the identification of individual students. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981–82 through 2005–06; "State Dropout and Completion Data File," 2005–06 through 2012–13; and National Public High School Graduates by Race/Ethnicity Projections Model, 1005–106 through 2009. (This behavior and Completion Data File). 1995-96 through 2029-30. (This table was prepared December 2019.)

Data on students of Two or more races were not reported by all states; therefore, the data are not comparable to figures for 2010–11 and later years.

Projected.

NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2007–08, data on students of Two or more races were not collected separately. Some data have been revised

Table 219.46. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010–11 through 2017–18

			To	tal, ACGR f	or all stude	nts							ACGR for st	udents with	selected ch	aracteristic	s,1 2017–1	8			
												Race/et	hnicity						F		
												Asian	Pacific Isla	nder <sup>5</sup>	American Indian/	Two or	Students with	Limited	Econom- ically		
State	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	White	Black	Hispanic	Total	Asian	Pacific Islander	Alaska Native	more	disabili- ties <sup>2</sup>	English proficient <sup>3</sup>	disad- vantaged <sup>4</sup>	Homeless enrolled	Foster care
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
United States	79 <sup>6</sup>	80 <sup>6</sup>	81 <sup>7</sup>	82		84	85	85	89	79	81	92			74 <sup>8</sup>		67	68	80		
Alabama <sup>9</sup> Alaska Arizona Arkansas California	72 68 78 81 76	75 70 76 84 79	80 72 75 85 80	86 71 76 87 81	76	87 76 80 87 83	78 88	90 79 79 89 83	92 84 83 91 87	88 73 74 86 73	88 76 76 86 81	94 84 89 88 93	94 88 90 95 94	85 74 76 73 81	90 69 68 84 71	91 74 75 90 73	68 57 68 85 66	64 61 47 83 68	84 72 73 87 80	78 57 52 81 69	77 55 45 74 53
Colorado Connecticut Delaware District of Columbia Florida	74 83 78 59 71	75 85 80 59 75	77 86 80 62 76	77 87 87 61 76	77 87 86 69 78	79 87 86 69 81	88 87	81 88 87 69 86	85 93 90 89 89	74 81 83 67 81	73 79 82 65 85	89 96 95 88 96	90 ‡ ‡ ‡ 96	74 >=90 >=50 ‡ 89	68 85 76 ‡ 80	83 88 91 >=90 87	59 65 69 47 77	67 67 69 56 75	71 80 78 59 82	55 70 83 44 74	25 48 62 46 50
Georgia Hawaii Idaho Illinois Indiana	67 80 — 84 86	70 81 — 82 86	72 82 — 83 87	73 82 77 86 88	82 79	79 83 80 86 87		82 85 81 87 88	85 86 82 91	79 82 71 78 79	75 80 76 82 84	90 85 83 94 95	92 86 94 96	— 77 72 84 83	77 61 80 84	82  74 86 85	61 64 59 72 73	58 68 76 72 69	77 80 72 79 85	61 66 58 68 82	37 57 47 56 68
lowa Kansas Kentucky Louisiana Maine	88 83 — 71 84	89 85 — 72 85	90 86 86 74 86	91 86 88 75 87	88	91 86 89 79 87	90	91 87 90 81 87	93 90 92 86 87	81 79 82 78 78	84 81 83 68 83	91 93 95 92 92	93 93 95 92 ‡	75 81 85 76 >=80	76 79 89 89 71	88 86 88 81 79	77 80 75 59 74	79 81 70 36 76	84 80 88 76 78	73 68 84 60 57	76 61 — 35 56
Maryland Massachusetts Michigan Minnesota Mississippi	83 83 74 77 75	84 85 76 78 75	85 85 77 80 76	86 86 79 81 78	87	88 88 80 82 82	80 83	87 88 81 83 84	93 92 84 88 88	85 80 70 67 81	72 74 74 67 79	96 94 91 87 93	97 94 91 87 ‡	84 90 87 76 >=80	90 83 70 51 86	90 87 75 72 82	67 72 58 62 38	51 64 71 66 55	79 77 70 70 81	67 71 57 47 71	59 61 40 — 80
Missouri Montana Nebraska Nevada New Hampshire	81 82 86 62 86	84 84 88 63 86	86 84 89 71 87	87 85 90 70 88	89	89 86 89 74 88	86	89 86 89 83 89	92 89 93 86 90	80 80 78 72 81	85 79 81 82 76	92 90 82 92 93	93 ‡ 94 94	76 >=80 84 75	87 68 71 80 85	88 82 85 83 92	76 77 69 66 74	71 63 49 76 70	82 78 81 81 78	76 66 59 76 65	69 75 — 46 44
New Jersey New Mexico New York North Carolina North Dakota	83 63 77 78 86	86 70 77 80 87	88 70 77 83 88	89 69 78 84 87		90 71 80 86 88		91 74 82 86 88	95 79 90 90	84 69 73 83 76	85 73 72 80 75	97 86 89 93 89	97 86 89 —	93 77 —	87 66 69 84 72	92  84 84 	80 66 57 69 69	76 71 31 68 68	85 69 76 80 75	73 53 56 67 52	63 46 61 73 71
Ohio Oklahoma Oregon Pennsylvania Rhode Island	80 	81 	82 85 69 86 80	82 83 72 85 81	74	84 82 75 86 83	87	82 82 79 86 84	86 83 80 91 87	69 77 68 72 83	73 79 75 74 77	90 86 88 92 91		74 75 90 >=50	70 81 65 79 69	77 84 78 79 78	51 58 61 70 62	65 61 56 66 72	71 75 72 78 77	51 67 54 70 57	52 61 — >=50
South Carolina South Dakota Tennessee Texas Utah	74 83 86 86 76	75 83 87 88 80	78 83 86 88 83	80 83 87 88 84	88	83 84 89 89 85	90	81 84 90 90 87	84 90 93 94 89	77 75 84 87 76	81 71 83 88 78	93 87 95 96 89	+ 95 96 92	>=80 91 86 85	73 50 90 85 77	80 — 91 87	52 63 73 78 70	80 77 71 77 70	83 69 84 87 77	64 60 75 80	48 67 63
Vermont Virginia Washington West Virginia Wisconsin Wyoming	87 82 76 78 87 80	88 83 77 79 88 79	87 85 76 81 88 77	88 85 78 85 89 79	78 87 88	88 87 80 90 88 80		85 88 87 90 90	86 92 88 90 94 84	70 84 80 86 70 77	79 74 83 92 82 75	72 95 92 >=95 91 86	\$ 95 93 >=95 ‡	\$ 93 81 >=50 >=90 >=50	‡ 84 71 87 78 59	80 91 87 86 85 78	68 61 70 77 69 63	58 57 76 93 70 61	76 80 80 88 80 70	60 60 65 87 70 62	63 70 72 51

See notes at end of table.

## Table 219.46. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010–11 through 2017–18—Continued

-Not available.

‡Reporting standards not met (too few cases).

The time when students are identified as having certain characteristics varies by state. Depending on the state, a student may be included in a category if the relevant characteristic is reported in 9th-grade data, if the characteristic is reported in 12th-grade data, or if it is reported at any point during the student's high school years.

<sup>2</sup>Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA).

<sup>3</sup>Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see <a href="https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html">https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html</a>.

<sup>4</sup>Students who met the state criteria for classification as economically disadvantaged.

<sup>5</sup>States either report data for a combined "Asian/Pacific Islander" group or report the "Asian" and "Pacific Islander" groups separately. Total represents either a single value reported by the state for "Asian/Pacific Islander" or an aggregation of separate values reported for "Asian" and "Pacific Islander." "Asian/Pacific Islander" includes the "Filipino" group, which only California and Hawaii report separately.

<sup>6</sup>Includes imputed data for Idaho, Kentucky, and Oklahoma. Data were not available for these states because they had not yet started reporting ACGR data in 2010–11 and 2011–12.

<sup>7</sup>Includes imputed data for Idaho. Data were not available for Idaho because this state had not yet started reporting ACGR data in 2012–13.

<sup>8</sup>Estimated assuming a count of zero American Indian/Alaska Native students for Hawaii.

<sup>9</sup>Use data with caution. The Alabama State Department of Education has indicated that their ACGR data for some years was misstated. For more information, please see the following press release issued by the state: <a href="https://www.alsde.edu/sec/comm/News%20Releases/12-08-2016%20Graduation%20Rate%20Review.pdf">https://www.alsde.edu/sec/comm/News%20Releases/12-08-2016%20Graduation%20Rate%20Review.pdf</a>.

NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Values preceded by the ">=" symbol have been "blurred" (rounded) to protect student privacy. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2010–11 through 2017–18. (This table was prepared February 2020.)

Table 219.55. Among 15- to 24-year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), by sex and race/ethnicity: 1972 through 2018

						Event drop	out rate <sup>1</sup>					
				Se	х				Race/ethni	icity		
Year		Total <sup>2</sup>		Male		Female		White		Black		Hispanic
1		2		3		4		5		6		7
1972	6.1	(0.34)	5.9	(0.47)	6.3	(0.49)	5.3	(0.35)	9.6	(1.36)	11.2!	(3.70)
1973	6.3	(0.34)	6.8	(0.50)	5.7	(0.46)	5.5	(0.35)	10.0	(1.39)	10.0!	(3.50)
1974	6.7	(0.35)	7.4	(0.52)	6.0	(0.47)	5.8	(0.36)	11.6	(1.44)	9.9!	(3.34)
1975	5.8	(0.32)	5.4	(0.45)	6.1	(0.47)	5.1	(0.34)	8.7	(1.28)	10.9!	(3.30)
1976	5.9	(0.33)	6.6	(0.49)	5.2	(0.44)	5.6	(0.36)	7.4	(1.18)	7.3!	(2.71)
1977	6.5	(0.34)	6.9	(0.49)	6.1	(0.47)	6.1	(0.37)	8.6	(1.21)	7.8!	(2.79)
1978	6.7	(0.35)	7.5	(0.52)	5.9	(0.46)	5.8	(0.36)	10.2	(1.32)	12.3	(3.60)
1979	6.7	(0.35)	6.8	(0.50)	6.7	(0.49)	6.1	(0.37)	10.0	(1.34)	9.8!	(3.20)
1980	6.1	(0.33)	6.7	(0.49)	5.5	(0.45)	5.3	(0.35)	8.3	(1.22)	11.7	(3.36)
1981	5.9	(0.33)	6.0	(0.47)	5.8	(0.46)	4.9	(0.34)	9.7	(1.30)	10.7	(3.00)
1982	5.5	(0.34)	5.8	(0.50)	5.2	(0.47)	4.8	(0.37)	7.8	(1.23)	9.2!	(3.04)
1983	5.2	(0.34)	5.8	(0.50)	4.7	(0.46)	4.4	(0.36)	7.0	(1.20)	10.1!	(3.18)
1984	5.1	(0.34)	5.5	(0.50)	4.8	(0.47)	4.5	(0.37)	5.8	(1.08)	11.1	(3.28)
1985	5.3	(0.35)	5.4	(0.51)	5.1	(0.49)	4.4	(0.37)	7.8	(1.29)	9.8	(2.58)
1986	4.7	(0.33)	4.7	(0.46)	4.7	(0.46)	3.8	(0.34)	5.5	(1.08)	11.9	(2.70)
1987	4.1	(0.31)	4.4	(0.45)	3.8	(0.42)	3.6	(0.33)	6.4	(1.16)	5.6!	(1.94)
1988	4.8	(0.37)	5.4	(0.55)	4.6	(0.53)	4.4	(0.42)	6.3	(1.28)	11.0	(3.08)
1989	4.5	(0.35)	4.6	(0.50)	4.6	(0.50)	3.6	(0.37)	8.2	(1.40)	8.1	(2.43)
1990	4.0	(0.33)	4.2	(0.49)	4.1	(0.49)	3.5	(0.37)	5.2	(1.17)	8.4	(2.41)
1991	4.0	(0.33)	3.9	(0.47)	4.4	(0.51)	3.3	(0.37)	6.4	(1.27)	7.8	(2.33)
1992	4.4	(0.35)	3.9	(0.46)	4.9	(0.53)	3.7	(0.38)	5.0	(1.09)	8.2	(2.23)
1993	4.5	(0.36)	4.6	(0.51)	4.3	(0.50)	3.9	(0.40)	5.8	(1.20)	6.7!	(2.02)
1994	5.3	(0.37)	5.2	(0.51)	5.4	(0.53)	4.2	(0.40)	6.6	(1.21)	10.0	(2.18)
1995	5.7	(0.35)	6.2	(0.51)	5.3	(0.48)	4.5	(0.38)	6.4	(1.01)	12.4	(1.62)
1996	5.0	(0.34)	5.0	(0.48)	5.1	(0.49)	4.1	(0.38)	6.7	(1.05)	9.0	(1.49)
1997	4.6	(0.32)	5.0	(0.47)	4.1	(0.43)	3.6	(0.35)	5.0	(0.91)	9.5	(1.45)
1998	4.8	(0.33)	4.6	(0.45)	4.9	(0.47)	3.9	(0.36)	5.2	(0.91)	9.4	(1.46)
1999	5.0	(0.33)	4.6	(0.44)	5.4	(0.49)	4.0	(0.36)	6.5	(0.99)	7.8	(1.27)
2000	4.8	(0.33)	5.5	(0.49)	4.1	(0.43)	4.1	(0.37)	6.1	(1.00)	7.4	(1.24)
2001	5.0	(0.32)	5.6	(0.46)	4.3	(0.42)	4.1	(0.35)	6.3	(0.96)	8.8	(1.31)
2002	3.5	(0.27)	3.7	(0.39)	3.4	(0.37)	2.6	(0.28)	4.9	(0.87)	5.8	(1.01)
2003	4.0	(0.28)	4.2	(0.40)	3.8	(0.38)	3.2	(0.31)	4.8	(0.85)	7.1	(1.06)
2004	4.7	(0.30)	5.1	(0.44)	4.3	(0.41)	3.7	(0.34)	5.7	(0.94)	8.9	(1.20)
2005	3.8	(0.27)	4.2	(0.40)	3.4	(0.36)	2.8	(0.29)	7.3	(1.03)	5.0	(0.87)
2006	3.8	(0.27)	4.1	(0.39)	3.4	(0.36)	2.9	(0.30)	3.8	(0.77)	7.0	(1.01)
2007	3.5	(0.26)	3.7	(0.37)	3.3	(0.35)	2.2	(0.26)	4.5	(0.80)	6.0	(0.98)
2008	3.5	(0.26)	3.1	(0.34)	4.0	(0.39)	2.3	(0.27)	6.4	(0.94)	5.3	(0.85)
2009	3.4	(0.25)	3.5	(0.36)	3.4	(0.35)	2.4	(0.28)	4.8	(0.83)	5.8	(0.87)
2010	3.0	(0.26)	3.0	(0.36)	2.9	(0.35)	2.3	(0.29)	3.6	(0.88)	4.1	(0.73)
2011	3.4	(0.30)	3.6	(0.43)	3.1	(0.37)	2.7	(0.38)	4.4	(0.87)	4.6	(0.81)
2012	3.4	(0.32)	3.6	(0.48)	3.3	(0.49)	1.6	(0.24)	6.8	(1.35)	5.4	(0.93)
2013	4.7	(0.40)	4.8	(0.53)	4.5	(0.55)	4.3	(0.51)	5.8	(1.17)	5.7	(0.95)
2014	5.2	(0.38)	5.4	(0.58)	5.0	(0.53)	4.7	(0.43)	5.7	(1.21)	7.9	(1.05)
2015	4.9	(0.43)	5.1	(0.60)	4.6	(0.57)	3.8	(0.47)	6.8	(1.37)	6.2	(1.12)
2016	4.8	(0.36)	5.4	(0.57)	4.1	(0.52)	4.5	(0.45)	5.9	(1.19)	4.7	(0.76)
2017	4.7	(0.37)	5.4	(0.52)	3.9	(0.49)	3.9	(0.43)	5.5	(1.16)	6.5	(0.98)
2018	4.7	(0.43)	4.2	(0.48)	5.2	(0.66)	3.6	(0.50)	6.8	(1.35)	6.1	

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2018. (This table was prepared October 2019.)

<sup>30</sup> and 50 percent.

The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through 12 who dropped out between one October and the next (e.g., the 2018 data refer to 10th- through 12th-graders who were enrolled in October 2017 but had dropped out by October 2018). Dropping out is defined as leaving school without a high school diploma

or alternative credential such as a GED certificate. ²Includes other racial/ethnic groups not separately shown.

Table 219.57. Among 15- to 24-year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), and number and percentage distribution of 15- to 24-year-olds in grades 10 through 12, by selected characteristics: Selected years, 2008 through 2018

												20	18			
				Event drop	oout rate <sup>1</sup>					ber of 15- ed in grade (in thou	s 10 thro			15- to 24-	istribution o year-olds s 10 throug	
Selected characteristic		2008		2013		2017		2018	po	Total opulation <sup>2</sup>	drop	Event outs only <sup>3</sup>	po	Total oulation <sup>2</sup>	dropo	Event uts only <sup>3</sup>
1		2		3		4		5		6		7		8		9
Total	3.5	(0.26)	4.7	(0.40)	4.7	(0.37)	4.7	(0.43)	11,033	(155.2)	518	(46.0)	100.0	(†)	100.0	(†)
Sex Male Female	3.1 4.0	(0.34) (0.39)	4.8 4.5	(0.53) (0.55)	5.4 3.9	(0.52) (0.49)	4.2 5.2	(0.48) (0.66)	5,646 5,387	(92.2) (103.5)	236 282	(27.1) (34.9)	51.2 48.8	(0.54) (0.54)	45.6 54.4	(4.09) (4.09)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	2.3 6.4 5.3 4.2! ‡	(0.27) (0.94) (0.85) (1.57) (†) (†)	4.3 5.8 5.7 1.8! ‡ 5.0!	(0.51) (1.17) (0.95) (0.78) (†) (†) (2.34)	3.9 5.5 6.5 4.7! ‡ 4.4!	(0.43) (1.16) (0.98) (1.53) (†) (1.86) (†)	3.6 6.8 6.1 4.7! ‡	(0.50) (1.35) (1.03) (1.79) (†) (†)	5,878 1,508 2,513 588 ‡ 100 399	(110.2) (58.8) (65.3) (47.8) (†) (18.8) (39.9)	213 ‡ 153 ‡ ‡ ‡	(29.4) (†) (26.4) (†) (†) (†) (†)	53.3 13.7 22.8 5.3 0.4 0.9 3.6	(0.61) (0.51) (0.64) (0.40) (0.10) (0.17) (0.34)	41.1 19.9 29.5 5.4! ‡	(4.52) (3.73) (4.32) (2.03) (†) (†) (†)
Age <sup>4</sup> 15 and 16 17 18 19 20 to 24	2.4 3.1 3.6 4.9 14.9	(0.40) (0.41) (0.50) (1.11) (2.79)	5.2 4.0 2.9 7.2 14.4	(0.73) (0.62) (0.58) (1.61) (3.41)	4.5 4.1 5.2 6.1! 5.8!	(0.64) (0.55) (0.79) (1.89) (2.31)	5.6 4.2 3.5 6.5 7.5!	(0.94) (0.59) (0.64) (1.62) (2.71)	3,047 3,657 3,046 877 406	(96.6) (70.3) (72.6) (55.9) (47.3)	169 153 108 ‡	(27.2) (21.9) (19.4) (†) (†)	27.6 33.1 27.6 8.0 3.7	(0.69) (0.55) (0.54) (0.49) (0.43)	32.7 29.6 20.8 11.1 5.9!	(4.11) (3.53) (3.22) (2.87) (2.04)
Recency of immigration <sup>5</sup> Born outside the United States Hispanic Non-Hispanic First generation Hispanic Non-Hispanic Second or later generation Hispanic Non-Hispanic	6.3 7.2! 5.3! 2.5 3.6! 1.4! 3.5 6.1 3.2	(1.49) (2.18) (1.98) (0.58) (1.11) (0.60) (0.29) (1.47) (0.29)	4.8 5.5! 4.1! 4.4 6.5 1.9! 4.8 5.0 4.7	(1.24) (2.19) (1.52) (0.86) (1.48) (0.74) (0.46) (1.16) (0.47)	8.0 5.9! 9.6 4.2 4.7 3.5 4.5 8.8 4.0	(1.72) (2.27) (2.53) (0.85) (1.17) (1.04) (0.45) (1.93) (0.40)	10.4 15.6 5.7! 6.4 5.2 8.0 3.7 3.7! 3.7	(2.48) (4.53) (2.30) (1.30) (1.21) (2.20) (0.40) (1.29) (0.43)	721 345 376 2,208 1,239 969 8,103 929 7,175	(50.1) (35.7) (35.2) (86.0) (62.4) (62.5) (150.5) (57.1) (144.9)	‡ ‡ 142 ‡ 301 ‡ 266	(†) (†) (29.0) (†) (32.0) (†) (30.4)	6.5 3.1 3.4 20.0 11.2 8.8 73.4 8.4 65.0	(0.44) (0.33) (0.31) (0.75) (0.59) (0.53) (0.78) (0.51) (0.80)	14.5 10.4 4.1! 27.4 12.5 14.9 58.1 6.7! 51.4	(3.32) (3.09) (1.68) (4.74) (2.69) (3.90) (4.98) (2.37) (4.81)
Disability status <sup>6</sup> With a disability Without a disability	_	(†) (†)	7.8! 4.6	(2.84) (0.39)	6.2! 4.6	(2.10) (0.39)	7.3 4.6	(1.83) (0.44)	426 10,607	(39.8) (154.3)	‡ 487	(†) (45.2)	3.9 96.1	(0.36) (0.36)	6.0 94.0	(1.67) (1.67)
Region Northeast Midwest South West	2.3 2.7 4.3 4.1	(0.50) (0.47) (0.50) (0.58)	2.2 4.5 5.8 4.9	(0.57) (0.85) (0.79) (0.68)	4.9 3.2 5.2 5.1	(1.01) (0.63) (0.62) (0.73)	3.8 2.7 5.6 5.8	(0.99) (0.57) (0.76) (0.93)	1,878 2,512 4,016 2,627	(86.6) (85.0) (105.7) (84.3)	‡ ‡ 225 154	(†) (†) (31.5) (24.5)	17.0 22.8 36.4 23.8	(0.71) (0.69) (0.88) (0.70)	13.7 13.2 43.4 29.6	(3.44) (2.69) (4.61) (4.06)

<sup>-</sup>Not available.

<sup>5</sup>United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Children born abroad to U.S.-citizen parents are counted as born in the United States. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.

<sup>§</sup>Individuals identified as having a disability reported difficulty with at least one of the

Endividuals identified as having a disability reported difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population,

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2008 through 2018. (This table was prepared October 2019.)

<sup>†</sup>Not applicable

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through

<sup>&</sup>lt;sup>1</sup>The event dropout rate is the percentage of 15- to 24-year-olds in grades 10 through 12 who dropped out between one October and the next (e.g., the 2018 data refer to 10th- through 12th-graders who were enrolled in October 2017 but had dropped out by October 2018). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.

<sup>&</sup>lt;sup>2</sup>Includes all 15- to 24-year-olds who were enrolled in grades 10 through 12 in October 2017. <sup>3</sup>Includes only those 15- to 24-year-olds who dropped out of grades 10 through 12 between October 2017 and October 2018. Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate. <sup>4</sup>Age at the time of data collection. A person's age at the time of dropping out may be

<sup>&</sup>lt;sup>4</sup>Age at the time of data collection. A person's age at the time of dropping out may be 1 year younger, because the dropout event could occur at any time over the previous 12-month period.

Table 219.65. High school completion rate of 18- to 24-year-olds not enrolled in high school (status completion rate), by sex and race/ ethnicity: 1972 through 2018

							Status comple	tion rate <sup>1</sup>						
				Se	X					Race/et	hnicity			
Year		Total		Male		Female		White		Black		Hispanic		Asian <sup>2</sup>
1		2		3		4		5		6		7		8
1972 1973 1974 1975 1976	82.8 83.7 83.6 83.8 83.5	(0.36) (0.34) (0.34) (0.34) (0.33)	83.0 84.0 83.4 84.1 83.0	(0.52) (0.50) (0.50) (0.48) (0.49)	82.7 83.4 83.8 83.6 84.0	(0.49) (0.48) (0.47) (0.47) (0.46)	86.0 87.0 86.7 87.2 86.4	(0.36) (0.35) (0.35) (0.34) (0.34)	72.1 71.6 72.9 70.2 73.5	(1.45) (1.42) (1.41) (1.43) (1.36)	56.2 58.7 60.1 62.2 60.3	(3.67) (3.68) (3.40) (3.45) (3.36)	_ _ _ _	(†) (†) (†) (†) (†)
1977 1978 1979 1980 1981	83.6 83.6 83.1 83.9 83.8	(0.33) (0.33) (0.33) (0.32) (0.32)	82.8 82.8 82.1 82.3 82.0	(0.49) (0.48) (0.49) (0.48) (0.48)	84.4 84.2 84.0 85.3 85.4	(0.45) (0.45) (0.45) (0.43) (0.43)	86.7 86.9 86.5 87.5 87.1	(0.34) (0.34) (0.34) (0.33) (0.33)	73.9 73.4 72.6 75.2 76.7	(1.34) (1.33) (1.33) (1.28) (1.22)	58.6 58.8 58.5 57.1 59.1	(3.50) (3.21) (3.15) (2.99) (2.90)	_ _ _ _	(†) (†) (†) (†) (†)
1982 1983 1984 1985 1986	83.8 83.9 84.7 85.4 85.5	(0.34) (0.34) (0.34) (0.34) (0.34)	82.7 82.1 83.3 84.0 84.2	(0.50) (0.51) (0.50) (0.50) (0.51)	84.9 85.6 85.9 86.7 86.7	(0.46) (0.45) (0.45) (0.45) (0.45)	87.0 87.4 87.5 88.2 88.8	(0.35) (0.35) (0.35) (0.35) (0.35)	76.4 76.8 80.3 81.0 81.8	(1.28) (1.27) (1.19) (1.20) (1.19)	60.9 59.4 63.7 66.6 63.5	(2.61) (3.13) (3.03) (2.40) (2.30)	_ _ _ _	(†) (†) (†) (†) (†)
1987 1988 1989 1990 1991	84.7 84.5 84.7 85.6 84.9	(0.35) (0.39) (0.37) (0.36) (0.37)	83.6 83.2 83.2 85.1 83.8	(0.52) (0.58) (0.55) (0.53) (0.55)	85.8 85.8 86.2 86.0 85.9	(0.47) (0.52) (0.49) (0.50) (0.51)	87.7 88.6 89.0 89.6 89.4	(0.37) (0.40) (0.38) (0.37) (0.38)	81.9 80.9 81.9 83.2 82.5	(1.20) (1.35) (1.25) (1.22) (1.26)	65.1 58.2 59.4 59.1 56.5	(2.24) (2.56) (2.29) (2.35) (2.32)	89.3 94.2 95.2	(†) (†) (2.46) (1.72) (1.42)
1992 1993 1994 1995 1996	86.4 86.2 85.8 85.0 86.2	(0.36) (0.36) (0.36) (0.34) (0.35)	85.3 85.4 84.5 84.3 85.7	(0.53) (0.53) (0.53) (0.50) (0.50)	87.4 86.9 87.0 85.7 86.8	(0.49) (0.50) (0.49) (0.47) (0.48)	90.7 90.1 90.7 89.5 91.5	(0.36) (0.37) (0.36) (0.36) (0.34)	82.0 81.9 83.3 84.1 83.0	(1.26) (1.27) (1.19) (1.01) (1.08)	62.1 64.4 61.8 62.6 61.9	(2.32) (2.26) (2.06) (1.40) (1.49)	93.1 93.9 92.4 94.8 93.5	(1.73) (1.66) (1.83) (1.43) (1.24)
1997 1998 1999 2000 2001	85.9 84.8 85.9 86.5 86.5	(0.35) (0.36) (0.34) (0.33) (0.31)	84.6 82.6 84.8 84.9 84.6	(0.51) (0.53) (0.50) (0.49) (0.47)	87.2 87.0 87.0 88.1 88.3	(0.47) (0.47) (0.46) (0.44) (0.41)	90.5 90.2 91.2 91.8 91.1	(0.36) (0.36) (0.34) (0.33) (0.32)	82.0 81.4 83.5 83.7 85.7	(1.10) (1.11) (1.04) (1.01) (0.92)	66.7 62.8 63.4 64.1 65.7	(1.42) (1.37) (1.39) (1.36) (1.24)	90.6 94.2 94.0 94.6 96.1	(1.58) (1.22) (1.19) (1.13) (0.91)
2002 2003 2004 2005 2006	86.6 87.1 86.9 87.6 87.8	(0.31) (0.30) (0.30) (0.30) (0.29)	84.8 85.1 84.9 85.4 86.5	(0.46) (0.46) (0.46) (0.45) (0.43)	88.4 89.2 88.8 89.8 89.2	(0.41) (0.40) (0.40) (0.38) (0.39)	91.8 91.9 91.7 92.3 92.6	(0.31) (0.31) (0.31) (0.30) (0.30)	84.7 85.0 83.5 86.0 84.9	(0.95) (0.96) (0.98) (0.91) (0.93)	67.3 69.2 69.9 70.3 70.9	(1.15) (1.15) (1.12) (1.12) (1.11)	95.7 94.8 95.2 96.0 95.8	(0.89) (1.06) (1.00) (0.93) (0.95)
2007 2008 2009 2010 2011	89.0 89.9 89.8 90.4 90.8	(0.28) (0.27) (0.27) (0.35) (0.35)	87.4 89.3 88.3 89.2 89.9	(0.42) (0.39) (0.40) (0.53) (0.50)	90.6 90.5 91.2 91.6 91.8	(0.37) (0.37) (0.35) (0.38) (0.46)	93.5 94.2 93.8 93.7 93.8	(0.28) (0.26) (0.27) (0.38) (0.39)	88.8 86.9 87.1 89.2 90.1	(0.80) (0.86) (0.84) (1.08) (0.98)	72.7 75.5 76.8 79.4 82.2	(1.07) (1.03) (1.00) (1.21) (1.04)	92.8 95.5 97.6 95.3 94.1	(1.23) (1.01) (0.72) (1.26) (1.48)
2012 2013 2014 2015 2016	91.3 92.0 92.4 93.0 92.9	(0.33) (0.35) (0.32) (0.33) (0.32)	90.3 91.4 91.8 92.5 91.6	(0.47) (0.47) (0.46) (0.44) (0.46)	92.3 92.6 93.1 93.4 94.3	(0.45) (0.45) (0.38) (0.45) (0.37)	94.6 94.3 94.2 94.7 94.5	(0.38) (0.38) (0.40) (0.36) (0.36)	90.0 91.5 91.7 91.9 92.2	(1.01) (1.13) (0.91) (0.91) (1.02)	82.8 85.0 87.1 88.4 89.1	(1.02) (0.98) (0.88) (0.93) (0.81)	95.3 96.3 98.8 97.3 96.8	(1.24) (1.27) (0.47) (0.75) (0.75)
2017 2018	93.3 93.6	(0.33) (0.32)	92.3 92.3	(0.44) (0.46)	94.3 94.9	(0.41) (0.39)	94.8 94.9	(0.38) (0.37)	93.8 94.4	(0.84) (0.85)	88.3 89.2	(0.90) (0.85)	98.6 96.9	(0.51) (0.92)

<sup>—</sup>Not available.

nursing facilities). Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2018. (This table was prepared November 2019.)

<sup>—</sup>Not available. †Not applicable. †Thot applicable. †Thot applicable. †The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED. Prior to 2003, Asian data include Pacific Islanders.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or

Table 219.67. High school completion rate of 18- to 24-year-olds not enrolled in high school (status completion rate), number of 18- to 24-year-olds not in high school, and number who are high school completers (status completers), by selected characteristics: Selected years, 2008 through 2018

												20	18			
			Sta	atus comp	letion rate	1				24-year-	oer of olds not er (in thousa				istribution olds not enr school	
Selected characteristic		2008		2013		2017		2018	po	Total pulation <sup>2</sup>	complet	Status ters only <sup>3</sup>	por	Total oulation <sup>2</sup>	complet	Status ers only <sup>3</sup>
1		2		3		4		5		6		7		8		9
Total	89.9	(0.27)	92.0	(0.35)	93.3	(0.33)	93.6	(0.32)	27,713	(198.9)	25,950	(209.8)	100.0	(†)	100.0	(†)
Sex Male Female	89.3 90.5	(0.39) (0.37)	91.4 92.6	(0.47) (0.45)	92.3 94.3	(0.44) (0.41)	92.3 94.9	(0.46) (0.39)	13,811 13,902	(111.7) (106.5)	12,754 13,196	(125.5) (115.4)	49.8 50.2	(0.16) (0.16)	49.1 50.9	(0.23) (0.23)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	94.2 86.9 75.5 95.5 95.9 82.5 94.2	(0.26) (0.86) (1.03) (1.01) (3.99) (4.03) (1.72)	94.3 91.5 85.0 96.3 99.3 91.7 93.6	(0.38) (1.13) (0.98) (1.27) (0.79) (2.97) (1.83)	94.8 93.8 88.3 98.6 89.2 86.3 96.4	(0.38) (0.84) (0.90) (0.51) (7.65) (3.21) (1.28)	94.9 94.4 89.2 96.9 93.1 91.1 94.5	(0.37) (0.85) (0.85) (0.92) (4.39) (2.21) (1.85)	14,887 3,801 6,316 1,694 99 233 683	(96.7) (89.9) (80.9) (55.5) (18.3) (31.7) (40.3)	14,134 3,588 5,636 1,642 92 212 646	(107.8) (91.5) (87.8) (55.7) (17.3) (30.4) (41.3)	53.7 13.7 22.8 6.1 0.4 0.8 2.5	(0.39) (0.26) (0.22) (0.18) (0.07) (0.11) (0.15)	54.5 13.8 21.7 6.3 0.4 0.8 2.5	(0.40) (0.29) (0.27) (0.19) (0.07) (0.12) (0.16)
Race/ethnicity by sex Male White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	93.6 89.1 73.2 95.3 ‡ 74.7 95.2	(0.39) (1.15) (1.48) (1.49) (†) (7.04) (2.18)	93.8 90.3 83.8 97.6 ‡ 90.5 94.7	(0.48) (1.41) (1.35) (1.17) (†) (6.44) (2.65)	94.3 92.1 85.9 99.3 ‡ 85.8 95.1	(0.51) (1.48) (1.22) (0.41) (†) (5.00) (2.14)	93.9 93.0 86.9 97.0 ‡ 91.9 94.1	(0.57) (1.19) (1.19) (1.17) (†) (3.13) (2.99)	7,461 1,814 3,192 876 ‡ 108 319	(88.3) (48.7) (48.7) (34.8) (†) (20.3) (37.0)	7,008 1,688 2,774 849 ‡ 99 300	(95.9) (51.6) (56.1) (37.2) (†) (19.5) (37.3)	54.0 13.1 23.1 6.3 0.3! 0.8 2.3	(0.47) (0.31) (0.33) (0.24) (0.09) (0.15) (0.27)	54.9 13.2 21.8 6.7 0.3! 0.8 2.4	(0.53) (0.36) (0.40) (0.27) (0.09) (0.15) (0.30)
Female White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	94.9 85.0 77.9 95.6 ‡ 88.2 93.1	(0.35) (1.25) (1.42) (1.36) (†) (4.51) (2.69)	94.7 92.6 86.2 94.9 ‡ 92.5 92.5	(0.45) (1.39) (1.30) (1.94) (†) (4.02) (2.88)	95.2 95.3 90.7 97.9 ‡ 87.0 97.4	(0.49) (0.96) (1.16) (0.90) (†) (5.29) (1.41)	96.0 95.7 91.6 96.8 ‡ 90.4 94.9	(0.46) (1.06) (1.03) (1.45) (†) (3.31) (1.70)	7,426 1,987 3,124 818 ‡ 125 364	(67.6) (57.6) (60.7) (37.6) (†) (19.7) (28.1)	7,126 1,901 2,862 793 ‡ 113 346	(71.5) (57.6) (63.8) (37.3) (†) (18.5) (28.2)	53.4 14.3 22.5 5.9 0.4 0.9 2.6	(0.69) (0.34) (0.34) (0.26) (0.11) (0.14) (0.20)	54.0 14.4 21.7 6.0 0.4 0.9 2.6	(0.70) (0.37) (0.38) (0.27) (0.11) (0.14) (0.21)
Age 18 and 19 20 and 21 22 to 24	89.0 91.0 89.7	(0.55) (0.47) (0.40)	91.4 92.4 92.1	(0.69) (0.63) (0.51)	90.6 94.2 94.2	(0.70) (0.54) (0.41)	91.4 94.3 94.4	(0.62) (0.51) (0.44)	6,802 8,185 12,725	(86.5) (194.5) (163.6)	6,218 7,720 12,011	(92.8) (189.3) (167.5)	24.5 29.5 45.9	(0.37) (0.59) (0.51)	24.0 29.8 46.3	(0.41) (0.61) (0.54)
Recency of immigration <sup>4</sup> Born outside the United States Hispanic Non-Hispanic First generation Hispanic Non-Hispanic Second generation or higher Hispanic Non-Hispanic	73.9 59.0 93.4 91.3 85.4 96.4 92.0 84.0 92.6	(1.33) (1.97) (1.15) (0.73) (1.51) (0.66) (0.27) (1.53) (0.27)	82.2 71.8 92.7 92.3 89.9 95.5 93.3 88.7 93.8	(1.52) (2.53) (1.50) (0.86) (1.29) (1.15) (0.38) (1.47) (0.38)	86.6 78.1 94.7 94.3 91.7 97.9 94.1 90.8 94.5	(1.34) (2.25) (1.23) (0.75) (1.18) (0.64) (0.37) (1.37) (0.37)	87.2 79.1 94.3 94.1 91.4 97.3 94.4 92.4 94.7	(1.43) (2.46) (1.39) (0.79) (1.22) (0.73) (0.34) (1.25) (0.36)	2,780 1,296 1,485 5,073 2,801 2,272 19,860 2,219 17,640	(110.5) (75.0) (82.0) (135.8) (94.5) (90.3) (196.8) (108.4) (163.2)	2,425 1,025 1,401 4,771 2,561 2,210 18,754 2,051 16,703	(105.4) (64.4) (83.3) (134.2) (91.4) (91.1) (200.7) (104.5) (171.6)	10.0 4.7 5.4 18.3 10.1 8.2 71.7 8.0 63.7	(0.38) (0.27) (0.29) (0.47) (0.33) (0.32) (0.57) (0.39) (0.47)	9.3 3.9 5.4 18.4 9.9 8.5 72.3 7.9 64.4	(0.39) (0.25) (0.31) (0.49) (0.34) (0.60) (0.40) (0.52)
Disability <sup>5</sup> With a disability Without a disability	=	(†) (†)	81.3 92.4	(2.27) (0.33)	84.8 93.6	(2.28) (0.34)	84.7 94.0	(2.00) (0.32)	1,104 26,609	(71.7) (207.0)	935 25,014	(62.3) (215.0)	4.0 96.0	(0.26) (0.26)	3.6 96.4	(0.24) (0.24)
Region Northeast Midwest South West	92.7 90.3 89.1 88.7	(0.56) (0.58) (0.47) (0.57)	93.4 93.2 91.2 91.2	(0.79) (0.71) (0.60) (0.70)	94.9 93.3 92.8 93.1	(0.64) (0.73) (0.56) (0.71)	94.7 93.0 93.5 93.6	(0.82) (0.75) (0.55) (0.52)	4,753 5,649 10,770 6,542	(149.8) (126.0) (190.9) (155.3)	4,500 5,256 10,071 6,123	(150.4) (120.7) (189.5) (149.4)	17.1 20.4 38.9 23.6	(0.52) (0.46) (0.61) (0.53)	17.3 20.3 38.8 23.6	(0.56) (0.46) (0.65) (0.53)

<sup>-</sup>Not available.

<sup>†</sup>Not applicable

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

The status completion rate is the number of 18- to 24-year-olds who are high school completers as a percentage of the total number of 18- to 24-year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED.

a high scribol diploma, as well as trose with an alternative decential, such as a GED. \*Includes all 18- to 24-year-olds who are not enrolled in high school or a lower level of education.

<sup>&</sup>lt;sup>3</sup>Status completers are 18- to 24-year-olds who are not enrolled in high school or a lower level of education and who also are high school completers—that is, have either a high school diploma or an alternative credential, such as a GED.

school diploma or an alternative credential, such as a GED.

4United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Children born abroad

to U.S.-citizen parents are counted as born in the United States. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.

Sindividuals identified as having a disability reported difficulty in at least one of the following:

Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population,

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2008 through 2018. (This table was prepared October 2019.)

Table 219.70. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2018

	Total										Ma	ale							Fen	nale				
Year		races/ icities¹		White		Black	Н	ispanic		races/ nicities <sup>1</sup>		White		Black	Н	ispanic		races/ nicities¹		White		Black	Н	ispanic
1		2		3		4		5		6		7		8		9		10		11		12		13
1960 <sup>2</sup> 1967 <sup>3</sup> 1968 <sup>3</sup> 1969 <sup>3</sup>	27.2 17.0 16.2 15.2	(—) (—) (—)	15.4 14.7 13.6	(†) (—) (—)	28.6 27.4 26.7	(†) (—) (—)	_ _ _	(†) (†) (†) (†)	27.8 16.5 15.8 14.3	( <u>)</u> ( <u>)</u> ( <u>)</u>	14.7 14.4 12.6	(†) (—) (—)	30.6 27.1 26.9	(†) (—) (—)	_ _ _	(†) (†) (†) (†)	26.7 17.3 16.5 16.0	(—) (—) (—)	16.1 15.0 14.6	(†) (—) (—)	26.9 27.6 26.7	(†) (—) (—)	_ _ _	(†) (†) (†) (†)
1970 <sup>3</sup> 1971 <sup>3</sup> 1972 1973 1974	15.0 14.7 14.6 14.1 14.3	(0.30) (0.29) (0.28) (0.28) (0.28)	13.2 13.4 12.3 11.6 11.9	(0.30) (0.30) (0.29) (0.28) (0.28)	27.9 24.0 21.3 22.2 21.2	(1.25) (1.17) (1.09) (1.09) (1.07)	34.3 33.5 33.0	(†) (†) (2.93) (2.96) (2.74)	14.2 14.2 14.1 13.7 14.2	(0.42) (0.41) (0.40) (0.39) (0.39)	12.2 12.6 11.6 11.5 12.0	(0.43) (0.42) (0.41) (0.40) (0.41)	29.4 25.5 22.3 21.5 20.1	(1.87) (1.74) (1.63) (1.57) (1.55)	33.7 30.4 33.8	(†) (†) (4.26) (4.17) (3.94)	15.7 15.2 15.1 14.5 14.3	(0.42) (0.41) (0.40) (0.39) (0.39)	14.1 14.2 12.8 11.8 11.8	(0.43) (0.42) (0.42) (0.40) (0.40)	26.6 22.6 20.5 22.8 22.1	(1.69) (1.58) (1.48) (1.51) (1.49)	34.8 36.4 32.2	(†) (†) (4.03) (4.18) (3.82)
1975	13.9	(0.27)	11.4	(0.28)	22.9	(1.08)	29.2	(2.67)	13.3	(0.38)	11.0	(0.39)	23.0	(1.60)	26.7	(3.75)	14.5	(0.38)	11.8	(0.39)	22.9	(1.48)	31.6	(3.78)
1976	14.1	(0.27)	12.0	(0.28)	20.5	(1.03)	31.4	(2.66)	14.1	(0.39)	12.1	(0.40)	21.2	(1.53)	30.3	(3.88)	14.2	(0.38)	11.8	(0.39)	19.9	(1.39)	32.3	(3.64)
1977	14.1	(0.27)	11.9	(0.28)	19.8	(1.00)	33.0	(2.65)	14.5	(0.39)	12.6	(0.41)	19.5	(1.47)	31.6	(3.79)	13.8	(0.37)	11.2	(0.38)	20.0	(1.38)	34.3	(3.71)
1978	14.2	(0.27)	11.9	(0.28)	20.2	(1.01)	33.3	(2.62)	14.6	(0.39)	12.2	(0.40)	22.5	(1.54)	33.6	(3.77)	13.9	(0.37)	11.6	(0.39)	18.3	(1.32)	33.1	(3.65)
1979	14.6	(0.27)	12.0	(0.28)	21.1	(1.02)	33.8	(2.60)	15.0	(0.39)	12.6	(0.40)	22.4	(1.53)	33.0	(3.71)	14.2	(0.37)	11.5	(0.39)	20.0	(1.36)	34.5	(3.63)
1980	14.1	(0.27)	11.4	(0.27)	19.1	(0.98)	35.2	(2.47)	15.1	(0.39)	12.3	(0.40)	20.8	(1.48)	37.2	(3.57)	13.1	(0.36)	10.5	(0.37)	17.7	(1.29)	33.2	(3.42)
1981	13.9	(0.26)	11.3	(0.27)	18.4	(0.94)	33.2	(2.36)	15.1	(0.39)	12.5	(0.40)	19.9	(1.41)	36.0	(3.42)	12.8	(0.35)	10.2	(0.37)	17.1	(1.25)	30.4	(3.25)
1982	13.9	(0.28)	11.4	(0.29)	18.4	(0.99)	31.7	(2.51)	14.5	(0.40)	12.0	(0.43)	21.2	(1.52)	30.5	(3.57)	13.3	(0.38)	10.8	(0.40)	15.9	(1.28)	32.8	(3.53)
1983	13.7	(0.28)	11.1	(0.29)	18.0	(0.98)	31.6	(2.51)	14.9	(0.41)	12.2	(0.43)	19.9	(1.48)	34.3	(3.71)	12.5	(0.38)	10.1	(0.40)	16.2	(1.30)	29.1	(3.41)
1984	13.1	(0.28)	11.0	(0.29)	15.5	(0.93)	29.8	(2.49)	14.0	(0.41)	11.9	(0.43)	16.8	(1.39)	30.6	(3.62)	12.3	(0.38)	10.1	(0.40)	14.3	(1.24)	29.0	(3.42)
1985	12.6	(0.28)	10.4	(0.29)	15.2	(0.93)	27.6	(1.93)	13.4	(0.40)	11.1	(0.43)	16.1	(1.39)	29.9	(2.77)	11.8	(0.37)	9.8	(0.40)	14.3	(1.25)	25.2	(2.68)
1986	12.2	(0.27)	9.7	(0.29)	14.2	(0.91)	30.1	(1.88)	13.1	(0.40)	10.3	(0.42)	15.0	(1.36)	32.8	(2.67)	11.4	(0.37)	9.1	(0.39)	13.5	(1.23)	27.2	(2.64)
1987	12.6	(0.28)	10.4	(0.30)	14.1	(0.92)	28.6	(1.85)	13.2	(0.41)	10.8	(0.43)	15.0	(1.37)	29.1	(2.58)	12.1	(0.39)	10.0	(0.41)	13.3	(1.23)	28.1	(2.65)
1988	12.9	(0.31)	9.6	(0.32)	14.5	(1.01)	35.8	(2.17)	13.5	(0.45)	10.3	(0.47)	15.0	(1.50)	36.0	(3.02)	12.2	(0.42)	8.9	(0.43)	14.0	(1.38)	35.4	(3.13)
1989	12.6	(0.30)	9.4	(0.31)	13.9	(0.94)	33.0	(1.92)	13.6	(0.43)	10.3	(0.45)	14.9	(1.41)	34.4	(2.70)	11.7	(0.40)	8.5	(0.41)	13.0	(1.27)	31.6	(2.73)
1990	12.1	(0.29)	9.0	(0.30)	13.2	(0.94)	32.4	(1.91)	12.3	(0.42)	9.3	(0.44)	11.9	(1.30)	34.3	(2.71)	11.8	(0.41)	8.7	(0.42)	14.4	(1.34)	30.3	(2.70)
1991	12.5	(0.30)	8.9	(0.31)	13.6	(0.95)	35.3	(1.93)	13.0	(0.43)	8.9	(0.44)	13.5	(1.37)	39.2	(2.74)	11.9	(0.41)	8.9	(0.43)	13.7	(1.31)	31.1	(2.70)
1992 <sup>4</sup>	11.0	(0.28)	7.7	(0.29)	13.7	(0.95)	29.4	(1.86)	11.3	(0.41)	8.0	(0.42)	12.5	(1.31)	32.1	(2.67)	10.7	(0.39)	7.4	(0.40)	14.8	(1.35)	26.6	(2.56)
1993 <sup>4</sup>	11.0	(0.28)	7.9	(0.29)	13.6	(0.94)	27.5	(1.79)	11.2	(0.40)	8.2	(0.42)	12.6	(1.32)	28.1	(2.54)	10.9	(0.40)	7.6	(0.41)	14.4	(1.34)	26.9	(2.51)
1994 <sup>4</sup>	11.4	(0.28)	7.7	(0.29)	12.6	(0.89)	30.0	(1.66)	12.3	(0.41)	8.0	(0.41)	14.1	(1.34)	31.6	(2.30)	10.6	(0.38)	7.5	(0.40)	11.3	(1.17)	28.1	(2.38)
1995 <sup>4</sup> 1996 <sup>4</sup> 1997 <sup>4</sup> 1998 <sup>4</sup>	12.0 11.1 11.0 11.8 11.2	(0.27) (0.27) (0.27) (0.27) (0.26)	8.6 7.3 7.6 7.7 7.3	(0.28) (0.27) (0.28) (0.28) (0.27)	12.1 13.0 13.4 13.8 12.6	(0.75) (0.80) (0.80) (0.81) (0.77)	30.0 29.4 25.3 29.5 28.6	(1.15) (1.19) (1.11) (1.12) (1.11)	12.2 11.4 11.9 13.3 11.9	(0.38) (0.38) (0.39) (0.40) (0.38)	9.0 7.3 8.5 8.6 7.7	(0.40) (0.38) (0.41) (0.41) (0.39)	11.1 13.5 13.3 15.5 12.1	(1.05) (1.18) (1.16) (1.23) (1.10)	30.0 30.3 27.0 33.5 31.0	(1.59) (1.67) (1.55) (1.59) (1.58)	11.7 10.9 10.1 10.3 10.5	(0.37) (0.38) (0.36) (0.36) (0.36)	8.2 7.3 6.7 6.9 6.9	(0.39) (0.39) (0.37) (0.37) (0.37)	12.9 12.5 13.5 12.2 13.0	(1.06) (1.08) (1.11) (1.05) (1.08)	30.0 28.3 23.4 25.0 26.0	(1.66) (1.69) (1.59) (1.56) (1.54)
$\begin{array}{c} 2000^4 \\ 2001^4 \\ 2002^4 \\ 2003^{4,5} \\ 2004^{4,5} \end{array}$	10.9	(0.26)	6.9	(0.26)	13.1	(0.78)	27.8	(1.08)	12.0	(0.38)	7.0	(0.37)	15.3	(1.20)	31.8	(1.56)	9.9	(0.35)	6.9	(0.37)	11.1	(1.00)	23.5	(1.48)
	10.7	(0.24)	7.3	(0.25)	10.9	(0.68)	27.0	(1.01)	12.2	(0.36)	7.9	(0.37)	13.0	(1.06)	31.6	(1.47)	9.3	(0.32)	6.7	(0.34)	9.0	(0.86)	22.1	(1.35)
	10.5	(0.24)	6.5	(0.24)	11.3	(0.70)	25.7	(0.93)	11.8	(0.35)	6.7	(0.35)	12.8	(1.07)	29.6	(1.32)	9.2	(0.32)	6.3	(0.34)	9.9	(0.91)	21.2	(1.27)
	9.9	(0.23)	6.3	(0.24)	10.9	(0.69)	23.5	(0.90)	11.3	(0.34)	7.1	(0.35)	12.5	(1.05)	26.7	(1.29)	8.4	(0.30)	5.6	(0.32)	9.5	(0.89)	20.1	(1.23)
	10.3	(0.23)	6.8	(0.24)	11.8	(0.70)	23.8	(0.89)	11.6	(0.34)	7.1	(0.35)	13.5	(1.08)	28.5	(1.30)	9.0	(0.31)	6.4	(0.34)	10.2	(0.92)	18.5	(1.18)
2005 <sup>4,5</sup> 2006 <sup>4,5</sup> 2007 <sup>4,5</sup> 2008 <sup>4,5</sup> 2009 <sup>4,5</sup>	9.4 9.3 8.7 8.0 8.1	(0.22) (0.22) (0.21) (0.20) (0.20)	6.0 5.8 5.3 4.8 5.2	(0.23) (0.23) (0.22) (0.21) (0.21)	10.4 10.7 8.4 9.9 9.3	(0.66) (0.66) (0.59) (0.63) (0.61)	22.4 22.1 21.4 18.3 17.6	(0.87) (0.86) (0.83) (0.78) (0.76)	10.8 10.3 9.8 8.5 9.1	(0.33) (0.33) (0.32) (0.30) (0.31)	6.6 6.4 6.0 5.4 6.3	(0.34) (0.33) (0.32) (0.30) (0.33)	12.0 9.7 8.0 8.7 10.6	(1.02) (0.91) (0.82) (0.85) (0.93)	26.4 25.7 24.7 19.9 19.0	(1.26) (1.25) (1.22) (1.12) (1.10)	8.0 8.3 7.7 7.5 7.0	(0.29) (0.30) (0.29) (0.28) (0.27)	5.3 5.3 4.5 4.2 4.1	(0.31) (0.31) (0.28) (0.28) (0.27)	9.0 11.7 8.8 11.1 8.1	(0.86) (0.96) (0.84) (0.93) (0.80)	18.1 18.0 16.7 16.1	(1.16) (1.15) (1.13) (1.08) (1.06)
2010 <sup>4,5</sup>	7.4	(0.27)	5.1	(0.30)	8.0	(0.76)	15.1	(0.87)	8.5	(0.40)	5.9	(0.42)	9.5	(1.11)	17.3	(1.24)	6.3	(0.28)	4.2	(0.35)	6.7	(0.85)	12.8	(0.97)
2011 <sup>4,5</sup>	7.1	(0.26)	5.0	(0.31)	7.3	(0.67)	13.6	(0.78)	7.7	(0.36)	5.4	(0.41)	8.3	(0.98)	14.6	(1.09)	6.5	(0.34)	4.6	(0.38)	6.4	(0.94)	12.4	(0.97)
2012 <sup>4,5</sup>	6.6	(0.25)	4.3	(0.31)	7.5	(0.76)	12.7	(0.72)	7.3	(0.36)	4.8	(0.40)	8.1	(1.15)	13.9	(1.04)	5.9	(0.33)	3.8	(0.37)	7.0	(1.01)	11.3	(1.00)
2013 <sup>4,5</sup>	6.8	(0.28)	5.1	(0.31)	7.3	(0.87)	11.7	(0.74)	7.2	(0.37)	5.5	(0.39)	8.2	(1.11)	12.6	(1.01)	6.3	(0.34)	4.7	(0.36)	6.6	(1.07)	10.8	(0.98)
2014 <sup>4,5</sup>	6.5	(0.25)	5.2	(0.32)	7.4	(0.74)	10.6	(0.68)	7.1	(0.37)	5.7	(0.42)	7.1	(1.02)	11.8	(1.04)	5.9	(0.29)	4.8	(0.41)	7.7	(1.02)	9.3	(0.84)
2015 <sup>4,5</sup>	5.9	(0.26)	4.6	(0.29)	6.5	(0.70)	9.2	(0.71)	6.3	(0.37)	5.0	(0.40)	6.4	(1.04)	9.9	(0.93)	5.4	(0.33)	4.1	(0.37)	6.5	(0.98)	8.4	(0.97)
2016 <sup>4,5</sup>	6.1	(0.27)	5.2	(0.31)	6.2	(0.80)	8.6	(0.64)	7.1	(0.38)	5.8	(0.42)	8.2	(1.22)	10.1	(1.06)	5.1	(0.31)	4.6	(0.39)	4.3	(0.84)	7.0	(0.76)
2017 <sup>4,5</sup>	5.8	(0.26)	4.6	(0.30)	5.7	(0.66)	9.5	(0.67)	6.6	(0.36)	5.0	(0.43)	7.0	(1.08)	11.5	(0.95)	5.0	(0.31)	4.3	(0.36)	4.4	(0.78)	7.4	(0.83)
2018 <sup>4,5</sup>	5.7	(0.27)	4.5	(0.29)	5.8	(0.74)	9.0	(0.69)	6.3	(0.35)	5.1	(0.42)	6.0	(0.92)	10.4	(0.93)	5.1	(0.34)	3.8	(0.38)	5.6	(1.04)	7.5	(0.83)

<sup>-</sup>Not available.

who have received equivalency credentials, such as the GED, are counted as high school completers. All data except for 1960 are based on October counts. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Race categories

exclude persons of Hispanic ethnicity except where otherwise noted. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1967 through 2018. (This table was prepared November 2019.)

<sup>†</sup>Not applicable.

¹Includes other racial/ethnic groups not separately shown.

<sup>&</sup>lt;sup>2</sup>Based on the April 1960 decennial census. <sup>3</sup>For 1967 through 1971, White and Black include persons of Hispanic ethnicity. <sup>4</sup>Because of changes in data collection procedures, data may not be comparable with

figures for years prior to 1992.

Safter 2002, White and Black exclude persons of Two or more races.

NOTE: Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People

Table 219.75. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and percentage distribution of status dropouts, by labor force status and years of school completed: Selected years, 1970 through 2018

		Percentage d	istribution of status	dropouts, by labo	r force status¹	Percenta	ge distribution of s	tatus dropouts, by	years of school co	mpleted
	Status		In labor	force	Not in		Less than			
Year	dropout rate	Total	Employed <sup>2</sup>	Unemployed	labor force	Total	9 years	9 years	10 years	11 or 12 years
1	2	3	4	5	6	7	8	9	10	11
1970 1975 1976 1977 1978 1979	15.0 (0.30) 13.9 (0.27) 14.1 (0.27) 14.1 (0.27) 14.2 (0.27) 14.6 (0.27)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	46.0 (1.04) 48.8 (1.03) 52.9 (1.02) 54.3 (1.01)	10.3 (0.66) 15.6 (0.76) 16.0 (0.75) 13.6 (0.70) 12.4 (0.67) 12.7 (0.67)	39.9 (1.06) 38.4 (1.02) 35.2 (0.98) 33.6 (0.97) 33.3 (0.96) 33.3 (0.94)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	28.5 (0.98) 23.5 (0.89) 24.3 (0.88) 24.3 (0.88) 22.9 (0.85) 22.6 (0.84)	20.6 (0.87) 21.1 (0.85) 20.1 (0.82) 21.7 (0.84) 20.2 (0.81) 21.0 (0.82)	26.8 (0.96) 27.5 (0.93) 27.8 (0.92) 27.3 (0.91) 28.2 (0.91) 28.6 (0.90)	24.0 (0.92) 27.9 (0.94) 27.8 (0.92) 26.6 (0.91) 28.8 (0.92) 27.8 (0.90)
1980 1981 1982 1983 1984	14.1 (0.27) 13.9 (0.26) 13.9 (0.28) 13.7 (0.28) 13.1 (0.28)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	49.8 (1.01) 45.2 (1.08) 48.4 (1.10)	17.0 (0.77) 18.3 (0.78) 21.1 (0.88) 18.2 (0.85) 17.3 (0.86)	32.6 (0.95) 31.9 (0.94) 33.7 (1.02) 33.4 (1.04) 32.9 (1.06)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	23.6 (0.86) 24.3 (0.87) 22.9 (0.91) 23.0 (0.92) 23.6 (0.96)	19.7 (0.81) 18.6 (0.79) 20.8 (0.88) 19.3 (0.87) 21.4 (0.93)	29.8 (0.93) 30.2 (0.93) 28.8 (0.98) 28.8 (0.99) 27.5 (1.01)	27.0 (0.90) 26.9 (0.90) 27.6 (0.97) 28.8 (0.99) 27.5 (1.01)
1985 1986 1987 1988 1989	12.6 (0.28) 12.2 (0.27) 12.6 (0.28) 12.9 (0.31) 12.6 (0.30)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	52.4 (1.18) 52.9 (1.29)	17.5 (0.89) 16.4 (0.88) 13.6 (0.81) — (†) 13.8 (0.86)	32.4 (1.09) 32.5 (1.12) 34.0 (1.12) — (†) 33.0 (1.18)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	23.9 (1.00) 25.4 (1.04) 25.9 (1.04) 28.9 (1.17) 29.4 (1.14)	21.0 (0.95) 21.5 (0.98) 20.7 (0.96) 19.3 (1.02) 20.8 (1.02)	27.9 (1.05) 25.7 (1.04) 26.0 (1.04) 25.1 (1.12) 24.9 (1.08)	27.2 (1.04) 27.4 (1.07) 27.5 (1.06) 26.8 (1.14) 25.0 (1.09)
1990 1991 1992 <sup>3</sup> 1993 <sup>3</sup> 1994 <sup>3</sup>	12.1 (0.29) 12.5 (0.30) 11.0 (0.28) 11.0 (0.28) 11.4 (0.28)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	47.5 (1.28) 47.6 (1.36) 48.7 (1.37)	13.3 (0.88) 15.8 (0.93) 15.0 (0.97) 12.8 (0.91) 13.0 (0.88)	34.2 (1.23) 36.7 (1.23) 37.4 (1.32) 38.5 (1.33) 37.5 (1.26)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	28.6 (1.17) 28.6 (1.15) 21.6 (1.12) 20.5 (1.10) 23.9 (1.11)	20.9 (1.05) 20.5 (1.03) 17.5 (1.04) 16.6 (1.02) 16.2 (0.96)	24.4 (1.11) 26.1 (1.12) 24.4 (1.17) 24.1 (1.17) 20.3 (1.05)	26.1 (1.14) 24.9 (1.10) 36.5 (1.31) 38.8 (1.33) 39.6 (1.28)
1995 <sup>3</sup> 1996 <sup>3</sup> 1997 <sup>3</sup> 1998 <sup>3</sup> 1999 <sup>3</sup>	12.0 (0.27) 11.1 (0.27) 11.0 (0.27) 11.8 (0.27) 11.2 (0.26)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	47.3 (1.28) 53.3 (1.27) 55.1 (1.22)	14.2 (0.83) 15.0 (0.91) 13.2 (0.86) 10.3 (0.74) 10.0 (0.74)	37.0 (1.15) 37.7 (1.24) 33.5 (1.21) 34.6 (1.17) 34.4 (1.18)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	22.2 (0.99) 20.3 (1.03) 19.9 (1.02) 21.0 (1.00) 22.2 (1.03)	17.0 (0.89) 17.7 (0.98) 15.7 (0.93) 14.9 (0.87) 16.3 (0.92)	22.5 (0.99) 22.6 (1.07) 22.3 (1.06) 21.4 (1.00) 22.5 (1.04)	38.3 (1.16) 39.4 (1.25) 42.1 (1.26) 42.6 (1.21) 39.0 (1.21)
2000 <sup>3</sup> 2001 <sup>3</sup> 2002 <sup>3</sup> 2003 <sup>3</sup> 2004 <sup>3</sup>	10.9 (0.26) 10.7 (0.24) 10.5 (0.24) 9.9 (0.23) 10.3 (0.23)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	57.4 (1.18) 53.5 (1.22)	12.3 (0.82) 14.8 (0.85) 13.3 (0.81) 13.7 (0.84) 14.3 (0.83)	30.8 (1.16) 26.9 (1.05) 29.2 (1.09) 32.9 (1.15) 32.7 (1.12)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	21.5 (1.03) 18.4 (0.92) 22.8 (1.00) 21.2 (1.00) 21.4 (0.97)	15.3 (0.90) 16.8 (0.89) 17.1 (0.90) 18.2 (0.94) 15.9 (0.87)	23.1 (1.06) 23.8 (1.01) 21.3 (0.98) 20.7 (0.99) 22.5 (0.99)	40.0 (1.23) 40.9 (1.17) 38.9 (1.17) 40.0 (1.20) 40.3 (1.17)
2005 <sup>3</sup> 2006 <sup>3</sup> 2007 <sup>3</sup> 2008 <sup>3</sup> 2009 <sup>3</sup>	9.4 (0.22) 9.3 (0.22) 8.7 (0.21) 8.0 (0.20) 8.1 (0.20)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	56.4 (1.23) 55.5 (1.27) 46.8 (1.33)	11.9 (0.80) 11.7 (0.80) 11.2 (0.80) 16.3 (0.98) 19.9 (1.06)	31.2 (1.15) 32.0 (1.16) 33.3 (1.20) 36.9 (1.28) 36.9 (1.28)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	18.9 (0.97) 22.1 (1.03) 21.2 (1.04) 18.4 (1.03) 17.7 (1.01)	16.8 (0.93) 13.4 (0.85) 16.9 (0.96) 15.2 (0.96) 13.6 (0.91)	21.4 (1.02) 20.7 (1.01) 22.9 (1.07) 23.8 (1.13) 24.4 (1.14)	42.9 (1.23) 43.9 (1.23) 39.0 (1.24) 42.6 (1.32) 44.3 (1.32)
2010 <sup>3</sup> 2011 <sup>3</sup> 2012 <sup>3</sup> 2013 <sup>3</sup> 2014 <sup>3</sup>	7.4 (0.27) 7.1 (0.26) 6.6 (0.25) 6.8 (0.28) 6.5 (0.25)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	49.8 (1.77) 44.8 (2.07) 41.1 (2.01)	18.7 (1.38) 16.0 (1.33) 18.1 (1.49) 16.8 (1.58) 17.0 (1.41)	35.5 (1.70) 34.2 (1.69) 37.1 (1.83) 42.1 (1.84) 38.3 (1.61)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	19.2 (1.48) 18.1 (1.72) 18.3 (1.76) 18.3 (1.70) 15.0 (1.58)	13.1 (1.07) 12.9 (1.15) 10.2 (1.21) 13.3 (1.34) 13.7 (1.28)	22.5 (1.59) 21.2 (1.39) 21.9 (1.57) 21.1 (1.63) 21.3 (1.56)	45.2 (1.89) 47.7 (1.87) 49.6 (2.20) 47.4 (2.31) 50.0 (1.94)
2015 <sup>3</sup> 2016 <sup>3</sup> 2017 <sup>3</sup> 2018 <sup>3</sup>	5.9 (0.26) 6.1 (0.27) 5.8 (0.26) 5.7 (0.27)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	46.6 (1.99) 46.7 (1.91)	14.2 (1.48) 13.9 (1.31) 8.3 (1.09) 8.5 (1.24)	44.1 (2.10) 39.6 (1.90) 44.9 (1.98) 40.8 (2.10)	100.0 (†) 100.0 (†) 100.0 (†) 100.0 (†)	14.5 (1.67) 17.6 (1.91) 21.0 (2.14) 17.0 (2.03)	13.9 (1.40) 10.8 (1.14) 9.8 (1.22) 10.3 (1.26)	21.3 (1.65) 21.9 (1.64) 20.3 (1.76) 20.6 (1.74)	50.2 (2.00) 49.7 (2.22) 49.0 (2.41) 52.0 (2.29)

<sup>-</sup>Not available.

NOTE: Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received equivalency credentials, such as the GED, are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals because of rounding.

years. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared November 2019.)

<sup>†</sup>Not applicable

Data are not comparable to employment and unemployment rate data produced by the Bureau of Labor Statistics because the percentage distributions presented here include persons who are not in the labor force. The labor force consists of those who are employed and those who are unemployed (i.e., seeking employment); persons who are neither employed nor seeking employment are not in the labor force.

<sup>&</sup>lt;sup>2</sup>Includes persons who were employed but not at work during the survey week.

 $<sup>^{\</sup>rm 3}\textsc{Because}$  of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.

Table 219.90. Number and percentage distribution of 14- through 21-year-old students served under Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by exit reason, sex, race/ethnicity, age, and type of disability: 2016–17 and 2017–18

			Exited :	school				
Year, sex, race/ethnicity, age, and type of disability	Total	Graduated with regular diploma	Received alternative certificate <sup>1</sup>	Reached maximum age <sup>2</sup>	Dropped out <sup>3</sup>	Died	Transferred to regular education <sup>4</sup>	Moved, known to be continuing <sup>5</sup>
1	2	3	4	5	6	7	8	9
2016–17								
Total number	413,353	293,096	42,857	5,219	70,636	1,545	64,962	157,645
Percentage distribution of total	100.0	70.9	10.4	1.3	17.1	0.4	Т	†
Number by sex								
Male Female	268,210 145,140	187,865 105,229	27,314 15,543	3,433 1,786	48,518 22,117	1,080 465	42,570 22,392	103,784 53,860
i cittale	143,140	103,229	13,343	1,700	22,117	403	22,392	33,000
Number by race/ethnicity	000.000	454 450	10.000	0.057	00.400	750	00.444	70.404
White Black	203,362 86,180	151,159 54,857	19,663 11,714	2,357 984	29,433 18,258	750 367	36,414 9,584	72,481 40,169
Hispanic	96,796	68,017	9,114	1,448	17,907	310	12,932	34,662
Asian	7,365	5,634	885	252	559	35	1,629	1,724
Pacific Islander American Indian/Alaska Native	1,736	1,205 4,449	110 271	37 35	372 1,726	12 30	353 1,817	513 2,381
Two or more races	6,511 11,403	7,775	1,100	106	2,381	41	2,233	5,715
	11,100	,,,,,	.,		_,		_,	-,
Number by age <sup>6</sup> 14	3,468	18	2	+	3,236	211	16,805	36,133
15	5,989	64	40	+	5,647	238	15,302	36,814
16	18,179	4,876	455	†	12,536	312	15,179	36,156
17	172,682	141,114	11,815	1	19,428	324	11,406	27,703
18 19	149,070 34,341	115,314 20,738	15,630 5,735	1 10	17,919 7,730	206 128	4,601 1,006	14,061 4,414
20	16,986	7,563	5,037	1,242	3,062	82	457	1,686
21	12,638	3,409	4,143	3,964	1,078	44	206	678
Number by type of disability								
Autism	29,295	20,568	5,596	1,083	1,985	63	2,966	7,972
Deaf-blindness	77	42	19	9	4	3	5 044	34
Emotional disturbance Hearing impairment	37,891 4,667	22,017 3,734	2,355 468	250 52	13,128 404	141 9	5,844 733	23,402 1,293
Intellectual disability	35,338	15,180	12,446	2,069	5,407	236	1,773	12,313
Multiple disabilities	8,506	3,878	2,684	649	969	326	404	2,671
Orthopedic impairment Other health impairment <sup>7</sup>	2,697 71,481	1,730 53,396	562 4,940	149 279	198 12,558	58 308	246 11,463	528 30,029
Specific learning disability	207,649	159,563	12,910	540	34,282	354	31,558	73,438
Speech or language impairment	11,314	9,600	388	30	1,283	13	9,473	4,898
Traumatic brain injury Visual impairment	2,641 1,797	1,933 1,455	317 172	74 35	295 123	22 12	282 217	645 422
·	1,707	1,100	172		120	12		122
2017–18	414.051	201 025	40.212	4.040	66 204	1 454	60,474	150.005
<b>Total number</b> Percentage distribution of total	<b>414,051</b> 100.0	<b>301,035</b> 72.7	<b>40,313</b> 9.7	<b>4,948</b> 1.2	<b>66,301</b>	<b>1,454</b>	+	159,665 †
· ·	100.0	72.7	5.7	1.2	10.0	0.4	'	'
Number by sex	000.000	100 705	00.150	0.051	45 544	1 007	00.070	104.074
Male Female	268,660 145,385	192,705 108,329	26,156 14,157	3,251 1,697	45,541 20,755	1,007 447	39,673 20,801	104,974 54,690
	,	,	,	,,,,,				- 1,000
Number by race/ethnicity White	199,998	153,184	17,265	2,265	26,612	672	34,598	71,788
Black	86,203	56,745	10,651	832	17,602	373	8,209	39,870
Hispanic	99,834	70,593	10,245	1,399	17,311	286	12,445	36,992
Asian Pacific Islander	7,623 1,779	6,017 1,209	816 102	248 43	508 415	34 10	1,565 432	1,859 512
American Indian/Alaska Native	6,229	4,429	225	48	1,493	34	1,088	2,508
Two or more races	12,385	8,858	1,009	113	2,360	45	2,137	6,136
Number by age <sup>6</sup>								
14	3,675	3	1	0	3,464	207	15,650	38,731
15	5,749	60	13	0	5,429	247	13,237	36,702
16 17	16,954 172,234	4,862 142,437	400 11,067	0 1	11,415 18,451	277 279	13,300 11,001	35,511 27,120
18	146,347	115,063	14,680	11	16,373	220	5,152	14,039
19	38,517	25,938	5,208	29	7,227	115	1,203	4,895
20 21	17,980 12,595	8,657	5,050	1,301	2,900	72 37	634	1,909 758
۷1	12,090	4,016	3,894	3,606	1,042	3/	297	708

See notes at end of table.

Table 219.90. Number and percentage distribution of 14- through 21-year-old students served under Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by exit reason, sex, race/ethnicity, age, and type of disability: 2016–17 and 2017–18—Continued

Year, sex, race/ethnicity, age, and type of disability	Total	Graduated with regular diploma	Received alternative certificate <sup>1</sup>	Reached maximum age²	Dropped out <sup>3</sup>	Died	Transferred to regular education <sup>4</sup>	Moved, known to be continuing⁵
1	2	3	4	5	6	7	8	9
Number by type of disability								
Autism	32,617	23,494	5,837	1,113	2,090	83	3,196	9,385
Deaf-blindness	82	56	14	6	4	2	5	31
Emotional disturbance	36,754	22,204	2,238	246	11,934	132	5,159	22,299
Hearing impairment	4,502	3,753	353	45	340	11	691	1,230
Intellectual disability	35,194	16,760	11,136	1,967	5,141	190	1,600	12,583
Multiple disabilities	8,672	4,041	2,734	562	1,042	293	397	2,816
Orthopedic impairment	2,444	1,637	484	114	159	50	221	528
Other health impairment <sup>7</sup>	74,103	56,183	4,832	289	12,496	303	11,161	31,832
Specific learning disability	203,805	159,620	11,918	483	31,440	345	28,942	72,981
Speech or language impairment	11,429	9,820	303	30	1,256	20	8,647	4,897
Traumatic brain injury	2,667	1,990	321	66	274	16	256	663
Visual impairment	1,782	1,478	143	27	125	9	199	420

†Not applicable.

Received a certificate of completion, modified diploma, or some similar document, but did not meet the same standards for graduation as those for students without disabilities. Each state determines its maximum age to receive special education services. At the time these data were collected, the maximum age across states generally ranged from 20 to 22 years old.

<sup>6</sup>Age data are as of fall of the school year, so some students may have been 1 year older at the time they exited school.

<sup>7</sup>Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

NOTE: Data are for the 50 states, the District of Columbia, the Bureau of Indian Education, American Samoa, the Federated States of Micronesia, Guam, the Northern Marianas, Puerto Rico, the Republic of Palau, the Republic of the Marshall Islands, and the U.S. Virgin Islands. Includes imputations for missing or unavailable data from Illinois in 2016–17 and Vermont in 2017–18. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of reporting anomalies and rounding. SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals

SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) Section 618 Data Products: State Level Data Files. Retrieved February 20, 2020, from <a href="https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html">https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html</a>. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>3</sup>"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. Includes students previously categorized as "moved, not known to continue"

<sup>&</sup>lt;sup>4</sup>"Transferred to regular education" was previously labeled "no longer receives special education."

<sup>5&</sup>quot;Moved, known to be continuing" is the total number of students who moved out of the administrative area or transferred to another district and are known to be continuing in an educational program.

Table 220.40. Fall 2010 first-time kindergartners' reading scale scores and standard deviations through spring of fifth grade, by selected child, family, and school characteristics during the kindergarten year: Fall 2010 and spring 2011 through spring 2016

Selected child, family, or school characteristic	Kindergarten			Firs	t grade,	Secon	d grade,	Thir	d grade,	Fourth	n grade,	Fift	h grade,	
during the kindergarten year	F	all 2010	Spri	ng 2011		ng 2012		ng 2013		ng 2014		ng 2015		ng 2016
1		2		3		4		5		6		7		8
Total	54.5	(0.24)	69.3	(0.34)	95.3	(0.40)	Mean read	(0.37)	121.4	(0.32)	129.7	(0.28)	136.8	(0.30)
Sex of child Male Female	54.0 55.0	(0.30) (0.26)	68.6 70.1	(0.41) (0.39)	93.7 97.0	(0.45) (0.48)	111.1 114.5	(0.44) (0.42)	119.8 123.0	(0.40) (0.37)	128.8 130.7	(0.34) (0.32)	136.1 137.5	(0.36) (0.36)
Age of child at kindergarten entry, fall 2010 Less than 5 years old 5 years old to 5 1/2 years old More than 5 1/2 years old to 6 years old More than 6 years old	50.7 53.0 55.5 57.9	(0.62) (0.32) (0.30) (0.45)	63.8 67.7 70.6 73.1	(0.96) (0.41) (0.37) (0.63)	87.9 93.5 96.9 99.6	(1.40) (0.48) (0.52) (0.74)	107.1 111.3 114.1 115.9	(1.22) (0.40) (0.49) (0.74)	117.3 119.8 122.6 124.0	(1.02) (0.38) (0.41) (0.61)	126.2 128.7 130.6 131.9	(0.98) (0.35) (0.36) (0.68)	134.0 135.6 137.8 138.4	(1.07) (0.37) (0.38) (0.74)
Race/ethnicity of child White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	56.1 53.0 50.8 59.2 52.7 50.3 56.2	(0.33) (0.44) (0.32) (0.66) (2.00) (0.61) (0.74)	71.4 66.5 65.3 74.4 69.9 64.2 70.8	(0.45) (0.58) (0.33) (0.82) (2.96) (1.08) (1.01)	98.6 91.0 89.2 100.4 97.7 91.3 97.0	(0.50) (0.90) (0.52) (1.00) (2.87) (1.39) (1.12)	116.1 107.7 107.1 117.1 115.4 107.5 114.6	(0.43) (0.80) (0.61) (0.88) (2.82) (1.33) (1.08)	124.8 115.3 116.0 125.2 123.2 117.6 123.6	(0.38) (0.62) (0.56) (0.70) (2.61) (1.21) (0.82)	132.8 123.8 125.0 134.3 131.3 126.7 132.0	(0.32) (0.68) (0.56) (0.81) (1.87) (1.33) (0.84)	140.0 130.5 132.0 141.3 138.8 134.0 139.2	(0.35) (0.57) (0.53) (0.76) (2.09) (1.59) (0.82)
How often child exhibited positive learning behaviors, fall 2010 <sup>2</sup> Never Sometimes Often Very often	45.6 49.9 54.3 59.2	(0.81) (0.35) (0.26) (0.45)	55.3 63.5 69.5 75.4	(1.41) (0.38) (0.43) (0.62)	71.8 87.0 96.4 103.0	(1.86) (0.59) (0.48) (0.62)	91.5 105.1 114.0 119.4	(2.15) (0.54) (0.41) (0.60)	103.4 114.4 122.5 127.3	(1.89) (0.46) (0.38) (0.49)	113.9 123.8 130.7 134.8	(1.75) (0.48) (0.35) (0.46)	119.8 130.7 137.9 141.8	(1.97) (0.47) (0.39) (0.44)
Primary type of nonparental care arrangement prior to kindergarten entry <sup>3</sup> No regular nonparental arrangement Home-based care Relative care Nonrelative care Center-based care Multiple arrangements	52.1 52.4 54.7 56.0 55.1	(0.34) (0.37) (0.62) (0.28) (0.61)	67.1 68.0 70.3 70.5 70.8	(0.43) (0.40) (0.82) (0.42) (0.82)	92.0 93.8 98.4 96.7 96.5	(0.61) (0.54) (0.78) (0.50) (1.05)	109.6 111.4 115.3 114.1 114.2	(0.59) (0.57) (0.74) (0.41) (1.08)	118.9 119.9 123.6 122.5 121.2	(0.54) (0.49) (0.71) (0.37) (1.00)	127.3 128.8 132.2 130.6 130.8	(0.46) (0.42) (0.58) (0.35) (0.92)	135.0 135.2 139.5 137.7 137.4	(0.45) (0.46) (0.64) (0.38) (0.94)
Household type, fall 2010 <sup>4</sup> Two-parent household Mother-only household Father-only household Other household type	55.6 51.7 51.6 49.4	(0.27) (0.32) (0.69) (0.83)	70.8 65.6 65.6 63.5	(0.38) (0.44) (1.01) (0.86)	97.3 90.4 89.0 87.0	(0.45) (0.60) (1.30) (1.79)	114.8 108.0 107.0 103.5	(0.40) (0.53) (1.22) (1.51)	123.3 116.9 115.4 112.6	(0.35) (0.51) (1.06) (1.57)	131.6 125.3 123.8 120.8	(0.31) (0.49) (1.20) (1.86)	138.7 132.1 132.2 127.0	(0.34) (0.50) (1.24) (1.53)
Primary home language English Non-English Primary language not identified <sup>5</sup>	55.3 49.9 51.6	(0.25) (0.44) (1.24)	70.3 63.9 66.8	(0.39) (0.55) (1.52)	96.8 87.4 91.0	(0.42) (0.81) (1.96)	114.1 105.5 107.5	(0.37) (0.72) (2.22)	122.6 115.0 115.6	(0.33) (0.63) (1.68)	130.8 124.1 126.2	(0.26) (0.63) (1.95)	137.8 131.2 131.3	(0.29) (0.68) (1.81)
Parents' highest level of education <sup>6</sup> Less than high school High school completion Some college/vocational Bachelor's degree Any graduate education	47.5 50.3 53.4 57.6 61.1	(0.43) (0.31) (0.27) (0.34) (0.51)	61.4 64.5 68.1 73.1 76.8	(0.48) (0.33) (0.39) (0.48) (0.60)	83.5 88.7 94.3 100.3 104.7	(0.80) (0.53) (0.42) (0.58) (0.52)	101.0 106.1 111.7 118.1 122.2	(0.81) (0.51) (0.41) (0.40) (0.41)	110.6 115.6 120.1 126.2 130.0	(0.67) (0.44) (0.42) (0.35) (0.41)	119.2 124.3 128.7 134.3 137.8	(0.70) (0.41) (0.36) (0.35) (0.39)	126.0 131.2 135.9 141.5 144.7	(0.67) (0.44) (0.36) (0.35) (0.36)
Poverty status, spring 2011 <sup>7</sup> Below poverty threshold 100 to 199 percent of poverty threshold 200 percent or more of poverty threshold	50.0 53.0 57.7	(0.30) (0.31) (0.31)	63.7 67.9 73.0	(0.37) (0.53) (0.41)	86.6 93.8 100.7	(0.58) (0.64) (0.44)	104.4 111.0 118.2	(0.58) (0.58) (0.36)	113.6 119.9 126.3	(0.56) (0.55) (0.35)	122.3 128.3 134.4	(0.49) (0.55) (0.27)	129.4 135.5 141.5	(0.51) (0.55) (0.30)
Two risk factors <sup>8</sup> Both risk factors: No parent completed high school <sup>9</sup> and family below poverty threshold <sup>7</sup> One risk factor: No parent completed high school One risk factor: Family below poverty threshold Neither risk factor	47.4 49.0 50.7 56.4	(0.50) (0.81) (0.33) (0.27)	61.2 62.4 64.5 71.7	(0.63) (0.77) (0.41) (0.40)	83.2 85.6 87.6 99.0	(0.99) (1.09) (0.58) (0.41)	101.0 103.8 105.4 116.4	(0.98) (1.20) (0.65) (0.36)	110.2 113.3 114.6 124.6	(0.82) (1.09) (0.62) (0.33)	118.8 122.9 123.4 132.8	(0.87) (1.05) (0.55) (0.27)	125.7 130.2 130.5 140.0	(0.90) (1.21) (0.57) (0.30)
Socioeconomic status <sup>10</sup> Lowest 20 percent Middle 60 percent Highest 20 percent	48.8 54.0 61.0	(0.35) (0.22) (0.46)	62.4 69.0 76.7	(0.38) (0.34) (0.58)	85.0 95.4 104.6	(0.60) (0.37) (0.54)	102.8 112.7 122.0	(0.58) (0.34) (0.45)	112.2 121.2 130.1	(0.54) (0.29) (0.40)	120.9 129.7 137.9	(0.52) (0.27) (0.33)	127.8 136.9 144.8	(0.51) (0.28) (0.32)
School control, fall 2010 Public Private	54.1 57.4	(0.27) (0.66)	68.9 72.4	(0.38) (1.06)	94.8 99.6	(0.44) (1.25)	112.1 118.5 deviation o	(0.41) (0.90) of the read	120.7 126.5 ding score	(0.37) (0.86)	129.1 134.8	(0.32) (0.76)	136.1 141.9	(0.34) (0.68)
Total	10.5	(0.22)	13.2	(0.26)	16.5	(0.25)	15.6	(0.26)	14.0	(0.24)	13.3	(0.25)	14.0	(0.24)

See notes at end of table.

Reflects performance on questions measuring basic skills (e.g., word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 167. 2 Perived from child's approaches to learning scale score in fall of the kindergarten year. This score is based on teachers' reports on how often students exhibit positive learning behaviors in seven areas: attentiveness, task persistence, eagerness to learn, learning independence shifts to adort easily to charges in pouries corrections and shifts to

behaviors in several rateas, attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often. Fall 2010 scores were categorized into the four anchor points on the original scale—1 (never), 2 (sometimes), 3 (often), and 4 (very often)—by rounding the mean score to the nearest whole number. 

The type of nonparental care in which the child spent the most hours. "Multiple arrangements" refers to children who spent an equal amount of time in each of two or

arrangements" refers to children who spent an equal amount of the bear of the components arrangements.

4A two-parent household may have two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. A mother-only or father-only household has one biological or adoptive parent only, without another parent/partner. In other household types, which do not include biological or adoptive parents, the guardian or guardians may be related or unrelated to the child.

5Two or more languages (which could include English) were spoken in the child's home, and the parent respondent was unable to specify which language was the primary one (the one spoken most of the time).

the parent respondent was unable to specify which ranguage was the primary one (the one spoken most of the time). 

Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.

<sup>7</sup>Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$17,555 in 2010.

<sup>8</sup>Includes only children for whom information about both risk factors is available. Excludes

was less than \$17,552 in 2010.

\*\*Includes only children for whom information about both risk factors is available. Excludes children with missing information about parental education or poverty status.

\*\*High school not completed by any parent or guardian living with the child.

\*\*Discoeconomic status (SES) was measured by a composite score based on parental education and occupations and household income during the child's kindergarten year. NOTE: Estimates weighted by W9CSP. 20. Estimates periatin to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. The same children were assessed in spring 2012 (when the majority were in first grade), spring 2013 (when the majority were in first grade), spring 2013 (when the majority were in fifth grade). Estimates differ from previously published figures because reading scale scores were recalculated to represent the kindergarten through fifth-grade assessment tem pools and because weights were adjusted to account for survey nonresponse at each data collection wave, including the latest round of data collection (spring 2016). Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten-Fifth Grade Restricted-Use Data File. (This table was prepared March 2019.)

Table 221.10. Average National Assessment of Educational Progress (NAEP) reading scale score, by sex, race/ethnicity, and grade: Selected years, 1992 through 2019

			Sex						Race/e	ethnicity				
		Averag	e reading	Gap			A	verage readi	ng scale sco	re			Gap	Gap
			score	between				Asia	ın/Pacific Isla	inder	American	<b>T</b>	between.	between .
Ocada and acco	All		Female	female and male	14/1-11	Di I	115	T.1.1	A 1	Pacific	Indian/ Alaska	Two or more	White and Black	White and Hispanic
Grade and year	students 2	Male 3	Female 4	score 5	White 6	Black 7	Hispanic 8	Total 9	Asian <sup>1</sup>	Islander <sup>1</sup>	Native 12	races <sup>1</sup>	score 14	score 15
Grade 4 1992 <sup>2</sup> 1994 <sup>2</sup> 1998 2000 2002	217 (0.9) 214 (1.0) 215 (1.1) 213 (1.3) 219 (0.4)	213 (1.2) 209 (1.3) 212 (1.3) 208 (1.3) 215 (0.4)		8 (1.6) 10 (1.7) 5 (1.8) 11 (1.9) 6 (0.7)	224 (1.2) 224 (1.3) 225 (1.0) 224 (1.1) 229 (0.3)	192 (1.7) 185 (1.8) 193 (1.9) 190 (1.8) 199 (0.5)	197 (2.6) 188 (3.4) 193 (3.2) 190 (2.9) 201 (1.3)	216 (2.9) 220 (3.8) 215 (5.6) 225 (5.2) 224 (1.6)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†)	‡ (†) 211 (6.6) ‡ (†) 214 (6.0) 207 (2.0)	— (†) — (†) — (†) — (†) — (†)	32 (2.1) 38 (2.2) 32 (2.2) 34 (2.1) 30 (0.6)	27 (2.9) 35 (3.6) 32 (3.3) 35 (3.1) 28 (1.4)
2003 2005 2007 2009 2011	218 (0.3) 219 (0.2) 221 (0.3) 221 (0.3) 221 (0.3)	215 (0.3) 216 (0.2) 218 (0.3) 218 (0.3) 218 (0.3)	222 (0.3) 222 (0.3) 224 (0.3) 224 (0.3) 225 (0.3)	7 (0.5) 6 (0.4) 7 (0.4) 7 (0.4) 7 (0.5)	229 (0.2) 229 (0.2) 231 (0.2) 230 (0.3) 231 (0.2)	198 (0.4) 200 (0.3) 203 (0.4) 205 (0.5) 205 (0.5)	200 (0.6) 203 (0.5) 205 (0.5) 205 (0.5) 206 (0.5)	226 (1.2) 229 (0.7) 232 (1.0) 235 (1.0) 235 (1.2)	— (†) — (†) — (†) — (†) 236 (1.3)	— (†) — (†) — (†) — (†) 216 (1.9)	202 (1.4) 204 (1.3) 203 (1.2) 204 (1.3) 202 (1.3)	— (†) — (†) — (†) — (†) 227 (1.2)	31 (0.5) 29 (0.4) 27 (0.5) 26 (0.6) 25 (0.5)	28 (0.6) 26 (0.5) 26 (0.6) 25 (0.6) 24 (0.6)
2013 2015 2017 2019	222 (0.3) 223 (0.4) 222 (0.3) 220 (0.2)	219 (0.3) 219 (0.4) 219 (0.3) 217 (0.3)	225 (0.3) 226 (0.4) 225 (0.3) 224 (0.2)	7 (0.5) 7 (0.6) 6 (0.4) 7 (0.4)	232 (0.3) 232 (0.3) 232 (0.3) 230 (0.2)	206 (0.5) 206 (0.5) 206 (0.5) 204 (0.5)	207 (0.5) 208 (0.8) 209 (0.5) 209 (0.5)	235 (1.1) 239 (1.4) 239 (0.9) 237 (0.9)	237 (1.1) 241 (1.6) 241 (1.0) 239 (1.0)	212 (2.5) 215 (2.9) 212 (2.7) 212 (2.0)	205 (1.3) 205 (1.5) 202 (1.8) 204 (1.7)	227 (1.0) 227 (1.2) 227 (0.9) 226 (0.8)	26 (0.6) 26 (0.6) 26 (0.6) 27 (0.6)	25 (0.6) 24 (0.9) 23 (0.5) 21 (0.5)
Grade 8 1992 <sup>2</sup> 1994 <sup>2</sup> 1998 2000 2002	260 (0.9) 260 (0.8) 263 (0.8) — (†) 264 (0.4)	254 (1.1) 252 (1.0) 256 (1.0) — (†) 260 (0.5)	267 (1.0) 267 (1.0) 270 (0.8) — (†) 269 (0.5)	13 (1.5) 15 (1.4) 14 (1.3) — (†) 9 (0.7)	267 (1.1) 267 (1.0) 270 (0.9) — (†) 272 (0.4)	237 (1.7) 236 (1.8) 244 (1.2) — (†) 245 (0.7)	241 (1.6) 243 (1.2) 243 (1.7) — (†) 247 (0.8)	268 (3.9) 265 (3.0) 264 (7.1) — (†) 267 (1.7)	— (†) — (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	‡ (†) 248 (4.7) ‡ (†) — (†) 250 (3.5)	— (†) — (†) — (†) — (†)	30 (2.0) 30 (2.1) 26 (1.5) — (†) 27 (0.9)	26 (2.0) 24 (1.5) 27 (1.9) — (†) 26 (0.9)
2003 2005 2007 2009 2011	263 (0.3) 262 (0.2) 263 (0.2) 264 (0.3) 265 (0.2)	258 (0.3) 257 (0.2) 258 (0.3) 259 (0.3) 261 (0.3)	269 (0.3) 267 (0.2) 268 (0.3) 269 (0.3) 270 (0.2)	11 (0.4) 10 (0.3) 10 (0.4) 9 (0.5) 9 (0.4)	272 (0.2) 271 (0.2) 272 (0.2) 273 (0.2) 274 (0.2)	244 (0.5) 243 (0.4) 245 (0.4) 246 (0.4) 249 (0.5)	245 (0.7) 246 (0.4) 247 (0.4) 249 (0.6) 252 (0.5)	270 (1.1) 271 (0.8) 271 (1.1) 274 (1.1) 275 (1.0)	— (†) — (†) — (†) — (†) 277 (1.0)	— (†) — (†) — (†) — (†) 254 (2.2)	246 (3.0) 249 (1.4) 247 (1.2) 251 (1.2) 252 (1.2)	— (†) — (†) — (†) — (†) 269 (1.2)	28 (0.5) 28 (0.5) 27 (0.4) 26 (0.5) 25 (0.5)	27 (0.7) 25 (0.5) 25 (0.5) 24 (0.7) 22 (0.5)
2013 2015 2017 2019	268 (0.3) 265 (0.2) 267 (0.3) 263 (0.3)	263 (0.3) 261 (0.2) 262 (0.3) 258 (0.3)	270 (0.3) 272 (0.4)	10 (0.4) 10 (0.4) 10 (0.5) 11 (0.5)	276 (0.3) 274 (0.2) 275 (0.3) 272 (0.3)	250 (0.4) 248 (0.5) 249 (0.5) 244 (0.5)	256 (0.5) 253 (0.4) 255 (0.5) 252 (0.6)	280 (0.9) 280 (1.3) 282 (1.0) 281 (0.9)	282 (0.9) 281 (1.3) 284 (1.0) 284 (0.9)	259 (2.6) 255 (2.4) 255 (2.5) 252 (2.3)	251 (1.0) 252 (1.7) 253 (1.3) 248 (1.6)	271 (0.9) 269 (1.1) 272 (1.1) 267 (0.9)	26 (0.5) 26 (0.5) 25 (0.6) 28 (0.5)	21 (0.5) 21 (0.5) 19 (0.6) 20 (0.6)
Grade 12 1992 <sup>2</sup> 1994 <sup>2</sup> 1998 2000 2002	292 (0.6) 287 (0.7) 290 (0.6) — (†) 287 (0.7)	287 (0.7) 280 (0.8) 282 (0.8) — (†) 279 (0.9)	297 (0.7) 294 (0.8) 298 (0.8) — (†) 295 (0.7)	10 (1.0) 14 (1.2) 16 (1.1) — (†) 16 (1.1)	297 (0.6) 293 (0.7) 297 (0.7) — (†) 292 (0.7)	273 (1.4) 265 (1.6) 269 (1.4) — (†) 267 (1.3)	279 (2.7) 270 (1.7) 275 (1.5) — (†) 273 (1.5)	290 (3.2) 278 (2.4) 287 (2.7) — (†) 286 (2.0)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	‡ (†) 274 (5.8) ‡ (†) — (†) ‡ (†)	— (†) — (†) — (†) — (†)	24 (1.5) 29 (1.8) 27 (1.6) — (†) 25 (1.5)	19 (2.7) 23 (1.9) 22 (1.6) — (†) 20 (1.6)
2003 2005 2007 2009 2011	— (†) 286 (0.6) — (†) 288 (0.7) — (†)	— (†) 279 (0.8) — (†) 282 (0.7) — (†)	— (†) 292 (0.7) — (†) 294 (0.8) — (†)	— (†) 13 (1.1) — (†) 12 (1.1) — (†)	— (†) 293 (0.7) — (†) 296 (0.6) — (†)	— (†) 267 (1.2) — (†) 269 (1.1) — (†)	— (†) 272 (1.2) — (†) 274 (1.0) — (†)	— (†) 287 (1.9) — (†) 298 (2.4) — (†)	— (†) — (†) — (†) — (†)	- (†) - (†) - (†) - (†)	— (†) 279 (6.3) — (†) 283 (3.7) — (†)	— (†) — (†) — (†) — (†)	— (†) 26 (1.4) — (†) 27 (1.3) — (†)	— (†) 21 (1.4) — (†) 22 (1.2) — (†)
2013 2015 2017 2019	288 (0.6) 287 (0.5) — (†) — (†)	284 (0.6) 282 (0.6) — (†) — (†)	293 (0.7) 292 (0.7) — (†) — (†)	10 (0.9) 10 (1.0) — (†) — (†)	297 (0.6) 295 (0.7) — (†) — (†)	268 (0.9) 266 (1.1) — (†) — (†)	276 (0.9) 276 (0.9) — (†) — (†)	296 (1.9) 297 (2.1) — (†) — (†)	296 (2.0) 297 (2.1) — (†) — (†)	289 (6.0) ‡ (†) — (†) — (†)	277 (3.5) 279 (6.2) — (†) — (†)	291 (2.5) 295 (2.9) — (†) — (†)	30 (1.0) 30 (1.3) — (†) — (†)	22 (1.0) 20 (1.1) — (†) — (†)

grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 to 6 percent of all students). Data on race/ethnicity are based on school reports. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics,

National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Reading Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/ nationsreportcard/naepdata/). (This table was prepared October 2019.)

<sup>—</sup>Not available. †Not applicable.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the

coefficient of variation (CV) is 50 percent or greater.

Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

<sup>&</sup>lt;sup>2</sup>Accommodations were not permitted for this assessment. NOTE: Scale ranges from 0 to 500. Includes public, private, Bureau of Indian Education,

and Department of Defense Education Activity schools. For 1998 and later years, includes students tested with accommodations (2 to 14 percent of all students, depending on

Table 221.20. Percentage of students at or above selected National Assessment of Educational Progress (NAEP) reading achievement levels, by grade and selected student characteristics: Selected years, 2005 through 2019

	20	05	20	007	20	09	20	111	20	13	20	15	20	17	2	)19
Grade and selected student characteristic	At or above NAEP Basic <sup>1</sup>	At or above NAEP Proficient <sup>2</sup>	At or above NAEP Basic <sup>1</sup>		At or above NAEP Basic <sup>1</sup>	At or above NAEP Proficient <sup>2</sup>	At or above NAEP Basic <sup>1</sup>	At or above NAEP Proficient <sup>2</sup>	At or above NAEP Basic <sup>1</sup>	At or above NAEP Proficient <sup>2</sup>	At or above NAEP Basic <sup>1</sup>	At or above NAEP Proficient <sup>2</sup>	At or above NAEP Basic <sup>1</sup>	At or above NAEP Proficient <sup>2</sup>	At or above NAEF Basic <sup>1</sup>	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4th grade, all students Sex	64 (0.3)	31 (0.2)	67 (0.3)	33 (0.3)	67 (0.3)	33 (0.4)	67 (0.3)	34 (0.4)	68 (0.3)	35 (0.3)	69 (0.4)	36 (0.4)	68 (0.3)	37 (0.3)	66 (0.3)	35 (0.3)
Male Female	61 (0.4) 67 (0.3)	29 (0.3) 34 (0.3)	64 (0.4) 70 (0.3)	30 (0.3) 36 (0.4)	64 (0.3) 70 (0.4)	30 (0.4) 36 (0.4)	64 (0.4) 71 (0.4)	31 (0.4) 37 (0.5)	65 (0.3) 72 (0.4)	32 (0.4) 38 (0.4)	66 (0.5) 72 (0.4)	33 (0.5) 39 (0.5)	65 (0.4) 71 (0.4)	34 (0.4) 39 (0.4)	63 (0.4) 70 (0.3)	32 (0.4) 38 (0.3)
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	76 (0.3) 42 (0.5) 46 (0.7) 73 (0.9) — (†) — (†) 48 (1.5) — (†)	41 (0.3) 13 (0.3) 16 (0.5) 42 (0.9) — (†) — (†) 18 (1.0) — (†)	78 (0.3) 46 (0.6) 50 (0.6) 77 (1.0) — (†) — (†) 49 (1.4) — (†)	43 (0.4) 14 (0.4) 17 (0.6) 46 (1.4) — (†) — (†) 18 (1.1) — (†)	78 (0.3) 48 (0.8) 49 (0.7) 80 (1.0) — (†) — (†) 50 (1.7) — (†)	42 (0.4) 16 (0.5) 17 (0.5) 49 (1.3) — (†) — (†) 20 (1.4) — (†)	78 (0.3) 49 (0.6) 51 (0.8) 80 (1.2) 81 (1.2) 61 (2.4) 47 (1.7) 73 (1.1)	44 (0.4) 17 (0.5) 18 (0.5) 49 (1.7) 50 (1.7) 28 (3.2) 18 (1.4) 39 (1.6)	79 (0.3) 50 (0.6) 53 (0.6) 80 (1.0) 82 (1.0) 57 (3.2) 51 (1.6) 73 (1.2)	46 (0.4) 18 (0.5) 20 (0.6) 51 (1.2) 53 (1.2) 27 (3.0) 21 (1.4) 40 (1.4)	79 (0.3) 52 (0.6) 55 (1.0) 82 (1.3) 84 (1.4) 60 (3.7) 52 (2.1) 73 (1.4)	46 (0.5) 18 (0.5) 21 (0.7) 55 (1.8) 57 (2.0) 28 (3.7) 21 (1.9) 40 (1.6)	78 (0.3) 51 (0.8) 54 (0.6) 82 (0.9) 84 (0.9) 58 (3.7) 48 (2.3) 73 (1.3)	47 (0.4) 20 (0.5) 23 (0.5) 56 (1.4) 59 (1.4) 27 (3.5) 20 (1.9) 42 (1.3)	77 (0.3) 48 (0.7) 55 (0.6) 81 (0.8) 82 (0.8) 58 (3.3) 50 (2.3) 72 (1.0)	45 (0.4) 18 (0.5) 23 (0.4) 55 (1.3) 57 (1.4) 25 (3.8) 19 (1.7) 40 (1.3)
Eligibility for free or reduced-price lunch Eligible Not eligible Unknown	46 (0.4) 77 (0.2) 77 (1.1)	16 (0.3) 42 (0.3) 45 (1.4)	50 (0.4) 79 (0.3) 80 (1.3)		51 (0.4) 80 (0.3) 81 (1.9)	17 (0.3) 45 (0.4) 50 (1.9)	52 (0.4) 82 (0.3) 82 (1.0)	18 (0.3) 48 (0.5) 48 (1.3)	53 (0.4) 83 (0.3) 83 (1.6)	20 (0.3) 51 (0.5) 51 (2.1)	56 (0.5) 83 (0.3) 81 (1.3)	21 (0.4) 52 (0.6) 52 (1.8)	54 (0.4) 82 (0.3) 80 (1.5)	22 (0.3) 52 (0.4) 51 (1.7)	53 (0.4) 81 (0.3) 78 (1.2)	21 (0.3) 51 (0.4) 47 (1.8)
8th grade, all students	73 (0.2)	31 (0.2)	74 (0.2)	31 (0.2)	75 (0.3)	32 (0.4)	76 (0.3)	34 (0.3)	78 (0.3)	36 (0.3)	76 (0.3)	34 (0.3)	76 (0.3)	36 (0.3)	73 (0.3)	34 (0.3)
Sex Male Female	68 (0.3) 78 (0.2)	26 (0.3) 36 (0.3)	69 (0.4) 79 (0.3)	26 (0.3) 36 (0.3)	71 (0.4) 79 (0.4)	28 (0.4) 37 (0.5)	72 (0.4) 80 (0.3)	29 (0.3) 38 (0.4)	74 (0.4) 82 (0.3)	31 (0.4) 42 (0.4)	72 (0.3) 80 (0.3)	29 (0.4) 39 (0.5)	72 (0.4) 81 (0.4)	31 (0.4) 41 (0.5)	68 (0.4) 78 (0.4)	28 (0.4) 39 (0.4)
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	82 (0.2) 52 (0.6) 56 (0.6) 80 (0.8) — (†) — (†) 59 (2.1) — (†)	39 (0.3) 12 (0.4) 15 (0.4) 40 (1.2) — (†) 17 (1.7) — (†)	84 (0.3) 55 (0.6) 58 (0.5) 80 (1.1) — (†) — (†) 56 (1.9) — (†)	40 (0.3) 13 (0.4) 15 (0.4) 41 (1.1) — (†) — (†) 18 (1.3) — (†)	84 (0.2) 57 (0.6) 61 (0.8) 83 (1.1) — (†) — (†) 62 (2.0) — (†)	41 (0.4) 14 (0.5) 17 (0.6) 45 (1.7) — (†) 21 (1.2) — (†)	85 (0.2) 59 (0.7) 64 (0.8) 83 (1.0) 84 (1.0) 63 (2.7) 63 (1.4) 79 (1.7)	43 (0.4) 15 (0.5) 19 (0.5) 47 (1.4) 49 (1.5) 24 (3.2) 22 (1.7) 39 (1.5)	86 (0.2) 61 (0.6) 68 (0.7) 86 (0.7) 87 (0.7) 70 (3.5) 62 (1.8) 81 (1.1)	46 (0.4) 17 (0.5) 22 (0.6) 52 (1.3) 54 (1.3) 27 (3.7) 19 (1.6) 40 (1.4)	85 (0.2) 58 (0.7) 66 (0.6) 86 (1.0) 87 (1.0) 66 (3.3) 63 (2.2) 79 (1.2)	44 (0.4) 16 (0.5) 21 (0.5) 52 (1.8) 54 (1.9) 24 (3.0) 22 (1.8) 38 (1.6)	84 (0.3) 60 (0.6) 67 (0.6) 86 (0.9) 87 (0.9) 65 (3.9) 63 (1.8) 82 (1.2)	45 (0.4) 18 (0.5) 23 (0.6) 55 (1.5) 57 (1.5) 23 (3.3) 22 (2.1) 42 (1.4)	82 (0.3) 54 (0.7) 63 (0.7) 85 (0.9) 87 (0.8) 63 (3.6) 59 (2.3) 76 (1.1)	22 (0.6) 54 (1.4) 57 (1.4)
Eligibility for free or reduced-price lunch Eligible Not eligible Unknown	57 (0.4) 81 (0.3) 84 (1.0)	15 (0.3) 39 (0.2) 45 (1.3)	58 (0.4) 83 (0.3) 86 (1.0)		60 (0.5) 85 (0.3) 89 (1.3)	16 (0.3) 42 (0.5) 51 (1.8)	63 (0.5) 86 (0.3) 90 (0.8)	18 (0.3) 45 (0.4) 54 (1.4)	66 (0.4) 87 (0.3) 92 (0.9)	20 (0.2) 48 (0.4) 59 (2.4)	64 (0.4) 87 (0.3) 89 (0.9)	20 (0.4) 47 (0.5) 53 (1.5)	65 (0.4) 86 (0.3) 87 (1.1)	21 (0.3) 48 (0.5) 52 (1.8)	60 (0.5) 83 (0.3) 84 (1.1)	
12th grade, all students	73 (0.8)	35 (0.7)	— (t)	— (t)	74 (0.6)	38 (0.8)	<b>—</b> (†)	— (t)	75 (0.6)	38 (0.7)	72 (0.5)	37 (0.6)	— (t)	— (t)	— (t)	— (t)
Sex Male Female	67 (0.9) 78 (0.9)	29 (0.9) 41 (0.9)		(†) (†)	69 (0.8) 80 (0.6)	32 (0.9) 43 (1.0)	(†) (†)	— (†) — (†)	70 (0.7) 79 (0.7)	33 (0.7) 42 (0.9)	68 (0.6) 76 (0.8)	33 (0.7) 42 (0.9)		— (†) — (†)	— (†) — (†)	
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	79 (0.8) 54 (1.5) 60 (1.9) 74 (2.3) — (†) 67 (10.1) — (†)	43 (0.9) 16 (1.2) 20 (1.3) 36 (2.3) — (†) 26 (8.6) — (†)	- (t) - (t) - (t) - (t) - (t) - (t) - (t)	(†) - (†) - (†) - (†)	81 (0.5) 57 (1.3) 61 (1.1) 81 (1.5) — (†) 70 (6.4) — (†)	46 (0.8) 17 (1.2) 22 (1.3) 49 (2.9) — (†) 29 (5.5) — (†)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	83 (0.6) 56 (1.2) 64 (1.2) 80 (1.8) 80 (1.9) 75 (8.2) 65 (5.0) 77 (2.9)	47 (0.8) 16 (0.9) 23 (1.0) 47 (2.5) 48 (2.6) 39 (8.4) 26 (4.8) 38 (3.4)	79 (0.7) 52 (1.5) 63 (1.1) 79 (1.7) 80 (1.8) ‡ (†) 65 (8.6) 79 (3.0)	46 (0.9) 17 (1.0) 25 (1.0) 48 (3.0) 49 (3.0) ‡ (†) 28 (6.0) 45 (3.4)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	- (t) - (t) - (t) - (t) - (t) - (t) - (t)	- (†) - (†) - (†) - (†) - (†) - (†) - (†) - (†)	— (†) — (†) — (†) — (†) — (†) — (†)

<sup>-</sup>Not available.

those students with disabilities and English language learners who were unable to be tested even with accommodations (2 to 6 percent of all students). Race categories exclude persons of Hispanic ethnicity. Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Reading Assessments, retrieved November 6, 2019, from the Main NAEP Data Explorer (<a href="https://nces.ed.gov/nationsreportcard/naepdata/">https://nces.ed.gov/nationsreportcard/naepdata/</a>). (This table was prepared November 2019.)

<sup>†</sup>Not applicable.

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

<sup>&</sup>lt;sup>1</sup>NAEP Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade. <sup>2</sup>NAEP Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

NOTE: Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. Includes students tested with accommodations (2 to 14 percent of all students, depending on grade level and year); excludes only

Table 221.40. Average National Assessment of Educational Progress (NAEP) reading scale score of 4th-grade public school students, by state: Selected years, 1992 through 2019

State	1992	21	1994¹		1998		2002		2003		2005		2007		2009		2011		2013		2015		2017		2019
1		2	3		4		5		6		7		8		9		10		11		12		13		14
United States Alabama Alaska Arizona Arkansas California <sup>2,3</sup>	215 (1.0 207 (1.3 — (1.2 209 (1.2 211 (1.2 202 (2.0	7) 208 †) — 2) 208 2) 209	8 (1.5) - (†) 6 (1.9) 9 (1.7)	213 211 — 206 209 202	(1.2) (1.9) (†) (1.4) (1.6) (2.5)	217 207 — 205 213 206	(0.5) (1.4) (†) (1.5) (1.4) (2.5)	216 207 212 209 214 206	(0.3) (1.7) (1.6) (1.2) (1.4) (1.2)	217 208 211 207 217 207	(0.2) (1.2) (1.4) (1.6) (1.1) (0.7)	216 214 210 217 209	(0.3) (1.3) (1.0) (1.6) (1.2) (1.0)	216 211 210 216 210	(0.3) (1.2) (1.2) (1.2) (1.1) (1.5)	220 208 212 217 211	(0.3) (1.3) (1.1) (1.2) (1.0) (1.8)	219 209 213 219 213	(0.3) (1.2) (1.0) (1.4) (0.9) (1.2)	217 213 215 218 213	(0.4) (1.4) (1.3) (1.3) (1.1) (1.7)	216 207 215 216 215 216	(0.2) (1.2) (1.2) (1.5) (1.2) (1.3)	219 212 204 216 215 216	(0.2) (1.2) (1.2) (1.3) (1.2) (1.0)
Colorado Connecticut Delaware <sup>4</sup> District of Columbia Florida	217 (1.7 222 (1.3 213 (0.6 188 (0.8 208 (1.2	3) 222 6) 200 3) 179	2 (1.6) 6 (1.1) 9 (0.9)	220 230 207 179 206	(1.4) (1.6) (1.7) (1.2) (1.4)	229 224 191 214	(†) (1.1) (0.6) (0.9) (1.4)	224 228 224 188 218	(1.2) (1.1) (0.7) (0.9) (1.1)	224 226 226 191 219	(1.1) (1.0) (0.8) (1.0) (0.9)	224 227 225 197 224	(1.1) (1.3) (0.7) (0.9) (0.8)	226 229 226 202 226	(1.2) (1.1) (0.5) (1.0) (1.0)	223 227 225 201 225	(1.3) (1.3) (0.7) (0.8) (1.1)	227 230 226 206 227	(1.0) (0.9) (0.8) (0.9) (1.1)	224 229 224 212 227	(1.6) (1.1) (0.8) (0.9) (1.0)	225 228 221 213 228	(1.5) (1.2) (0.8) (0.8) (1.1)	225 224 218 214 225	(1.1) (1.3) (0.9) (0.8) (1.1)
Georgia Hawaii Idaho Illinois Indiana	212 (1.5 203 (1.7 219 (0.5 — (* 221 (1.5	7) 20 <sup>-</sup> 9) : t) —	1 (1.7) ‡ (†) - (†)	209 200 — ‡ —	(1.4) (1.5) (†) (†) (†)	215 208 220 ‡ 222	(1.0) (0.9) (1.1) (†) (1.4)	214 208 218 216 220	(1.3) (1.4) (1.0) (1.6) (1.0)	214 210 222 216 218	(1.2) (1.0) (0.9) (1.2) (1.1)	219 213 223 219 222	(0.9) (1.1) (0.8) (1.2) (0.9)	218 211 221 219 223	(1.1) (1.0) (0.9) (1.4) (1.1)	221 214 221 219 221	(1.1) (1.0) (0.8) (1.1) (0.9)	222 215 219 219 225	(1.1) (1.0) (0.9) (1.4) (1.0)	222	(1.2) (1.0) (1.0) (1.2) (1.1)	220 216 223 220 226	(1.2) (1.0) (1.0) (1.2) (1.1)	218 218 223 218 222	(1.2) (1.1) (1.2) (1.3) (1.2)
lowa <sup>2,3</sup> Kansas <sup>2,3</sup> Kentucky Louisiana Maine <sup>4</sup>	225 (1.7 — (*) 213 (1.3 204 (1.2 227 (1.7	f) — 3) 212 2) 193	- (†) 2 (1.6) 7 (1.3)	220 221 218 200 225	(1.6) (1.4) (1.5) (1.6) (1.4)	223 222 219 207 225	(1.1) (1.4) (1.1) (1.7) (1.1)	223 220 219 205 224	(1.1) (1.2) (1.3) (1.4) (0.9)	221 220 220 209 225	(0.9) (1.3) (1.1) (1.3) (0.9)	225 225 222 207 226	(1.1) (1.1) (1.1) (1.6) (0.9)	221 224 226 207 224	(1.2) (1.3) (1.1) (1.1) (0.9)	221 224 225 210 222	(0.8) (1.0) (1.0) (1.4) (0.7)	224 223 224 210 225	(1.1) (1.3) (1.2) (1.3) (0.9)	224 221 228 216 224	(1.1) (1.5) (1.2) (1.5) (0.9)	222 223 224 212 221	(1.2) (1.2) (1.1) (1.4) (1.1)	221 219 221 210 221	(1.1) (1.2) (1.2) (1.4) (0.9)
Maryland Massachusetts <sup>2</sup> Michigan Minnesota <sup>2,3</sup> Mississippi	211 (1.6 226 (0.9 216 (1.5 221 (1.5 199 (1.5	9) 223 5) : 2) 218	3 (1.3) ‡ (†) 8 (1.4)	212 223 216 219 203	(1.6) (1.4) (1.5) (1.7) (1.3)	217 234 219 225 203	(1.5) (1.1) (1.1) (1.1) (1.3)	219 228 219 223 205	(1.4) (1.2) (1.2) (1.1) (1.3)	220 231 218 225 204	(1.3) (0.9) (1.5) (1.3) (1.3)	225 236 220 225 208	(1.1) (1.1) (1.4) (1.1) (1.0)	226 234 218 223 211	(1.4) (1.1) (1.0) (1.3) (1.1)	231 237 219 222 209	(0.9) (1.0) (1.2) (1.2) (1.2)	232 232 217 227 209	(1.3) (1.1) (1.4) (1.2) (0.9)		(1.3) (1.0) (1.3) (1.3) (1.0)	225 236 218 225 215	(1.3) (1.1) (1.5) (1.3) (1.2)	220 231 218 222 219	(1.3) (1.1) (1.2) (1.1) (1.1)
Missouri Montana <sup>2,3,5</sup> Nebraska <sup>4,5</sup> Nevada New Hampshire <sup>2,4,5</sup>	220 (1.2 — (*) 221 (1.3 — (*) 228 (1.2	f) 222 1) 220 f) —	2 (1.4) 0 (1.5) - (†)	216 225 — 206 226	(1.3) (1.5) (†) (1.8) (1.7)	220 224 222 209	(1.3) (1.8) (1.5) (1.2) (†)	222 223 221 207 228	(1.2) (1.2) (1.0) (1.2) (1.0)	221 225 221 207 227	(0.9) (1.1) (1.2) (1.2) (0.9)	221 227 223 211 229	(1.1) (1.0) (1.3) (1.2) (0.9)	224 225 223 211 229	(1.1) (0.8) (1.0) (1.1) (1.0)	220 225 223 213 230	(0.9) (0.6) (1.0) (1.0) (0.8)	222 223 223 214 232	(1.0) (0.8) (1.0) (1.1) (0.9)	225 227	(1.1) (0.8) (1.1) (1.2) (1.0)	223 222 224 215 229	(1.1) (0.9) (1.2) (1.6) (1.0)	218 222 222 218 224	(1.2) (1.0) (1.0) (1.1) (1.1)
New Jersey <sup>4</sup> New Mexico New York <sup>2,3,4</sup> North Carolina North Dakota <sup>3</sup>	223 (1.4 211 (1.5 215 (1.4 212 (1.7 226 (1.7	5) 20: 4) 21: 1) 21:	5 (1.7) 2 (1.4) 4 (1.5)	205 215 213	(†) (1.4) (1.6) (1.6) (†)	208 222 222 222 224	(†) (1.6) (1.5) (1.0) (1.0)	225 203 222 221 222	(1.2) (1.5) (1.1) (1.0) (0.9)	223 207 223 217 225	(1.3) (1.3) (1.0) (1.0) (0.7)	231 212 224 218 226	(1.2) (1.3) (1.0) (0.9) (0.9)	229 208 224 219 226	(0.9) (1.4) (1.0) (1.1) (0.8)	231 208 222 221 226	(1.2) (1.0) (1.1) (1.2) (0.5)	229 206 224 222 224	(1.3) (1.1) (1.2) (1.1) (0.5)	229 207 223 226 225	(1.4) (1.0) (1.1) (1.1) (0.7)	233 208 222 224 222	(1.2) (1.1) (1.3) (1.0) (0.8)	227 208 220 221 221	(1.3) (1.2) (1.3) (1.0) (0.8)
Ohio Oklahoma Oregon Pennsylvania <sup>5</sup> Rhode Island <sup>5</sup>	217 (1.3 220 (0.9 — (**) 221 (1.3 217 (1.8	9)		219 212 — 218	(†) (1.2) (1.8) (†) (1.4)	222 213 220 221 220	(1.3) (1.2) (1.4) (1.2) (1.2)	222 214 218 219 216	(1.2) (1.2) (1.3) (1.3) (1.3)	223 214 217 223 216	(1.4) (1.1) (1.4) (1.3) (1.2)	226 217 215 226 219	(1.1) (1.1) (1.4) (1.0) (1.0)	225 217 218 224 223	(1.1) (1.1) (1.2) (1.4) (1.1)	224 215 216 227 222	(1.0) (1.1) (1.1) (1.2) (0.8)	224 217 219 226 223	(1.2) (1.1) (1.3) (1.3) (0.9)	225 222 220 227 225	(1.2) (1.1) (1.4) (1.8) (0.9)	225 217 218 225 223	(1.0) (1.1) (1.4) (1.1) (1.0)	222 216 218 223 220	(1.1) (1.1) (1.1) (1.2) (0.9)
South Carolina South Dakota Tennessee <sup>3,5</sup> Texas Utah	210 (1.3 — (**) 212 (1.4 213 (1.6 220 (1.7)	f) — 4) 213 5) 213	- (†) 3 (1.7) 2 (1.9)	209 — 212 214 216	(1.4) (†) (1.4) (1.9) (1.2)	214 — 214 217 222	(1.3) (†) (1.2) (1.7) (1.0)	215 222 212 215 219	(1.3) (1.2) (1.6) (1.0) (1.0)	213 222 214 219 221	(1.3) (0.5) (1.4) (0.8) (1.0)	214 223 216 220 221	(1.2) (1.0) (1.2) (0.9) (1.2)	216 222 217 219 219	(1.1) (0.6) (1.2) (1.2) (1.0)	215 220 215 218 220	(1.2) (0.9) (1.1) (1.5) (1.0)	214 218 220 217 223	(1.2) (1.0) (1.4) (1.1) (1.1)	218 220 219 218 226	(1.4) (0.9) (1.4) (1.7) (1.1)	213 222 219 215 225	(1.2) (1.0) (1.1) (1.1) (1.1)	216 222 219 216 225	(1.3) (1.0) (1.0) (1.1) (1.0)
Vermont Virginia Washington <sup>3</sup> West Virginia Wisconsin <sup>2,5</sup> Wyoming	— (**) 221 (1.4*) — (**) 216 (1.4*) 224 (1.4*) 223 (1.5*)	4) 213 (†) 213 (3) 213 (0) 224	3 `1.5 3 (1.1) 4 (1.1)	217 218 216 222 218	(†) (1.2) (1.4) (1.7) (1.1) (1.5)	227 225 224 219 ‡ 221	(1.1) (1.3) (1.2) (1.2) (†) (1.0)	226 223 221 219 221 222	(0.9) (1.5) (1.1) (1.0) (0.8) (0.8)	227 226 223 215 221 223	(0.9) (0.8) (1.1) (0.8) (1.0) (0.7)	228 227 224 215 223 225	(0.8) (1.1) (1.4) (1.1) (1.2) (0.5)	229 227 221 215 220 223	(0.8) (1.2) (1.2) (1.0) (1.1) (0.7)	227 226 221 214 221 224	(0.6) (1.1) (1.1) (0.8) (0.8) (0.8)	228 229 225 215 221 226	(0.6) (1.3) (1.4) (0.8) (1.6) (0.6)	230 229 226 216 223 228	(0.8) (1.7) (1.5) (1.2) (1.1) (0.7)	226 228 223 217 220 227	(0.8) (1.5) (1.4) (1.2) (0.9) (0.9)	222 224 220 213 220 227	(0.8) (1.2) (1.3) (1.1) (1.1) (0.9)
Department of Defense Education Activity (DoDEA) <sup>6</sup>	_ (-	t) —	- (†)	220	(0.7)	224	(0.4)	224	(0.5)	226	(0.6)	229	(0.5)	228	(0.5)	229	(0.5)	232	(0.6)	234	(0.7)	234	(0.6)	235	(0.7)

<sup>—</sup>Not available.

single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.

NOTE: Scale ranges from 0 to 500. State-level data for 2000 are not available. Table does not include private schools, Bureau of Indian Education schools, or (except in the final row). DoDEA schools. For 1998 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Reading Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared October 2019.)

tNot applicable.

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

<sup>&</sup>lt;sup>1</sup>Accommodations were not permitted for this assessment. <sup>2</sup>Did not meet one or more of the guidelines for school participation in 1998. Data are subject to appreciable nonresponse bias.

<sup>&</sup>lt;sup>3</sup>Did not meet one or more of the guidelines for school participation in 2002. Data are subject to appreciable nonresponse bias.

<sup>&</sup>lt;sup>4</sup>Did not meet one or more of the guidelines for school participation in 1992. Data are subject

to appreciable nonresponse bias.

Did not meet one or more of the guidelines for school participation in 1994. Data are subject to appreciable nonresponse bias.

Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and

overseas. In 2005, NAEP began combining the domestic and overseas schools into a

Table 221.60. Average National Assessment of Educational Progress (NAEP) reading scale score of 8th-grade public school students, by state: Selected years, 1998 through 2019

State		1998	-	2002		2003		2005		2007		2009		2011	-	2013		2015		2017		2019
1		2		3		4		5		6		7		8		9		10		11		12
United States Alabama	<b>261</b> 255	<b>(0.8)</b> (1.4)	<b>263</b> 253	<b>(0.5)</b> (1.3)	<b>261</b> 253	<b>(0.2)</b> (1.5)	<b>260</b> 252	<b>(0.2)</b> (1.4)	<b>261</b> 252	<b>(0.2)</b> (1.0)	<b>262</b> 255	<b>(0.3)</b> (1.1)	<b>264</b> 258	<b>(0.2)</b> (1.5)	<b>266</b> 257	<b>(0.2)</b> (1.2)	<b>264</b> 259	<b>(0.2)</b> (1.1)	<b>265</b> 258	<b>(0.3)</b> (1.0)	<b>262</b> 253	<b>(0.3)</b> (1.4)
Alaska Arizona Arkansas California <sup>1,2</sup>	260 256 252	(1.4) (†) (1.1) (1.3) (1.6)	257 260 250	(1.3) (1.3) (1.1) (1.8)	256 255 258 251	(1.3) (1.4) (1.3) (1.3)	252 259 255 258 250	(0.9) (1.0) (1.1) (0.6)	259 255 258 251	(1.0) (1.0) (1.2) (1.0) (0.8)	259 258 258 253	(1.1) (0.9) (1.2) (1.2) (1.2)	261 260 259 255	(0.9) (1.2) (0.9) (1.0)	261 260 262 262	(0.8) (1.1) (1.1) (1.2)	260 263 259 259	(1.1) (1.2) (1.2) (1.2)	258 263 260 263	(0.8) (0.9) (0.8) (1.2)	252 259 259 259 259	(1.4) (1.1) (1.2) (1.1) (1.4)
Colorado Connecticut Delaware District of Columbia Florida	264 270 254 236 255	(1.0) (1.0) (1.3) (2.1) (1.4)	267 267 240 261	(†) (1.2) (0.5) (0.9) (1.6)	268 267 265 239 257	(1.2) (1.1) (0.7) (0.8) (1.3)	265 264 266 238 256	(1.1) (1.3) (0.6) (0.9) (1.2)	266 267 265 241 260	(1.0) (1.6) (0.6) (0.7) (1.2)	266 272 265 242 264	(0.8) (0.9) (0.7) (0.9) (1.2)	271 275 266 242 262	(1.4) (0.9) (0.6) (0.9) (1.0)	271 274 266 248 266	(1.1) (1.0) (0.7) (0.9) (1.1)	268 273 263 248 263	(1.4) (1.1) (0.8) (1.0) (1.0)	270 273 263 247 267	(1.3) (0.9) (0.8) (1.0) (1.1)	267 270 260 250 263	(0.9) (1.2) (0.8) (0.9) (1.1)
Georgia Hawaii Idaho Illinois Indiana	257 249 — ‡	(1.4) (1.0) (†) (†) (†)	258 252 266 ‡ 265	(1.0) (0.9) (1.1) (†) (1.3)	258 251 264 266 265	(1.1) (0.9) (0.9) (1.0) (1.0)	257 249 264 264 261	(1.3) (0.9) (1.1) (1.0) (1.1)	259 251 265 263 264	(1.0) (0.8) (0.9) (1.0) (1.1)	260 255 265 265 266	(1.0) (0.6) (0.9) (1.2) (1.0)	262 257 268 266 265	(1.1) (0.7) (0.7) (0.8) (1.0)	265 260 270 267 267	(1.2) (0.8) (0.8) (1.0) (1.2)	262 257 269 267 268	(1.3) (0.9) (0.9) (1.0) (1.1)	266 261 270 267 272	(1.1) (0.8) (0.9) (1.1) (1.0)	262 258 266 265 266	(1.0) (1.0) (0.9) (1.0) (1.3)
lowa Kansas <sup>1,2</sup> Kentucky Louisiana Maine	268 262 252 271	(†) (1.4) (1.4) (1.4) (1.2)	269 265 256 270	(†) (1.3) (1.0) (1.5) (0.9)	268 266 266 253 268	(0.8) (1.5) (1.3) (1.6) (1.0)	267 267 264 253 270	(0.9) (1.0) (1.1) (1.6) (1.0)	267 267 262 253 270	(0.9) (0.8) (1.0) (1.1) (0.8)	265 267 267 253 268	(0.9) (1.1) (0.9) (1.6) (0.7)	265 267 269 255 270	(1.0) (1.0) (0.8) (1.5) (0.8)	269 267 270 257 269	(0.8) (1.0) (0.8) (1.0) (0.8)	268 267 268 255 268	(1.0) (1.2) (1.0) (1.2) (0.9)	268 267 265 257 269	(1.1) (1.0) (0.8) (1.5) (0.9)	262 263 263 257 265	(1.1) (0.9) (1.0) (1.4) (0.9)
Maryland <sup>1</sup> Massachusetts Michigan Minnesota <sup>1</sup> Mississippi	261 269 — 265 251	(1.8) (1.4) (†) (1.4) (1.2)	263 271 265 ‡ 255	(1.7) (1.3) (1.6) (†) (0.9)	262 273 264 268 255	(1.4) (1.0) (1.8) (1.1) (1.4)	261 274 261 268 251	(1.2) (1.0) (1.2) (1.2) (1.3)	265 273 260 268 250	(1.2) (1.0) (1.2) (0.9) (1.1)	267 274 262 270 251	(1.1) (1.2) (1.4) (1.0) (1.0)	271 275 265 270 254	(1.2) (1.0) (0.9) (1.0) (1.2)	274 277 266 271 253	(1.1) (1.0) (1.0) (1.0) (1.0)	268 274 264 270 252	(1.1) (1.1) (1.2) (1.1) (1.0)	267 278 265 269 256	(1.0) (1.1) (1.1) (1.0) (0.7)	264 273 263 264 256	(1.0) (1.0) (1.2) (1.1) (1.0)
Missouri Montana <sup>1,2</sup> Nebraska Nevada New Hampshire	262 271 — 258	(1.3) (1.3) (†) (1.0) (†)	268 270 270 251	(1.0) (1.0) (0.9) (0.8) (†)	267 270 266 252 271	(1.0) (1.0) (0.9) (0.8) (0.9)	265 269 267 253 270	(1.0) (0.7) (0.9) (0.9) (1.2)	263 271 267 252 270	(1.0) (0.8) (0.9) (0.8) (0.9)	267 270 267 254 271	(1.0) (0.6) (0.9) (0.9) (1.0)	267 273 268 258 272	(1.1) (0.6) (0.7) (0.9) (0.7)	267 272 269 262 274	(1.1) (0.8) (0.8) (0.7) (0.8)	267 270 269 259 275	(1.1) (0.8) (0.9) (0.9) (0.9)	266 267 269 260 275	(1.2) (0.8) (0.7) (0.8) (0.9)	263 265 264 258 268	(1.2) (0.8) (0.9) (0.9) (1.0)
New Jersey New Mexico New York <sup>1,2</sup> North Carolina North Dakota <sup>2</sup>	258 265 262	(†) (1.2) (1.5) (1.1) (†)	254 264 265 268	(†) (1.0) (1.5) (1.1) (0.8)	268 252 265 262 270	(1.2) (0.9) (1.3) (1.0) (0.8)	269 251 265 258 270	(1.2) (1.0) (1.0) (0.9) (0.6)	270 251 264 259 268	(1.1) (0.8) (1.1) (1.1) (0.7)	273 254 264 260 269	(1.3) (1.2) (1.2) (1.2) (0.6)	275 256 266 263 269	(1.2) (0.9) (1.1) (0.9) (0.7)	276 256 266 265 268	(1.1) (0.8) (1.1) (1.1) (0.6)	271 253 263 261 267	(1.0) (0.9) (1.4) (1.3) (0.6)	275 256 264 263 265	(1.1) (0.9) (1.0) (1.2) (0.8)	270 252 262 263 263	(1.2) (1.0) (1.2) (1.1) (0.9)
Ohio Oklahoma Oregon <sup>2</sup> Pennsylvania Rhode Island	265 266 — 264	(†) (1.2) (1.5) (†) (0.9)	268 262 268 265 262	(1.6) (0.8) (1.3) (1.0) (0.8)	267 262 264 264 261	(1.3) (0.9) (1.2) (1.2) (0.7)	267 260 263 267 261	(1.3) (1.1) (1.1) (1.3) (0.7)	268 260 266 268 258	(1.2) (0.8) (0.9) (1.2) (0.9)	269 259 265 271 260	(1.3) (0.9) (1.0) (0.8) (0.6)	268 260 264 268 265	(1.1) (1.1) (0.9) (1.3) (0.7)	269 262 268 272 267	(1.0) (0.9) (0.9) (1.0) (0.6)	266 263 268 269 265	(1.5) (1.3) (1.3) (1.5) (0.7)	268 261 266 270 266	(1.9) (1.0) (1.2) (1.1) (0.8)	267 258 264 264 262	(1.2) (0.9) (1.1) (1.1) (0.9)
South Carolina South Dakota Tennessee <sup>2</sup> Texas Utah	255 — 258 261 263	(1.1) (†) (1.2) (1.4) (1.0)	258 — 260 262 263	(1.1) (†) (1.4) (1.4) (1.1)	258 270 258 259 264	(1.3) (0.8) (1.2) (1.1) (0.8)	257 269 259 258 262	(1.1) (0.6) (0.9) (0.6) (0.8)	257 270 259 261 262	(0.9) (0.7) (1.0) (0.9) (1.0)	257 270 261 260 266	(1.2) (0.5) (1.1) (1.1) (0.8)	260 269 259 261 267	(0.9) (0.8) (1.0) (1.0) (0.8)	261 268 265 264 270	(1.0) (0.8) (1.1) (1.1) (0.9)	260 267 265 261 269	(1.2) (1.0) (1.4) (1.0) (1.0)	260 267 262 260 269	(1.0) (0.7) (1.1) (1.2) (0.9)	259 263 262 256 267	(0.9) (0.9) (1.1) (1.2) (1.2)
Vermont Virginia Washington <sup>2</sup> West Virginia Wisconsin <sup>1</sup> Wyoming	266 264 262 265 263	(†) (1.1) (1.2) (1.0) (1.8) (1.3)	272 269 268 264 ‡ 265	(0.9) (1.0) (1.2) (1.0) (†) (0.7)	271 268 264 260 266 267	(0.8) (1.1) (0.9) (1.0) (1.3) (0.5)	269 268 265 255 266 268	(0.7) (1.0) (1.3) (1.2) (1.1) (0.7)	273 267 265 255 264 266	(0.8) (1.1) (0.9) (1.0) (1.0) (0.7)	272 266 267 255 266 268	(0.6) (1.1) (1.1) (0.9) (1.0) (1.0)	274 267 268 256 267 270	(0.9) (1.2) (1.0) (0.9) (0.9) (1.0)	274 268 272 257 268 271	(0.7) (1.3) (1.0) (0.9) (0.9) (0.6)	274 267 267 260 270 269	(0.8) (1.2) (1.2) (0.9) (1.1) (0.7)	273 268 272 259 269 269	(0.8) (1.3) (1.4) (0.9) (1.0) (0.7)	268 262 266 256 267 265	(0.8) (1.3) (1.3) (1.0) (0.9) (0.8)
Department of Defense Education Activity (DoDEA) <sup>3</sup>	269	(1.3)	273	(0.5)	272	(0.6)	271	(0.7)	273	(1.0)	272	(0.7)	272	(0.7)	277	(0.7)	277	(0.7)	280	(0.8)	280	(0.7)

<sup>—</sup>Not available.

NOTE: Scale ranges from 0 to 500. State-level data for 1992 and 1994 are not available. Table does not include private schools, Bureau of Indian Education schools, or (except in the final row) DoDEA schools. Includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Reading Assessments, retrieved November 3, 2019, from the Main NAEP Data Explorer (<a href="https://nces.ed.gov/nationsreportcard/naepdata/">https://nces.ed.gov/nationsreportcard/naepdata/</a>). (This table was prepared November 2019.)

<sup>†</sup>Not applicable

<sup>‡</sup>Reporting standards not met. Participation rates fell below the required standards for reporting.

¹Did not meet one or more of the guidelines for school participation in 1998. Data are subject to appreciable nonresponse bias.

Did not meet one or more of the guidelines for school participation in 2002. Data are subject to appreciable nonresponse bias.

subject to appreciable nonresponse bias. Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the domestic and overseas schools into a single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.

Table 222.10. Average National Assessment of Educational Progress (NAEP) mathematics scale score, by sex, race/ethnicity, and grade: Selected years, 1990 through 2019

				Si	ех											F	Race/et	hnicity	,								
		Aver	rage m	athem	atics		Gap						Ave	rage m	athem	atics s	cale so	ore							Gap		Gap
			•	score			ween								Asia	n/Pacit	ic Islar	nder			erican				ween		tween
Grade and year	All students		Male	Fe	emale	and	emale male score		White		Black	His	panic		Total	A	Asian1		acific nder¹	Α	idian/ laska Vative		wo or more aces <sup>1</sup>		e and Black score		te and spanic score
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15
Grade 4 1990 <sup>2</sup> 1992 <sup>2</sup> 1996 2000 2003	213 (0.9) 220 (0.7) 224 (1.0) 226 (0.9) 235 (0.2)	221	(0.8) (1.1) (1.0)	213 219 223 224 233	(1.1) (1.0) (1.1) (0.9) (0.2)	-1 -2 # -3 -3	(1.2) (†)	220 227 232 234 243	(1.0) (0.8) (1.0) (0.8) (0.2)	188 193 198 203 216	(1.8) (1.4) (1.6) (1.2) (0.4)	200 202 207 208 222	(2.2) (1.5) (1.9) (1.5) (0.4)	225 231 229 ‡ 246	(4.1) (2.1) (4.2) (†) (1.1)		(†) (†) (†) (†) (†)		(†) (†) (†) (†) (†)	‡ 217 208 223	(†) (†) (5.6) (3.5) (1.0)		(+) (+) (+)	32 35 34 31 27	(2.0) (1.6) (1.8) (1.5) (0.4)	20 25 25 27 22	(2.4) (1.7) (2.1) (1.7) (0.5)
2005 2007 2009 2011 2013	238 (0.1) 240 (0.2) 240 (0.2) 241 (0.2) 242 (0.2)	239 241 241 241 242	(0.2) (0.3) (0.2)	237 239 239 240 241	(0.2) (0.2) (0.3) (0.2) (0.2)	-3 -2 -2 -1		246 248 248 249 250	(0.1) (0.2) (0.2) (0.2) (0.2)	220 222 222 224 224	(0.3) (0.3) (0.3) (0.4) (0.3)	226 227 227 229 231	(0.3) (0.3) (0.4) (0.3) (0.4)	251 253 255 256 258	(0.7) (0.8) (1.0) (1.0) (0.8)	  257 259	(†) (†) (†) (1.0) (0.8)	  236 236	(†) (†) (†) (2.1) (2.0)	226 228 225 225 227	(0.9) (0.7) (0.9) (0.9) (1.1)	  245 245	(†) (†) (†) (0.6) (0.7)	26 26 26 25 26	(0.3) (0.4) (0.4) (0.4) (0.4)	20 21 21 20 19	(0.3) (0.4) (0.5) (0.4) (0.5)
2015 2017 2019	240 (0.3) 240 (0.2) 241 (0.2)	241	(0.3) (0.3) (0.3)	239 239 239	(0.3) (0.2) (0.2)	-2 -2 -3		248 248 249	(0.3) (0.2) (0.3)	224 223 224	(0.4) (0.5) (0.4)	230 229 231	(0.5) (0.4) (0.3)	257 258 260	(1.2) (1.1) (1.4)	259 260 263	(1.2) (1.0) (1.0)	231 229 226	(2.3) (2.7) (7.9)	227 227 227	(1.0) (1.3) (1.2)	245 245 244	(0.8) (0.8) (0.6)	24 25 25	(0.5) (0.5) (0.5)	18 19 18	(0.5) (0.5) (0.4)
Grade 8 1990 <sup>2</sup> 1992 <sup>2</sup> 1996 2000 2003	263 (1.3) 268 (0.9) 270 (0.9) 273 (0.8) 278 (0.3)	263 268 271 274 278	(1.6) (1.1) (1.1) (0.9) (0.3)	262 269 269 272 277	(1.3) (1.0) (1.1) (0.9) (0.3)	-1 1 -2 -2 -2	(1.5) (1.5)	270 277 281 284 288	(1.3) (1.0) (1.1) (0.8) (0.3)	237 237 240 244 252	(2.7) (1.3) (1.9) (1.2) (0.5)	246 249 251 253 259	(4.3) (1.2) (1.7) (1.3) (0.6)	275 290 ‡ 288 291	(5.0) (5.9) (†) (3.5) (1.3)	_ _ _ _	(†) (†) (†) (†) (†)		(†) (†) (†) (†) (†)	‡ ‡ 259 263	(†) (†) (†) (7.5) (1.8)	  -  -  -	(†) (†) (†) (†) (†)	33 40 41 40 35	(3.0) (1.7) (2.2) (1.5) (0.6)	24 28 30 31 29	(4.5) (1.5) (2.0) (1.6) (0.7)
2005 2007 2009 2011 2013	279 (0.2) 281 (0.3) 283 (0.3) 284 (0.2) 285 (0.3)	280 282 284 284 285	(0.2) (0.3) (0.3) (0.3) (0.3)	278 280 282 283 284	(0.2) (0.3) (0.4) (0.2) (0.3)	-2 -2 -2 -1	(0.3) (0.4) (0.5) (0.4) (0.4)	289 291 293 293 294	(0.2) (0.3) (0.3) (0.2) (0.3)	255 260 261 262 263	(0.4) (0.4) (0.5) (0.5) (0.4)	262 265 266 270 272	(0.4) (0.4) (0.6) (0.5) (0.5)	295 297 301 303 306	(0.9) (0.9) (1.2) (1.0) (1.1)	 305 309	(†) (†) (†) (1.1) (1.1)	  269 275	(†) (†) (†) (2.4) (2.3)	264 264 266 265 269	(0.9) (1.2) (1.1) (0.9) (1.2)	  288 288	(†) (†) (†) (1.3) (1.2)	34 32 32 31 31	(0.4) (0.5) (0.5) (0.5) (0.5) (0.5)	27 26 26 23 22	(0.5) (0.5) (0.6) (0.5) (0.5)
2015 2017 2019	282 (0.3) 283 (0.3) 282 (0.3)	282 283 282	(0.3)	282 282 282	(0.4) (0.3) (0.3)	# -1 #	(†) (0.4) (†)	292 293 292	(0.3) (0.3) (0.3)	260 260 260	(0.5) (0.5) (0.4)	270 269 268	(0.5) (0.5) (0.4)	306 310 310	(1.5) (1.5) (1.1)	307 312 313	(1.5) (1.5) (1.0)	276 274 266	(2.9) (2.2) (2.3)	267 267 262	(1.3) (1.4) (1.3)	285 287 286	(1.1) (1.1) (1.0)	32 32 32	(0.6) (0.6) (0.5)	22 24 24	(0.6) (0.6) (0.5)
Grade 12 1990 <sup>2</sup> 1992 <sup>2</sup> 1996 2000 2003	[ <sup>3</sup> ] (†) [ <sup>3</sup> ] (†) [ <sup>3</sup> ] (†) — (†)	[3]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[ <sup>3</sup> ] [ <sup>3</sup> ] [ <sup>3</sup> ]	(†) (†) (†) (†) (†)	[ <sup>3</sup> ] [ <sup>3</sup> ] [ <sup>3</sup> ]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[ <sup>3</sup> ] [ <sup>3</sup> ] [ <sup>3</sup> ]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)	[3] [3] [3]	(†) (†) (†) (†) (†)
2005 2007 2009 2011 2013	150 (0.6) — (†) 153 (0.7) — (†) 153 (0.5)	151 — 155 — 155	`(†)	149 — 152 — 152	(0.7) (†) (0.7) (†) (0.6)	-3 -3 -3	(1.0) (†) (1.1) (†) (0.9)	157 — 161 — 162	(0.6) (†) (0.6) (†) (0.6)	127 — 131 — 132	(1.1) (†) (0.8) (†) (0.8)	133 — 138 — 141	(1.3) (†) (0.8) (†) (0.8)	163 — 175 — 172	(2.0) (†) (2.7) (†) (1.3)	   174	(†) (†) (†) (†) (1.3)	_ _ _ _ 151	(†) (†) (†) (†) (2.8)	134 — 144 — 142	(4.1) (†) (2.8) (†) (3.2)	   155	(†) (†) (†) (†) (1.7)	$\frac{31}{30}$ $\frac{30}{30}$	(1.2) (†) (1.0) (†) (1.0)	24  23  21	(1.4) (†) (1.0) (†) (1.0)
2015 2017 2019	152 (0.5) — (†) — (†)	153 —	(0.7) (†) (†)	150 —	(0.6) (†) (†)	-3 —	(0.9) (†) (†)	160 —	(0.6) (†) (†)	130 —	(1.0) (†) (†)	139 —	(0.8) (†) (†)	170 —	(2.0) (†) (†)	171 — —	(1.9) (†) (†)	‡ _	(†) (†) (†)	138 —	(2.8) (†) (†)	157 — —	(2.2) (†) (†)	30	(1.2) (†) (†)	22 —	(1.0) (†) (†)

<sup>—</sup>Not available.

NOTE: For the grade 4 and grade 8 assessments, the scale ranges from 0 to 500. For the grade 12 assessment, the scale ranges from 0 to 300. Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. For 1996 and later years, includes students tested with accommodations (3 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (1 to 4 percent of all students). Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved November 6, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/ naepdata/). (This table was prepared November 2019.)

<sup>†</sup>Not applicable. #Rounds to zero.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

1Prior to 2011, separate data for Asian students, Pacific Islander students, and students

of Two or more races were not collected.

<sup>2</sup>Accommodations were not permitted for this assessment.

<sup>&</sup>lt;sup>3</sup>Because of major changes to the framework and content of the grade 12 assessment, scores from 2005 and later assessment years cannot be compared with scores from earlier assessment years. Therefore, this table does not include scores from the earlier grade 12 assessment years (1990, 1992, 1996, and 2000). For data pertaining to scale score comparisons between earlier years, see the Digest of Education Statistics 2009, table 138 (https://nces.ed.gov/programs/digest/d09/tables/dt09\_138.asp).

CHAPTER 2: Elementary and Secondary Education

Mathematics Achievement

Table 222.20. Percentage of students at or above selected National Assessment of Educational Progress (NAEP) mathematics achievement levels, by grade and selected student characteristics: Selected years, 2005 through 2019

	20	05	20	07	20	09	20	11	20	13	20	15	20	17	20	19
	At or above NAEP	At or above NAEP	At or above NAEP	At or above NAEP	At or above NAEP	At or above NAEP	At or above NAEP	At or above NAEP	At or above NAEP	At or above NAEP						
Grade and selected student characteristic	Basic <sup>1</sup>	Proficient <sup>2</sup>	Basic <sup>1</sup>	Proficient <sup>2</sup>	Basic <sup>1</sup>	Proficient <sup>2</sup>	Basic <sup>1</sup>	Proficient <sup>2</sup>	Basic <sup>1</sup>	Proficient <sup>2</sup>	Basic <sup>1</sup>	Proficient <sup>2</sup>	Basic <sup>1</sup>	Proficient <sup>2</sup>	Basic <sup>1</sup>	Proficient <sup>2</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4th grade, all students Sex	80 (0.2)	36 (0.2)	82 (0.2)	39 (0.3)	82 (0.3)	39 (0.3)	82 (0.2)	40 (0.3)	83 (0.2)	42 (0.3)	82 (0.3)	40 (0.4)	80 (0.3)	40 (0.4)	81 (0.2)	41 (0.3)
Male Female	81 (0.2) 80 (0.2)	38 (0.2) 34 (0.3)	82 (0.2) 82 (0.2)	41 (0.3) 37 (0.4)	82 (0.3) 82 (0.3)	41 (0.4) 37 (0.4)	83 (0.3) 82 (0.3)	42 (0.4) 39 (0.4)	82 (0.3) 83 (0.2)	43 (0.4) 41 (0.4)	82 (0.4) 82 (0.3)	42 (0.5) 38 (0.5)	80 (0.4) 80 (0.3)	42 (0.4) 38 (0.4)	81 (0.3) 80 (0.3)	44 (0.4) 38 (0.4)
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	90 (0.2) 60 (0.5) 68 (0.5) 90 (0.5) — (†) 68 (1.5) — (†)	47 (0.2) 13 (0.3) 19 (0.3) 55 (1.1) — (†) 21 (1.2) — (†)	91 (0.2) 64 (0.6) 70 (0.5) 91 (0.7) — (†) 70 (1.2) — (†)	51 (0.4) 15 (0.4) 22 (0.4) 58 (1.3) — (†) — (†) 25 (1.1) — (†)	91 (0.2) 64 (0.6) 71 (0.7) 92 (0.6) — (†) 66 (1.6) — (†)	51 (0.4) 16 (0.5) 22 (0.4) 60 (1.5) — (†) 21 (1.2) — (†)	91 (0.2) 66 (0.6) 72 (0.5) 91 (0.6) 93 (0.5) 77 (2.7) 66 (1.2) 87 (0.7)	52 (0.4) 17 (0.5) 24 (0.5) 62 (1.6) 64 (1.6) 34 (3.2) 22 (1.2) 45 (1.2)	91 (0.2) 66 (0.6) 73 (0.7) 91 (0.6) 92 (0.6) 77 (3.1) 68 (1.7) 85 (1.0)	54 (0.4) 18 (0.5) 26 (0.6) 64 (1.2) 66 (1.2) 33 (3.2) 23 (1.4) 46 (1.4)	90 (0.3) 65 (0.7) 73 (0.6) 91 (0.8) 93 (0.7) 68 (4.0) 69 (1.8) 86 (0.9)	51 (0.5) 19 (0.6) 26 (0.7) 62 (1.7) 65 (1.7) 30 (2.8) 23 (1.7) 45 (1.3)	88 (0.3) 63 (0.8) 71 (0.5) 90 (0.8) 92 (0.7) 71 (3.7) 69 (2.0) 85 (0.9)	51 (0.4) 19 (0.6) 26 (0.6) 64 (1.4) 67 (1.4) 29 (3.5) 24 (1.9) 45 (1.3)	89 (0.3) 65 (0.7) 73 (0.5) 91 (0.9) 93 (0.6) 64 (5.5) 67 (1.9) 84 (0.9)	52 (0.4) 20 (0.5) 28 (0.6) 66 (1.4) 69 (1.2) 28 (4.7) 24 (1.8) 44 (1.2)
Eligibility for free or reduced-price lunch Eligible Not eligible Unknown	67 (0.3) 90 (0.2) 87 (0.7)	19 (0.2) 49 (0.3) 45 (1.2)	70 (0.4) 91 (0.2) 90 (0.9)	22 (0.3) 53 (0.4) 48 (1.5)	70 (0.4) 91 (0.3) 88 (1.3)	22 (0.3) 54 (0.4) 47 (1.7)	72 (0.3) 92 (0.2) 90 (0.8)	24 (0.3) 57 (0.4) 52 (1.4)	73 (0.4) 93 (0.2) 90 (1.0)	25 (0.4) 59 (0.4) 52 (2.2)	72 (0.4) 92 (0.3) 89 (1.2)	24 (0.4) 58 (0.6) 50 (1.7)	69 (0.4) 91 (0.3) 87 (1.1)	25 (0.3) 57 (0.5) 49 (1.7)	71 (0.3) 91 (0.2) 88 (1.2)	26 (0.4) 58 (0.4) 48 (1.7)
8th grade, all students	69 (0.2)	30 (0.2)	71 (0.3)	32 (0.3)	73 (0.3)	34 (0.3)	73 (0.2)	35 (0.2)	74 (0.3)	35 (0.3)	71 (0.3)	33 (0.3)	70 (0.3)	34 (0.3)	69 (0.3)	34 (0.3)
Sex Male Female	70 (0.3) 69 (0.3)	31 (0.3) 28 (0.3)	72 (0.3) 71 (0.3)	34 (0.4) 30 (0.3)	73 (0.3) 72 (0.4)	36 (0.4) 32 (0.4)	73 (0.4) 73 (0.2)	36 (0.3) 34 (0.3)	74 (0.3) 74 (0.4)	36 (0.4) 35 (0.4)	71 (0.4) 72 (0.4)	34 (0.4) 33 (0.4)	70 (0.3) 70 (0.3)	35 (0.4) 33 (0.5)	68 (0.3) 70 (0.4)	34 (0.4) 33 (0.4)
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	80 (0.2) 42 (0.5) 52 (0.6) 81 (0.8) — (†) 53 (1.3) — (†)	39 (0.3) 9 (0.3) 13 (0.4) 47 (1.2) — (†) 14 (1.2) — (†)	82 (0.3) 47 (0.7) 55 (0.7) 83 (0.8) — (†) 53 (1.8) — (†)	42 (0.3) 11 (0.3) 15 (0.4) 50 (1.1) — (†) 16 (1.2) — (†)	83 (0.3) 50 (0.6) 57 (0.8) 85 (1.0) — (†) — (†) 56 (1.5)	44 (0.4) 12 (0.5) 17 (0.6) 54 (1.8) — (†) 18 (1.3) — (†)	84 (0.3) 51 (0.6) 61 (0.7) 86 (1.0) 88 (0.9) 59 (4.7) 55 (1.5) 78 (1.1)	44 (0.3) 13 (0.4) 20 (0.6) 55 (1.2) 58 (1.3) 22 (1.9) 17 (1.2) 39 (1.7)	84 (0.2) 52 (0.7) 62 (0.6) 87 (0.8) 89 (0.8) 67 (3.5) 59 (1.7) 76 (1.2)	45 (0.4) 14 (0.5) 21 (0.5) 60 (1.3) 63 (1.3) 24 (2.9) 21 (1.5) 38 (1.4)	82 (0.3) 48 (0.9) 60 (0.7) 87 (0.9) 88 (0.9) 63 (4.2) 57 (1.8) 74 (1.5)	43 (0.4) 13 (0.5) 19 (0.6) 59 (1.7) 61 (1.7) 29 (3.9) 20 (1.7) 36 (1.3)	80 (0.3) 47 (0.7) 57 (0.7) 87 (0.9) 88 (0.9) 64 (2.8) 56 (1.6) 73 (1.3)	44 (0.4) 13 (0.5) 20 (0.5) 62 (1.5) 64 (1.6) 25 (3.3) 18 (1.8) 37 (1.4)	80 (0.3) 47 (0.6) 57 (0.7) 86 (0.8) 88 (0.8) 55 (3.1) 51 (1.6) 73 (1.2)	44 (0.4) 14 (0.4) 20 (0.5) 62 (1.4) 64 (1.4) 21 (3.6) 15 (1.4) 38 (1.4)
Eligibility for free or reduced-price lunch Eligible Not eligible Unknown	51 (0.4) 79 (0.2) 79 (1.1)	13 (0.2) 39 (0.3) 40 (1.4)	55 (0.5) 81 (0.3) 81 (1.7)	15 (0.3) 42 (0.4) 43 (1.7)	57 (0.5) 83 (0.3) 83 (1.3)	17 (0.3) 45 (0.4) 48 (1.9)	59 (0.4) 84 (0.2) 85 (0.9)	19 (0.3) 47 (0.4) 48 (1.5)	60 (0.4) 86 (0.3) 84 (1.3)	20 (0.3) 49 (0.4) 50 (2.6)	58 (0.4) 84 (0.3) 81 (1.5)	18 (0.3) 48 (0.5) 46 (1.9)	55 (0.4) 82 (0.3) 83 (1.1)	18 (0.3) 48 (0.4) 47 (1.8)	54 (0.4) 82 (0.3) 80 (1.2)	18 (0.3) 48 (0.5) 45 (1.8)
12th grade, all students	61 (0.8)	23 (0.7)	<b>—</b> (†)	<b>—</b> (†)	64 (0.8)	26 (0.8)	<b>—</b> (†)	— (t)	65 (0.7)	26 (0.6)	62 (0.8)	25 (0.7)	— (t)	— (t)	— (t)	— (†)
Sex Male Female	62 (0.9) 60 (1.0)	25 (1.0) 21 (0.8)	_ (†)	= (‡)	65 (0.9) 63 (0.8)	28 (1.0) 24 (0.8)	_ (‡)	= (‡)	66 (0.8) 64 (0.9)	28 (0.8) 24 (0.7)	63 (1.0) 61 (0.9)	26 (0.7) 23 (0.7)	_ (†)	= (‡)	= (‡)	_ (‡)
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	70 (0.8) 30 (1.7) 40 (2.1) 73 (2.6) — (†) 42 (8.6) — (†)	29 (0.8) 6 (0.8) 8 (1.0) 36 (3.0) — (†) 6 (2.9) — (†)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†) - (†) - (†)	75 (0.7) 37 (1.2) 45 (1.1) 84 (1.9) — (†) 56 (5.4) — (†)	33 (0.8) 6 (0.6) 11 (0.8) 52 (3.4) — (†) 12 (3.3) — (†)	(†)  - (†)  - (†)  - (†)  - (†)	- (†) - (†) - (†) - (†) - (†) - (†)	75 (0.8) 38 (1.5) 50 (1.3) 81 (1.4) 83 (1.5) 65 (7.3) 54 (5.8) 67 (3.0)	33 (0.8) 7 (0.6) 12 (0.7) 47 (2.0) 49 (2.0) 16 (6.0) 12 (4.0) 26 (2.7)	73 (0.9) 36 (1.6) 47 (1.3) 78 (2.1) 79 (2.0) ‡ (†) 46 (4.6) 67 (3.2)	32 (0.9) 7 (0.7) 12 (0.7) 46 (2.6) 47 (2.5) ‡ (†) 10 (3.3) 31 (3.1)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†) - (†) - (†)	(†) (-) (+) (-) (+) (-) (+) (-) (+)

<sup>-</sup>Not available.

those students with disabilities and English language learners who were unable to be tested even with accommodations (1 to 4 percent of all students). Race categories exclude persons of Hispanic ethnicity. Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved November 8, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2019.)

<sup>†</sup>Not applicable.

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

NAEP Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade. <sup>2</sup>NAEP Proficient represents solid academic performance. Students reaching this level have demonstrated competency

over challenging subject matter.

NOTE: Includes public, private, Bureau of Indian Education, and Department of Defense Education Activity schools. Includes students tested with accommodations (3 to 14 percent of all students, depending on grade level and year); excludes only

Table 222.50. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 4th-grade public school students, by state: Selected years, 1992 through 2019

State		1992¹		1996²		2000		2003		2005		2007		2009		2011		2013		2015		2017		2019
1		2		3		4		5		6		7		8		9		10		11		12		13
United States Alabama Alaska³ Arizona Arkansas³ California⁴	219 208 — 215 210 208	(0.8) (1.6) (†) (1.1) (0.9) (1.6)	212 212 224 218 216 209	(1.0) (1.2) (1.3) (1.7) (1.5) (1.8)	224 217 — 219 216 213	(1.0) (1.2) (†) (1.3) (1.1) (1.6)	234 223 233 229 229 227	(0.2) (1.2) (0.8) (1.1) (0.9) (0.9)	237 225 236 230 236 230	(0.2) (0.9) (1.0) (1.1) (0.9) (0.6)	239 237 232 238 230	(0.2) (1.3) (1.0) (1.0) (1.1) (0.7)	239 228 237 230 238 232	(0.2) (1.1) (0.9) (1.1) (0.9) (1.2)	240 231 236 235 238 234	(0.2) (1.0) (0.9) (1.1) (0.8) (1.4)	241 233 236 240 240 234	(0.2) (1.0) (0.8) (1.2) (0.9) (1.2)	240 231 236 238 235 232	(0.3) (0.9) (1.1) (1.0) (0.8) (1.4)	239 232 230 234 234 232	(0.2) (1.0) (0.9) (1.1) (0.9) (1.2)	240 230 232 238 233 235	(0.2) (1.0) (0.7) (0.8) (1.0) (0.8)
Colorado Connecticut Delaware District of Columbia Florida	221 227 218 193 214	(1.0) (1.1) (0.8) (0.5) (1.5)	226 232 215 187 216	(1.0) (1.1) (0.6) (1.1) (1.2)	234 — 192	(†) (1.1) (†) (1.1) (†)	235 241 236 205 234	(1.0) (0.8) (0.5) (0.7) (1.1)	239 242 240 211 239	(1.1) (0.8) (0.5) (0.8) (0.7)	240 243 242 214 242	(1.0) (1.1) (0.4) (0.8) (0.8)	243 245 239 219 242	(1.0) (1.0) (0.5) (0.7) (1.0)	244 242 240 222 240	(0.9) (1.3) (0.6) (0.7) (0.8)	247 243 243 229 242	(0.8) (0.9) (0.7) (0.7) (0.8)	242 240 239 231 243	(1.0) (0.9) (0.6) (0.6) (1.0)	241 239 236 231 246	(1.1) (1.1) (0.8) (0.7) (0.7)	242 243 239 235 246	(0.9) (0.8) (0.7) (0.7) (0.8)
Georgia Hawaii Idaho <sup>4</sup> Illinois <sup>4</sup> Indiana <sup>4</sup>	216 214 222 — 221	(1.2) (1.3) (1.0) (†) (1.0)	215 215 — 229	(1.5) (1.5) (†) (†) (1.0)	219 216 224 223 233	(1.1) (1.0) (1.4) (1.9) (1.1)	230 227 235 233 238	(1.0) (1.0) (0.7) (1.1) (0.9)	234 230 242 233 240	(1.0) (0.8) (0.7) (1.0) (0.8)	235 234 241 237 245	(0.8) (0.8) (0.7) (1.1) (0.8)	236 236 241 238 243	(0.9) (1.1) (0.8) (1.0) (0.9)	238 239 240 239 244	(0.7) (0.7) (0.6) (1.1) (1.0)	240 243 241 239 249	(1.0) (0.8) (0.9) (1.2) (0.9)	236 238 239 237 248	(1.2) (0.9) (0.9) (1.2) (1.1)	236 238 240 238 247	(1.1) (0.8) (0.9) (1.0) (1.1)	238 239 242 237 245	(1.0) (0.7) (0.9) (1.2) (1.1)
lowa <sup>3,4</sup> Kansas <sup>4</sup> Kentucky Louisiana Maine <sup>4</sup>	230 — 215 204 232	(1.0) (†) (1.0) (1.5) (1.0)	229 — 220 209 232	(1.1) (†) (1.1) (1.1) (1.0)	231 232 219 218 230	(1.2) (1.6) (1.4) (1.4) (1.0)	238 242 229 226 238	(0.7) (1.0) (1.1) (1.0) (0.7)	240 246 231 230 241	(0.7) (1.0) (0.9) (0.9) (0.8)	243 248 235 230 242	(0.8) (0.9) (0.9) (1.0) (0.8)	243 245 239 229 244	(0.8) (1.0) (1.1) (1.0) (0.8)	243 246 241 231 244	(0.8) (0.9) (0.8) (1.0) (0.7)	246 246 241 231 246	(0.9) (0.8) (0.9) (1.2) (0.7)	243 241 242 234 242	(0.9) (1.0) (1.1) (1.1) (0.8)	243 241 239 229 240	(1.1) (0.9) (0.9) (1.2) (0.9)	241 239 239 231 241	(1.1) (0.8) (1.1) (1.1) (1.0)
Maryland Massachusetts Michigan <sup>3,4</sup> Minnesota <sup>4</sup> Mississippi	217 227 220 228 202	(1.3) (1.2) (1.7) (0.9) (1.1)	221 229 226 232 208	(1.6) (1.3) (1.3) (1.1) (1.2)	222 233 229 234 211	(1.2) (1.2) (1.6) (1.3) (1.1)	233 242 236 242 223	(1.3) (0.8) (0.9) (0.9) (1.0)	238 247 238 246 227	(1.0) (0.8) (1.2) (1.0) (0.9)	240 252 238 247 228	(0.9) (0.8) (1.3) (1.0) (1.0)	244 252 236 249 227	(0.9) (0.9) (1.0) (1.1) (1.0)	247 253 236 249 230	(0.9) (0.8) (1.1) (0.9) (0.9)	245 253 237 253 231	(1.3) (1.0) (1.1) (1.1) (0.7)	239 251 236 250 234	(1.0) (1.2) (1.2) (1.2) (0.9)	241 249 236 249 235	(1.1) (1.0) (1.3) (1.2) (0.8)	239 247 236 248 241	(1.2) (1.1) (1.2) (1.0) (0.8)
Missouri Montana <sup>3,4</sup> Nebraska Nevada <sup>3</sup> New Hampshire	222 225 — 230	(1.2) (†) (1.2) (†) (1.2)	225 228 228 218	(1.1) (1.2) (1.2) (1.3) (†)	228 228 225 220	(1.2) (1.7) (1.8) (1.0) (†)	235 236 236 228 243	(0.9) (0.8) (0.8) (0.8) (0.9)	235 241 238 230 246	(0.9) (0.8) (0.9) (0.8) (0.8)	239 244 238 232 249	(0.9) (0.8) (1.1) (0.9) (0.8)	241 244 239 235 251	(1.2) (0.7) (1.0) (0.9) (0.8)	240 244 240 237 252	(0.9) (0.6) (1.0) (0.8) (0.6)	240 244 243 236 253	(0.8) (0.6) (1.0) (0.8) (0.8)	239 241 244 234 249	(0.9) (0.7) (0.9) (1.1) (0.8)	240 241 246 232 245	(1.1) (0.8) (0.9) (1.2) (0.9)	238 241 244 236 245	(1.0) (0.8) (0.7) (0.8) (0.8)
New Jersey <sup>3</sup> New Mexico New York <sup>3,4</sup> North Carolina North Dakota	227 213 218 213 229	(1.5) (1.4) (1.2) (1.1) (0.8)	227 214 223 224 231	(1.5) (1.8) (1.2) (1.2) (1.2)	213 225 230 230	(†) (1.5) (1.4) (1.1) (1.2)	239 223 236 242 238	(1.1) (1.1) (0.9) (0.8) (0.7)	244 224 238 241 243	(1.1) (0.8) (0.9) (0.9) (0.5)	249 228 243 242 245	(1.1) (0.9) (0.8) (0.8) (0.5)	247 230 241 244 245	(1.0) (1.0) (0.7) (0.8) (0.6)	248 233 238 245 245	(0.9) (0.8) (0.8) (0.7) (0.4)	247 233 240 245 246	(1.1) (0.7) (1.0) (0.9) (0.5)	245 231 237 244 245	(1.2) (0.8) (0.9) (1.0) (0.5)	248 230 236 241 244	(1.3) (0.8) (1.0) (1.0) (0.7)	246 231 237 241 243	(1.1) (0.8) (1.1) (1.0) (0.7)
Ohio <sup>4</sup> Oklahoma Oregon <sup>4</sup> Pennsylvania <sup>3</sup> Rhode Island	219 220 — 224 215	(1.2) (1.0) (†) (1.3) (1.5)	223 226 220	(†) (†) (1.4) (1.2) (1.4)	230 224 224 — 224	(1.5) (1.0) (1.8) (†) (1.1)	238 229 236 236 230	(1.0) (1.0) (0.9) (1.1) (1.0)	242 234 238 241 233	(1.0) (1.0) (0.8) (1.2) (0.9)	245 237 236 244 236	(1.0) (0.8) (1.0) (0.8) (0.9)	244 237 238 244 239	(1.1) (0.9) (0.9) (1.1) (0.8)	244 237 237 246 242	(0.8) (0.8) (0.9) (1.1) (0.7)	246 239 240 244 241	(1.1) (0.7) (1.3) (1.0) (0.8)	244 240 238 243 238	(1.2) (1.0) (1.1) (1.4) (0.7)	241 237 233 242 238	(1.0) (0.9) (1.1) (1.0) (0.7)	241 237 236 244 239	(1.0) (0.8) (1.0) (1.1) (0.8)
South Carolina³ South Dakota Tennessee Texas Utah	212 — 211 218 224	(1.1) (†) (1.4) (1.2) (1.0)	213 — 219 229 227	(1.3) (†) (1.4) (1.4) (1.2)	220 220 231 227	(1.4) (†) (1.4) (1.1) (1.3)	236 237 228 237 235	(0.9) (0.7) (1.0) (0.9) (0.8)	238 242 232 242 239	(0.9) (0.5) (1.2) (0.6) (0.8)	237 241 233 242 239	(0.8) (0.7) (0.9) (0.7) (0.9)	236 242 232 240 240	(0.9) (0.5) (1.1) (0.7) (1.0)	237 241 233 241 243	(1.0) (0.6) (0.9) (1.1) (0.8)	237 241 240 242 243	(1.0) (0.5) (0.9) (0.9) (0.9)	237 240 241 244 243	(1.1) (0.7) (1.1) (1.3) (1.0)	234 242 237 241 242	(1.0) (0.8) (1.0) (1.2) (1.0)	237 241 240 244 244	(1.1) (0.7) (1.0) (1.0) (1.0)
Vermont <sup>3,4</sup> Virginia Washington West Virginia Wisconsin Wyoming	221 — 215 229 225	(†) (1.3) (†) (1.1) (1.1) (0.9)	225 223 225 223 231 223	(1.2) (1.4) (1.2) (1.0) (1.0) (1.4)	232 230 — 223 ‡ 229	(1.6) (1.0) (†) (1.3) (†) (1.1)	242 239 238 231 237 241	(0.8) (1.1) (1.0) (0.8) (0.9) (0.6)	244 240 242 231 241 243	(0.5) (0.9) (0.9) (0.7) (0.9) (0.6)	246 244 243 236 244 244	(0.5) (0.9) (1.0) (0.9) (0.9) (0.5)	248 243 242 233 244 242	(0.4) (1.0) (0.8) (0.8) (0.9) (0.6)	247 245 243 235 245 244	(0.5) (0.8) (0.9) (0.7) (0.8) (0.4)	248 246 246 237 245 247	(0.6) (1.1) (1.1) (0.8) (1.0) (0.4)	243 247 245 235 243 247	(0.7) (1.3) (1.3) (0.8) (1.1) (0.6)	241 248 242 236 240 248	(0.7) (1.0) (1.3) (1.0) (0.9) (0.6)	239 247 240 231 242 246	(0.7) (1.2) (1.2) (0.9) (1.1) (0.7)
Department of Defense Education Activity (DoDEA) <sup>5</sup>	_	(†)	224	(0.6)	227	(0.6)	237	(0.4)	239	(0.5)	240	(0.4)	240	(0.5)	241	(0.4)	245	(0.4)	248	(0.5)	249	(0.5)	250	(0.5)

<sup>-</sup>Not available.

single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.

NOTE: Scale ranges from 0 to 500. State-level data for 1990 are not available. Table does

not include private schools, Bureau of Indian Education schools, or (except in the final row) DoDEA schools. For 2000 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (https://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2019.)

<sup>†</sup>Not applicable. ‡Reporting standards not met. Participation rates fell below the required standards for

<sup>&</sup>lt;sup>1</sup>Accommodations were not permitted for this assessment.

<sup>&</sup>lt;sup>2</sup>The 1996 data in this table do not include students who were tested with accommodations. Data for students tested with accommodations are not available at the state level for 1996.  $^{3}$ Did not meet one or more of the guidelines for school participation in 1996. Data are subject to appreciable nonresponse bias.

<sup>&</sup>lt;sup>4</sup>Did not meet one or more of the guidelines for school participation in 2000. Data are subject to appreciable nonresponse bias.

<sup>&</sup>lt;sup>5</sup>Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the domestic and overseas schools into a

Table 222.60. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 8th-grade public school students, by state: Selected years, 1990 through 2019

State	19	990¹	1	1992¹		1996²		2000		2003		2005		2007		2009		2011		2013		2015		2017		2019
1		2		3		4		5		6		7		8		9		10		11		12		13		14
United States	262 (	1.4)	267	(1.0)	271	(1.2)	272	(0.9)	276	(0.3)	278	(0.2)	280	(0.3)	282	(0.3)	283	(0.2)	284	(0.2)	281	(0.3)	282	(0.3)	281	(0.3)
Alabama Alaska³ Arizona⁴ Arkansas³ California⁴	260 ( 256 (	(1.1) (†) (1.3) (0.9) (1.3)	252 — 265 256 261	(1.7) (†) (1.3) (1.2) (1.7)	257 278 268 262 263	(2.1) (1.8) (1.6) (1.5) (1.9)	264 — 269 257 260	(1.8) (†) (1.8) (1.5) (2.1)	262 279 271 266 267	(1.5) (0.9) (1.2) (1.2) (1.2)	262 279 274 272 269	(1.5) (0.8) (1.1) (1.2) (0.6)	266 283 276 274 270	(1.5) (1.1) (1.2) (1.1) (0.8)	269 283 277 276 270	(1.2) (1.0) (1.4) (1.1) (1.3)	269 283 279 279 273	(1.4) (0.8) (1.2) (1.0) (1.2)	269 282 280 278 276	(1.3) (0.9) (1.2) (1.1) (1.2)	267 280 283 275 275	(1.2) (1.0) (1.4) (1.4) (1.3)	274	(1.3) (0.9) (1.1) (1.0) (1.2)	269 274 280 274 276	(1.2)
Colorado Connecticut Delaware District of Columbia Florida	270 ( 261 ( 231 (	(0.9) (1.0) (0.9) (0.9) (1.2)	272 274 263 235 260	(1.0) (1.1) (1.0) (0.9) (1.5)	276 280 267 233 264	(1.1) (1.1) (0.9) (1.3) (1.8)	281 — 235 —	(†) (1.3) (†) (1.1) (†)	283 284 277 243 271	(1.1) (1.2) (0.7) (0.8) (1.5)	281 281 281 245 274	(1.2) (1.4) (0.6) (0.9) (1.1)	286 282 283 248 277	(0.9) (1.5) (0.6) (0.9) (1.3)	287 289 284 254 279	(1.4) (1.0) (0.5) (0.9) (1.1)	292 287 283 260 278	(1.1) (1.1) (0.7) (0.7) (0.8)	290 285 282 265 281	(1.2) (1.1) (0.7) (0.9) (0.8)	286 284 280 263 275	(1.5) (1.2) (0.7) (0.9) (1.4)	278 266	(1.4) (0.9) (0.7) (0.9) (1.1)	285 286 277 269 279	
Georgia Hawaii Idaho <sup>4</sup> Illinois <sup>4</sup> Indiana <sup>4</sup>	251 ( 271 ( 261 (	(1.3) (0.8) (0.8) (1.7) (1.2)	259 257 275 — 270	(1.2) (0.9) (0.7) (†) (1.1)	262 262 — 276	(1.6) (1.0) (†) (†) (1.4)	265 262 277 275 281	(1.2) (1.4) (1.0) (1.7) (1.4)	270 266 280 277 281	(1.2) (0.8) (0.9) (1.2) (1.1)	272 266 281 278 282	(1.1) (0.7) (0.9) (1.1) (1.0)	275 269 284 280 285	(1.0) (0.8) (0.9) (1.1) (1.1)	278 274 287 282 287	(0.9) (0.7) (0.8) (1.2) (0.9)	278 278 287 283 285	(1.0) (0.7) (0.8) (1.1) (1.0)	279 281 286 285 288	(1.2) (0.8) (0.7) (1.0) (1.1)	279 279 284 282 287	(1.2) (0.8) (0.9) (1.3) (1.2)	277 284 282	(1.4) (0.8) (1.2) (1.2) (1.3)	279 275 286 283 286	(1.1) (1.0) (1.2)
lowa³ Kansas⁴ Kentucky Louisiana Maine⁴	257 (	(1.1) (†) (1.2) (1.2) (†)	283 — 262 250 279	(1.0) (†) (1.1) (1.7) (1.0)	284 — 267 252 284	(1.3) (†) (1.1) (1.6) (1.3)	283 270 259 281	(†) (1.7) (1.3) (1.5) (1.1)	284 284 274 266 282	(0.8) (1.3) (1.2) (1.5) (0.9)	284 284 274 268 281	(0.9) (1.0) (1.2) (1.4) (0.8)	285 290 279 272 286	(0.9) (1.1) (1.1) (1.1) (0.8)	284 289 279 272 286	(1.0) (1.0) (1.1) (1.6) (0.7)	285 290 282 273 289	(0.9) (0.9) (0.9) (1.2) (0.8)	285 290 281 273 289	(0.9) (1.0) (0.9) (0.9) (0.7)	286 284 278 268 285	(1.2) (1.3) (0.9) (1.4) (0.7)	286 285 278 267 284	(0.9) (1.0) (1.0) (1.3) (0.9)	282 282 278 272 282	(1.1) (1.4)
Maryland <sup>3</sup> Massachusetts Michigan <sup>3,4</sup> Minnesota <sup>4</sup> Mississippi	264 (	(1.4) (†) (1.2) (0.9) (†)	265 273 267 282 246	(1.3) (1.0) (1.4) (1.0) (1.2)	270 278 277 284 250	(2.1) (1.7) (1.8) (1.3) (1.2)	272 279 277 287 254	(1.7) (1.5) (1.9) (1.4) (1.1)	278 287 276 291 261	(1.0) (0.9) (2.0) (1.1) (1.1)	278 292 277 290 262	(1.1) (0.9) (1.5) (1.2) (1.2)	286 298 277 292 265	(1.2) (1.3) (1.4) (1.0) (0.8)	288 299 278 294 265	(1.1) (1.3) (1.6) (1.0) (1.2)	288 299 280 295 269	(1.2) (0.8) (1.4) (1.0) (1.4)	287 301 280 295 271	(1.1) (0.9) (1.3) (1.0) (0.9)	283 297 278 294 271	(1.2) (1.4) (1.3) (1.0) (1.1)	280	(1.1) (1.1) (1.2) (1.5) (0.9)	280 294 280 291 274	(1.1) (1.2) (1.3) (1.2) (0.9)
Missouri Montana <sup>3,4</sup> Nebraska Nevada New Hampshire	276 (	(†) (0.9) (1.0) (†) (0.9)	_	(1.2) (†) (1.1) (†) (1.0)	273 283 283 ‡	(1.4) (1.3) (1.0) (†) (†)	271 285 280 265	(1.5) (1.4) (1.2) (0.8) (†)	279 286 282 268 286	(1.1) (0.8) (0.9) (0.8) (0.8)	276 286 284 270 285	(1.3) (0.7) (1.0) (0.8) (0.8)	281 287 284 271 288	(1.0) (0.7) (1.0) (0.8) (0.7)	286 292 284 274 292	(1.0) (0.9) (1.1) (0.7) (0.9)	282 293 283 278 292	(1.1) (0.6) (0.8) (0.8) (0.7)	283 289 285 278 296	(1.0) (0.9) (0.9) (0.7) (0.8)	281 287 286 275 294	(1.2) (0.8) (0.8) (0.7) (0.9)	286 288 275	(1.1) (0.8) (1.0) (0.7) (0.8)	281 284 285 274 287	(1.0) (0.8) (0.9) (0.8) (0.9)
New Jersey New Mexico New York <sup>3,4</sup> North Carolina North Dakota	256 ( 261 ( 250 (	(1.1) (0.7) (1.4) (1.1) (1.2)	272 260 266 258 283	(1.6) (0.9) (2.1) (1.2) (1.1)	‡ 262 270 268 284	(†) (1.2) (1.7) (1.4) (0.9)	259 271 276 282	(†) (1.3) (2.2) (1.3) (1.1)	281 263 280 281 287	(1.1) (1.0) (1.1) (1.0) (0.8)	284 263 280 282 287	(1.4) (0.9) (0.9) (0.9) (0.6)	289 268 280 284 292	(1.2) (0.9) (1.2) (1.1) (0.7)	293 270 283 284 293	(1.4) (1.1) (1.2) (1.3) (0.7)	294 274 280 286 292	(1.2) (0.8) (0.9) (1.0) (0.6)	296 273 282 286 291	(1.1) (0.7) (0.9) (1.1) (0.5)	293 271 280 281 288	(1.2) (1.0) (1.4) (1.6) (0.7)	282	(1.2)	292 269 280 284 286	(1.3) (1.1)
Ohio Oklahoma Oregon <sup>4</sup> Pennsylvania Rhode Island	263 ( 271 ( 266 (	(1.0) (1.3) (1.0) (1.6) (0.6)	268 268 — 271 266	(1.5) (1.1) (†) (1.5) (0.7)	276 — 269	(†) (†) (1.5) (†) (0.9)	281 270 280 — 269	(1.6) (1.3) (1.5) (†) (1.3)	282 272 281 279 272	(1.3) (1.1) (1.3) (1.1) (0.7)	283 271 282 281 272	(1.1) (1.0) (1.0) (1.5) (0.8)	285 275 284 286 275	(1.2) (0.9) (1.1) (1.1) (0.7)	286 276 285 288 278	(1.0) (1.0) (1.0) (1.3) (0.8)	289 279 283 286 283	(1.0) (1.0) (1.0) (1.2) (0.5)	290 276 284 290 284	(1.1) (1.0) (1.1) (1.0) (0.6)	285 275 283 284 281	(1.6) (1.3) (1.2) (1.5) (0.7)	282 286	(2.0) (1.1) (1.2) (1.2) (0.8)	286 276 280 285 276	(1.2) (1.2)
South Carolina³ South Dakota Tennessee Texas Utah	  258 (	(†) (†) (†) (1.4) (†)	261 — 259 265 274	(1.0) (†) (1.4) (1.3) (0.7)	261 — 263 270 277	(1.5) (†) (1.4) (1.4) (1.0)	265 — 262 273 274	(1.5) (†) (1.5) (1.6) (1.2)	277 285 268 277 281	(1.3) (0.8) (1.8) (1.1) (1.0)	281 287 271 281 279	(0.9) (0.6) (1.1) (0.6) (0.7)	282 288 274 286 281	(1.0) (0.8) (1.1) (1.0) (0.9)	280 291 275 287 284	(1.3) (0.5) (1.4) (1.3) (0.9)	281 291 274 290 283	(1.1) (0.5) (1.2) (0.9) (0.8)	280 287 278 288 284	(1.1) (0.7) (1.3) (1.0) (0.9)	276 285 278 284 286	(1.3) (0.9) (1.8) (1.2) (1.1)	286 279 282	(1.0) (0.7) (1.2) (1.4) (0.9)	276 287 280 280 285	(1.2) (1.3) (1.0)
Vermont <sup>3,4</sup> Virginia Washington West Virginia Wisconsin <sup>3</sup> Wyoming	256 ( 274 (	(†) (1.5) (†) (1.0) (1.3) (0.7)	268 — 259 278 275	(†) (1.2) (†) (1.0) (1.5) (0.9)	279 270 276 265 283 275	(1.0) (1.6) (1.3) (1.0) (1.5) (0.9)	281 275 — 266 ‡ 276	(1.5) (1.3) (†) (1.2) (†) (1.0)	286 282 281 271 284 284	(0.8) (1.3) (0.9) (1.2) (1.3) (0.7)	287 284 285 269 285 282	(0.7) (1.1) (1.0) (1.0) (1.1) (0.7)	291 288 285 270 286 287	(0.7) (1.1) (1.0) (1.0) (1.1) (0.7)	293 286 289 270 288 286	(0.6) (1.1) (1.0) (1.0) (0.9) (0.6)	294 289 288 273 289 288	(0.7) (1.1) (1.0) (0.7) (1.0) (0.6)	295 288 290 274 289 288	(0.7) (1.2) (1.0) (0.9) (0.9) (0.5)	290 288 287 271 289 287	(0.7) (1.2) (1.3) (0.9) (1.3) (0.7)	288 290 289 273 288 289	(0.7) (1.5) (1.4) (0.9) (1.0) (0.7)	287 287 286 272 289 286	(0.9) (1.1)
Department of Defense Education Activity (DoDEA) <sup>5</sup>	_	(†)	_	(†)	274	(0.9)	277	(1.1)	285	(0.7)	284	(0.7)	285	(0.8)	287	(0.9)	288	(0.8)	290	(0.8)	291	(0.7)	293	(0.7)	292	(0.8)

<sup>-</sup>Not available.

single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.

NOTE: Scale ranges from 0 to 500. Table does not include private schools, Bureau of Indian Education schools, or (except in the final row) DoDEA schools. For 2000 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state.

rates, and exclusion rates vary from state to state.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics Assessments, retrieved October 30, 2019, from the Main NAEP Data Explorer (<a href="https://nces.ed.gov/nationsreportcard/naepdata/">https://nces.ed.gov/nationsreportcard/naepdata/</a>). (This table was prepared November 2019.)

<sup>†</sup>Not applicable

<sup>‡</sup>Reporting standards not met. Participation rates fell below the required standards for reporting.

<sup>&</sup>lt;sup>1</sup>Accommodations were not permitted for this assessment.

<sup>&</sup>lt;sup>2</sup>The 1996 data in this table do not include students who were tested with accommodations. Data for students tested with accommodations are not available at the state level for 1996. <sup>3</sup>Did not meet one or more of the guidelines for school participation in 1996. Data are white the proposition of the proposition of

subject to appreciable nonresponse bias.

\*Did not meet one or more of the guidelines for school participation in 2000. Data are subject to appreciable nonresponse bias.

subject to appreciable nonresponse bias.

\$Prior to 2005, NAEP divided the DoDEA schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the domestic and overseas schools into a

Table 223.10. Average National Assessment of Educational Progress (NAEP) science scale score, standard deviation, and percentage of students attaining science achievement levels, by grade level, selected student and school characteristics, and percentile: 2009, 2011, and 2015

Selected characteristic, percentile,		Gr	ade 4					Grad	e 8					Grade	12		
and achievement level	200	-	2011		2015		2009		2011		2015		2009		2011		2015
1		2	3		4		5		6		7		8		9		10
All abudanta	150 (0	0)	(4)	454	(0, 0)			e scienc			(0.0)	450	(0, 0)		(4)	450	(0.0)
All students Sex Male	<b>150 (0.</b> 151 (0.	-	- <b>(†)</b> - (†)	<b>154</b> 154	(0.4)	<b>150</b>	(0.4)	<b>152</b>	(0.3)	154 155	(0.3)	150 153	(0.8)		<b>(†)</b>	<b>150</b>	(0.6)
Female Gap between male and female score	149 (0. 1 (0.		- (†) - (†)	154 1	(0.3) (0.5)	148 4	(0.3) (0.5)	149 5	(0.3) (0.5)	152 3	(0.4) (0.5)	147 6	(0.9) (1.3)	_	(†) (†)	148 5	(0.7) (1.0)
Race/ethnicity White Black Hispanic	163 (0. 127 (0. 131 (0.	4) –	- (†) - (†) - (†)	166 133 139	(0.3) (0.4) (0.7)	162 126 132	(0.2) (0.4) (0.6)	163 129 137	(0.2) (0.5) (0.5)	166 132 140	(0.3) (0.5) (0.5)	159 125 134	(0.7) (1.2) (1.3)	=	(†) (†) (†)	160 125 136	(0.7) (1.5) (1.0)
Asian/Pacific Islander Asian Pacific Islander	160 (1. — (		- (†) - (†) - (†)	167 169 143	(1.4) (1.4) (2.2)	160 —	(1.0) (†) (†)	159 161 139	(1.3) (1.3) (1.9)	164 166 138	(0.9) (0.9) (2.5)	164	(3.0) (†) (†)	_	(†) (†) (†)	166 167 ‡	(2.3) (2.3) (†)
American Indian/Alaska Native Two or more races <sup>2</sup>	135 (1. 154 (1.	1) –	- (†) - (†)	139 158	(1.5) (1.0)	137 151	(1.4) (1.2)	141 156	(1.4)	139 159	(1.6) (1.3)	144 151	(3.7)	_	(†) (†)	135 156	(5.3) (2.5)
Gap between White and Black score Gap between White and Hispanic score	36 (0. 32 (0.		- (†) - (†)	33 27	(0.5) (0.7)	36 30	(0.5) (0.6)	35 27	(0.6) (0.6)	34 26	(0.5) (0.6)	34 25	(1.4) (1.5)	_	(†) (†)	36 24	(1.6) (1.2)
English language learner (ELL) status ELL Non-ELL Gap between ELL and non-ELL score	114 (0. 154 (0. 39 (0.	2)   -	- (†) - (†) - (†)	121 158 36	(1.0) (0.3) (1.0)	103 153 49	(1.0) (0.3) (1.0)	106 154 48	(1.2) (0.2) (1.3)	110 157 46	(1.1) (0.3) (1.2)	104 151 47	(2.4) (0.8) (2.6)	_	(†) (†) (†)	105 152 47	(2.7) (0.5) (2.7)
Disability status <sup>a</sup> Identified as student with disability (SD) Not identified as SD Gap between SD and non-SD score	129 (0. 153 (0. 23 (0.	3) -	- (†) - (†) - (†)	131 157 26	(0.6) (0.3) (0.7)	123 153 31	(0.5) (0.3) (0.6)	124 155 31	(0.6) (0.3) (0.7)	124 158 34	(0.6) (0.3) (0.7)	121 153 31	(1.8) (0.8) (2.0)	_	(†) (†) (†)	124 153 29	(1.8) (0.6) (1.9)
Highest education level of either parent Did not finish high school Graduated high school Some education after high school Graduated college	_ (	†) – †) – †) – †) –	- (†) - (†) - (†) - (†)	=	(†) (†) (†) (†)	131 139 152 161	(0.6) (0.4) (0.4) (0.4)	132 140 153 162	(0.7) (0.4) (0.4) (0.3)	137 142 155 165	(0.7) (0.5) (0.5) (0.3)	131 138 147 161	(1.4) (1.2) (0.9) (0.7)		(†) (†) (†) (†)	131 136 148 162	(1.4) (1.2) (0.9) (0.7)
Percent of students in school eligible for free or reduced-price lunch 0-25 percent eligible (low poverty) 26-50 percent eligible 51-75 percent eligible 76-100 percent eligible (high poverty) Gap between low- and high-poverty score	167 (0. 155 (0. 144 (0. 126 (0. 41 (0.	5) – 5) – 6) –	- (†) - (†) - (†) - (†)	172 161 151 134 38	(0.6) (0.7) (0.7) (0.6) (0.8)	165 154 141 124 41	(0.5) (0.5) (0.6) (0.7) (0.9)	167 157 146 129 38	(0.4) (0.5) (0.5) (0.7) (0.8)	170 161 150 134 36	(0.6) (0.5) (0.6) (0.8) (1.0)	163 148 136 124 38	(1.2) (1.1) (1.7) (2.1) (2.5)		(†) (†) (†) (†) (†)	165 154 143 126 39	(1.1) (1.0) (1.1) (1.7) (2.0)
School locale City Suburban Town Rural	142 (0. 154 (0. 150 (0. 155 (0.	4) – 6) –	- (†) - (†) - (†) - (†)	148 157 153 157	(0.6) (0.6) (0.8) (0.7)	142 154 149 154	(0.6) (0.5) (1.0) (0.4)	144 155 153 156	(0.6) (0.5) (0.7) (0.5)	148 158 154 156	(0.6) (0.4) (0.7) (0.6)	146 154 150 150	(1.8) (1.4) (1.2) (1.2)		(†) (†) (†) (†)	145 153 150 152	(1.2) (1.0) (2.1) (1.3)
Percentile <sup>4</sup> 10th 25th	104 (0. 128 (0.	4)   -	- (†) - (†)	108 132	(0.6) (0.4)	103 128	(0.6) (0.4)	106 131	(0.5) (0.4)	109 133	(0.6) (0.5)	104 126	(1.2) (0.8)	=	(†) (†)	103 126	(1.0) (0.9)
50th 75th 90th	153 (0. 175 (0. 192 (0.	3) -	- (†) - (†) - (†)	157 178 196	(0.4) (0.3) (0.4)	153 175 192	(0.3) (0.2) (0.3)	155 176 193	(0.3) (0.4) (0.4)	157 178 195	(0.4) (0.4) (0.3)	151 174 194	(1.1) (1.0) (1.0)	=	(†) (†) (†)	151 176 196	(0.6) (0.6) (0.6)
All students	35 (0.	2)	(±\	35	(0.2)	Standar 35	d devia (0.2)		e scien (0.2)			25	(0, 4)		(+)	36	(O, 4)
MII SUUUUIIS	35 (0.	<u> </u>	- (†)	33	. /	ent of stu		34 attaining	. ,	34 e achieve	(0.2) ement le	35 evels	(0.4)	_	(†)	30	(0.4)
Achievement level Below <i>Basic</i> At or above <i>Basic</i> <sup>6</sup> At or above <i>Proficient</i> <sup>7</sup> At <i>Advanced</i> <sup>8</sup>	28 (0. 72 (0. 34 (0. 1 (0.	3) – 3) –	- (†) - (†) - (†) - (†)	24 76 38 1	(0.3) (0.3) (0.4) (0.1)	37 63 30 2	(0.4) (0.4) (0.3) (0.1)	35 65 32 2	(0.3) (0.3) (0.4) (0.1)	32 68 34 2	(0.4) (0.4) (0.4) (0.1)	40 60 21 1	(1.0) (1.0) (0.8) (0.2)	=	(†) (†) (†) (†)	40 60 22 2	(0.7) (0.7) (0.6) (0.2)

<sup>-</sup>Not available.

deviation was 35. This means that one would expect about two-thirds of the students to have scores between 189 (one standard deviation above the average) and 119 (one standard deviation below). Standard errors also must be taken into account when making comparisons of these ranges.

<sup>7</sup>Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

\*Advanced signifies superior performance.
NOTE: In 2011, only 8th-grade students were assessed in science. Includes students tested with accommodations (7 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (1 to 3 percent of all students).

Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments, retrieved January 10, 2017, from the Main NAEP Data Explorer (<a href="http://nces.ed.gov/nationsreportcard/naepdata/">http://nces.ed.gov/nationsreportcard/naepdata/</a>). (This table was prepared January 2017.)

<sup>†</sup>Not applicable

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

Scale ranges from 0 to 300 for all three grades, but scores cannot be compared across grades. For example, the average score of 166 for White 4th-graders in 2015 does not denote higher performance than the score of 160 for White 12th-graders.

denote higher performance than the score of 160 for White 12th-graders. 

2Prior to 2011, students in the "Two or more races" category were categorized as 
"Unclassified."

<sup>&</sup>lt;sup>3</sup>The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).

<sup>&</sup>quot;The percentile represents a specific point on the percentage distribution of all students ranked by their science score from low to high. For example, 10 percent of students scored at or below the 10th percentile score, while 90 percent of students scored above it. "The standard deviation provides an indication of how much the test scores varied. The lower the standard deviation, the closer the scores were clustered around the average score. About two-thirds of the student scores can be expected to fall within the range of one standard deviation above and one standard deviation below the average score. In 2015, for example, the average score for all 4th-graders was 154, and the standard

<sup>&</sup>lt;sup>6</sup>Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work.

<sup>7</sup>Proficient represents solid academic performance. Students reaching this level have

Table 224.10. Average National Assessment of Educational Progress (NAEP) music and visual arts scale scores of 8th-graders, percentage distribution by frequency of instruction at their school, and percentage participating in selected musical activities in school, by selected characteristics: 2016

	Average so	cale score <sup>1</sup>			Percentage	e distribution o	f students by s	chool-reported	frequency of in	struction <sup>2</sup>			Percent of stu	dents reporting	narticination
					Music					Visual arts				cal activities in	
Selected characteristic	Music <sup>3</sup>	Visual arts <sup>4</sup>	Subject not offered	Less than once a week	Once or twice a week	3 or 4 times a week	Every day	Subject not offered	Less than once a week	Once or twice a week	3 or 4 times a week	Every day	Play in band	Play in orchestra	Sing in chorus or choir
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
All students	147 (1.0)	149 (0.9)	8 (1.7)	5 (1.4)	23 (3.0)	19 (3.0)	45 (3.4)	14 (3.0)	7 (1.8)	24 (3.1)	18 (2.9)	37 (3.5)	17 (0.8)	5 (0.6)	16 (1.0)
Sex Male Female	140 (1.1) 155 (1.1)	142 (1.1) 156 (1.0)	7 (1.6) 9 (1.9)	5 (1.4) 5 (1.3)	24 (3.2) 22 (2.8)	19 (3.0) 19 (3.1)	45 (3.3) 45 (3.5)	14 (3.0) 14 (3.0)	7 (1.8) 7 (1.8)	24 (3.2) 23 (3.1)	18 (2.8) 19 (2.9)	37 (3.4) 37 (3.7)		5 (0.7) 6 (0.7)	8 (0.9) 24 (1.3)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	158 (1.2) 129 (2.0) 135 (1.2) 163 (2.5) ‡ (†) ‡ (†) 149 (3.3)	158 (1.1) 128 (2.0) 139 (1.3) 167 (2.6) ‡ (†) ‡ (†) 155 (4.5)	8 (2.2) 9 (3.8) 9 (2.5) 2 (1.2) ‡ (†) 4 (2.1)	4 (1.6) 10 (3.7) 4 (1.6) 4 (2.4) ‡ (†) 6 (2.2)	27 (4.2) 21 (4.2) 17 (3.0) 22 (5.4) ‡ (†) 14 (3.0)	19 (4.2) 16 (4.2) 17 (3.3) 34 (6.2) ‡ (†) ‡ (†) 20 (4.4)	42 (4.2) 43 (5.0) 53 (3.8) 38 (6.2) ‡ (†) ‡ (†) 56 (5.9)	13 (3.9) 20 (5.5) 15 (3.5) 4 (1.7) ‡ (†) 9 (3.2)	8 (2.6) 7 (2.9) 5 (1.7) 6 (2.5) ‡ (†) ‡ (†) 3 (1.9)	28 (4.2) 17 (3.7) 18 (3.1) 26 (5.6) ‡ (†) ‡ (†) 26 (4.8)	17 (3.5) 19 (4.5) 17 (3.3) 32 (5.8) ‡ (†) 25 (7.0)	34 (4.4) 37 (4.9) 44 (3.9) 32 (5.5) ‡ (†) 37 (6.6)	12 (1.6) 15 (1.2) 17 (2.5) ‡ (†) ‡ (†)	5 (0.9) 4 (1.0) 5 (0.8) 15 (2.5) ‡ (†) \$ (1.9)	19 (1.5) 16 (1.5) 10 (1.1) 13 (2.3) ‡ (†) ‡ (†) 24 (3.6)
Free or reduced-price lunch eligibility Eligible Not eligible Unknown	134 (1.1) 160 (1.1) 157 (3.1)	137 (1.2) 159 (1.2) 161 (3.7)	9 (2.1) 6 (1.8) 13 (8.0)	5 (1.7) 4 (1.7) 8 (†)	20 (3.3) 22 (3.5) 49 (11.1)	17 (3.2) 22 (4.3) 12 (6.3)	48 (4.0) 47 (4.2) 17 (7.9)	18 (3.8) 12 (3.9) 2 (†)	5 (1.6) 9 (2.8) 12 (7.0)	18 (3.4) 24 (4.0) 57 (10.0)	17 (3.1) 20 (3.9) 16 (7.3)	42 (4.5) 36 (3.8) 12 (7.8)	19 (1.4)	4 (0.7) 7 (1.1) 4 (0.9)	14 (1.2) 18 (1.5) 18 (3.4)
Control of school Public Private	146 (1.0) 160 (2.6)	148 (0.9) 164 (3.2)	8 (1.7) 14 (8.5)	5 (1.4) 8 (†)	20 (3.1) 59 (10.8)	20 (3.2) 8 (4.5)	48 (3.6) 10 (†)	15 (3.2) 5 (†)	6 (1.9) 17 (8.2)	21 (3.4) 61 (10.2)	19 (3.0) 11 (5.8)	39 (3.7) 6 (1.3)		6 (0.7) 3 (0.8)	15 (1.0) 23 (4.3)
School location City Suburban Town Rural	140 (1.9) 153 (1.5) 143 (4.4) 149 (2.1)	145 (1.8) 152 (1.6) 147 (3.6) 148 (2.0)	7 (2.8) 4 (1.7) 25 (11.3) 14 (5.7)	6 (2.8) 3 (1.7) 4 (0.7) 7 (3.6)	25 (4.4) 26 (4.2) 8 (1.8) 18 (4.8)	18 (4.7) 18 (4.2) 31 (12.1) 18 (6.7)	43 (5.1) 49 (5.1) 32 (9.2) 43 (7.6)	13 (3.6) 11 (2.0) 26 (12.9) 17 (8.5)	2 (1.7) 9 (2.9) 8 (5.2) 9 (5.6)	29 (4.1) 21 (3.9) 19 (9.4) 24 (7.8)	19 (4.6) 21 (4.8) 12 (7.8) 13 (5.7)	36 (4.6) 38 (5.3) 34 (9.0) 37 (8.3)	16 (1.3) 22 (5.2)	6 (0.9) 7 (1.1) 1 (0.4) 2 (0.8)	14 (1.4) 16 (1.3) 19 (4.2) 19 (2.8)
Region Northeast Midwest South West	152 (2.3) 152 (2.2) 146 (1.6) 143 (1.6)	160 (1.4) 148 (2.2) 146 (1.7) 148 (1.4)	3 (0.4) 9 (4.3) 10 (3.6) 7 (2.3)	9 (5.4) 4 (†) 6 (1.9) 2 (0.1)	61 (11.2) 23 (5.1) 15 (4.4) 11 (3.4)	25 (8.3) 27 (8.9) 11 (3.5) 23 (5.2)	2 (1.1) 37 (9.4) 58 (5.8) 57 (5.1)	8 (1.0) 11 (3.6) 16 (6.6) 17 (5.1)	11 (5.9) 11 (5.2) 6 (2.7) 3 (†)	54 (8.8) 31 (7.9) 14 (5.2) 12 (3.0)	22 (6.1) 19 (6.3) 12 (4.0) 27 (6.3)	4 (†) 29 (8.8) 52 (6.1) 42 (5.5)	20 (2.5) 17 (1.3)	8 (2.8) 6 (1.3) 5 (0.5) 5 (0.8)	24 (2.7) 20 (3.7) 14 (0.9) 11 (1.4)
Frequency of instruction <sup>2,5</sup> Subject not offered Less than once a week Once or twice a week 3 or 4 times a week Every day	133 (3.3) 145 (5.9) 151 (2.1) 152 (3.4) 147 (1.7)	139 (2.6) 153 (5.5) 155 (2.5) 150 (2.5) 149 (1.7)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	† (†) † (†) † (†) † (†) † (†)	14 (2.7) 18 (1.7) 18 (3.0)	# (†) 3 (1.2) 6 (1.7) 8 (1.3) 5 (0.6)	13 (3.4) 19 (5.0) 20 (2.2) 16 (2.0) 14 (1.1)

<sup>†</sup>Not applicable.

<sup>5</sup>For columns 2, 14, 15, and 16, refers to music instruction. For column 3, refers to visual arts instruction.

NOTE: Includes students tested with accommodations (10 percent of all 8th-graders for visual arts and 11 percent for music); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all 8th-graders both for visual arts and for music). Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2016 Arts Assessment, retrieved May 11, 2017, from the Main NAEP Data Explorer (<a href="http://nces.ed.gov/nationsreportcard/naepdata/">http://nces.ed.gov/nationsreportcard/naepdata/</a>). (This table was prepared May 2017.)

<sup>#</sup>Rounds to zero.

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

<sup>&</sup>lt;sup>1</sup>Scale ranges from 0 to 300 for both music and visual arts.

<sup>&</sup>lt;sup>2</sup>Based on principals' responses to the following question: "How often does a typical eighth-grade student in your school receive instruction in each of the following subjects?"

<sup>&</sup>lt;sup>3</sup>Students were asked to analyze, interpret, or critique a piece of music that they listened to or to describe the social, historical, or cultural context of a piece of music.

<sup>&</sup>lt;sup>4</sup>Students were asked to analyze, describe, or judge works of art and design to show understanding of form, aesthetics, and cultural or historical context.

Table 224.70. Average National Assessment of Educational Progress (NAEP) technology and engineering literacy (TEL) overall and content area scale scores of 8th-graders and percentage of 8th-graders attaining TEL achievement levels, by selected student and school characteristics: 2018

			Ave	rage sc	ale scor	e <sup>1</sup>						Percei	nt attain	ing TEL	achieve	ment l	evels <sup>2</sup>			
					Conten	t area								A <sup>-</sup>	t or abov	e <i>Basi</i>	C <sup>3</sup>			
							Inform	astion								At o	or above	Profici	ent <sup>4</sup>	
Selected student or school characteristic		Overall . score		nology ociety		gn and stems			Below	Basic <sup>3</sup>	Tota above	al at or <i>Basic</i> <sup>3</sup>	At	Basic <sup>3</sup>		al at or above icient <sup>4</sup>	At Proi	ficient <sup>4</sup>	At Adv	anced <sup>5</sup>
1		2		3		4		5		6		7		8		9		10		11
All students	152	(0.6)	152	(0.7)	153	(0.8)	153	(0.7)	16	(0.6)	84	(0.6)	38	(0.7)	46	(0.8)	42	(0.7)	5	(0.3)
Sex Male Female	150 155	(0.7) (0.8)	151 154	(0.7) (0.8)	152 154	(0.9) (0.9)	149 156	(0.7) (0.9)	18 14	(0.7) (0.6)	82 86	(0.7) (0.6)	38 37	(8.0) (8.0)	44 49	(0.9) (1.0)	40 44	(0.9) (1.0)	4 5	(0.4) (0.4)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	163 132 139 169 ‡ 133 157	(0.7) (1.1) (0.8) (2.0) (†) (6.2) (1.9)	163 132 139 167 ‡ 135 157	(0.7) (1.1) (0.9) (2.4) (†) (6.4) (2.2)	164 131 141 168 ‡ 135 156	(1.0) (1.3) (1.0) (2.4) (†) (5.7) (2.7)	162 133 140 172 ‡ 131 157	(0.8) (1.3) (0.9) (2.7) (†) (5.0) (2.0)	8 32 24 8 ‡ 33	(0.6) (1.4) (0.9) (1.0) (†) (6.6) (1.9)	92 68 76 92 ‡ 67 87	(0.6) (1.4) (0.9) (1.0) (†) (6.6) (1.9)	33 44 45 25 ‡ 38 34	(0.9) (1.4) (1.0) (2.7) (†) (4.2) (2.9)	59 23 31 66 ‡ 29 53	(1.0) (1.3) (1.0) (2.8) (†) (5.8) (3.2)	52 23 29 53 ‡ 27 48	(1.0) (1.2) (1.0) (2.4) (†) (5.6) (3.3)	7 1 2 13 ‡ 2 5	(0.5) (0.3) (0.3) (1.4) (†) (†) (1.2)
English language learner (ELL) status ELL Non-ELL	106 155	(1.3) (0.6)	109 155	(1.4) (0.7)	106 156	(1.8) (0.8)	106 156	(1.5) (0.7)	61 13	(2.1) (0.6)	39 87	(2.1) (0.6)	34 38	(2.1) (0.7)	5 49	(0.9) (0.8)	5 44	(0.9) (0.7)	# 5	(†) (0.3)
Disability status <sup>6</sup> Identified as student with a disability (SD) Not identified as SD	118 157	(1.1) (0.6)	120 157	(1.1) (0.6)	120 158	(1.4) (0.8)	117 158	(1.3) (0.7)	48 11	(1.4) (0.5)	52 89	(1.4) (0.5)	39 37	(1.5) (0.7)	13 51	(1.2) (0.8)	13 46	(1.1) (0.7)	1 5	(0.2) (0.3)
Access to desktop or laptop computer at home Yes No	156 134	(0.6) (1.1)	155 134	(0.6) (1.1)	156 134	(0.8) (1.4)	156 134	(0.7) (1.0)	13 31	(0.5) (1.5)	87 69	(0.5) (1.5)	37 43	(0.7) (1.5)	50 26	(0.8) (1.4)	44 25	(0.7) (1.4)	5 1	(0.3) (0.4)
Access to Internet at home Yes No	153 127	(0.7) (2.0)	153 128	(0.6) (2.2)	154 129	(0.8) (2.9)	154 126	(0.7) (2.2)	15 38	(0.6) (3.0)	85 62	(0.6) (3.0)	37 41	(0.7) (3.4)	47 21	(0.8) (2.8)	42 21	(0.7) (2.9)	5 1	(0.3) (†)
Highest education level of either parent? Did not finish high school Graduated high school Some education after high school Graduated college	138 138 151 163	(1.3) (1.0) (1.1) (0.7)	138 138 151 163	(1.3) (1.0) (1.2) (0.7)	138 139 152 163	(1.5) (1.3) (1.5) (1.0)	140 138 152 163	(1.5) (1.0) (1.2) (0.8)	24 26 14 9	(1.9) (1.4) (0.9) (0.5)	76 74 86 91	(1.9) (1.4) (0.9) (0.5)	47 45 42 32	(2.3) (1.6) (1.4) (0.8)	29 29 44 59	(1.9) (1.2) (1.7) (0.9)	28 28 41 51	(1.9) (1.2) (1.6) (0.9)	1 1 3 7	(0.4) (0.4) (0.7) (0.5)
Percent of students in school eligible for free or reduced-price lunch <sup>8</sup> 0 to 25 percent eligible 26 to 50 percent eligible 51 to 75 percent eligible 76 to 100 percent eligible	170 157 148 134	(1.4) (1.3) (1.0) (1.2)	169 157 148 135	(1.8) (1.5) (0.9) (1.3)	169 159 148 134	(1.8) (1.7) (1.2) (1.5)	170 157 148 135	(1.7) (1.4) (1.1) (1.4)	6 12 17 30	(0.8) (0.9) (1.1) (1.4)	94 88 83 70	(0.8) (0.9) (1.1) (1.4)	27 37 42 45	(1.7) (1.4) (1.3) (1.2)	67 51 41 26	(2.0) (1.9) (1.5) (1.2)	57 46 39 25	(1.8) (1.5) (1.4) (1.1)	10 5 2 1	(1.2) (0.7) (0.4) (0.3)
School control <sup>9</sup> Public Private	151 ‡	(0.7) (†)	151 ‡	(0.7) (†)	151 ‡	(0.8) (†)	151 ‡	(0.7) (†)	17 ‡	(0.6) (†)	83 ‡	(0.6) (†)	38 ‡	(0.7) (†)	45 ‡	(0.9) (†)	40 ‡	(0.8) (†)	4 ‡	(0.3) (†)
School locale City Suburb Town Rural	147 156 153 152	(1.4) (0.8) (2.6) (1.7)	148 156 153 153	(1.3) (1.0) (2.3) (2.0)	148 156 156 153	(1.6) (0.9) (2.8) (2.5)	148 157 153 152	(1.5) (0.9) (2.6) (1.8)	21 13 14 15	(1.2) (0.7) (2.4) (1.2)	79 87 86 85	(1.2) (0.7) (2.4) (1.2)	38 36 41 40	(1.2) (1.0) (1.8) (1.5)	42 51 46 45	(1.8) (1.2) (3.1) (2.1)	37 45 42 41	(1.5) (1.1) (2.4) (1.7)	4 6 4 4	(0.5) (0.5) (1.1) (0.8)

tNot applicable

<sup>8</sup>Nonresponse rate for this item was greater than 15 percent but not greater than 50 percent. \*Bureau of Indian Education and Department of Defense schools are excluded from the Public category but included elsewhere in this table. The Private category includes Catholic and Other private schools.

NOTE: Includes students tested with accommodations (11 percent of all 8th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all 8th-graders). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National

SOURCE: Ū.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2018 Technology and Engineering Literacy (TEL) Assessment, retrieved February 12, 2019, from the Main NAEP Data Explorer (<a href="http://nces.ed.gov/nationsreportcard/naepdata/">http://nces.ed.gov/nationsreportcard/naepdata/</a>). (This table was prepared February 2019.)

<sup>#</sup>Rounds to zero

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate) or the standard error could not be accurately determined.

<sup>&</sup>lt;sup>1</sup>Scale ranges from 0 to 300.

<sup>&</sup>lt;sup>2</sup>TEL achievement levels are for performance on the TEL assessment overall, rather than performance on any specific content area.

<sup>&</sup>lt;sup>3</sup>Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.

<sup>&</sup>lt;sup>1</sup>Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

<sup>&</sup>lt;sup>5</sup>Advanced signifies superior performance.

 $<sup>^6\</sup>mbox{ln}$  addition to students with an Individualized Education Program (IEP), also includes students with a 504 plan.

<sup>&</sup>lt;sup>7</sup>These data are based on students' responses to questions about their parents' education level. Data for students whose parents have an unknown level of education are included in table totals, but not shown separately.

Table 225.10. Average number of Carnegie units earned by public high school graduates in various subject fields, by sex and race/ethnicity: Selected years, 1982 through 2009

[Standard errors appear in parentheses]

											rtanaan	u 611015 6			iooooj													
													Sci	ence									tec	areer/ hnical	Labor m famil	arket, y, and		
Graduation year, sex, and race/ethnicity		Total		English		History/ studies	Math	nematics		Total		Biology	CI	nemistry		Physics	Other	science <sup>4</sup>	la	Foreign nguages		Arts	(occupat	tional) ation¹		sumer ation²	Pers	sonal use <sup>3</sup>
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15
1982 graduates	21.58	(0.090)	3.93	(0.022)	3.16	(0.028)	2.63	(0.022)	2.20	(0.025)	0.94	(0.014)	0.34	(0.010)	0.17	(800.0)	0.73	(0.016)	0.99	(0.029)	1.47	(0.035)	_	(†)	_	(†)	2.58	(0.048)
Sex Male Female	21.40 21.75	(0.108) (0.101)		(0.026) (0.026)		(0.034) (0.029)	2.71 2.57	(0.030) (0.024)	2.27 2.13	(0.031) (0.029)	0.91 0.97	(0.016) (0.017)	0.36 0.33	(0.014) (0.013)		(0.012) (0.008)	0.76 0.71	(0.018) (0.017)	0.80 1.17	(0.030) (0.036)	1.29 1.63	(0.044) (0.044)	_	(†) (†)	_	(†) (†)	2.69 2.48	
Race/ethnicity White Black Hispanic Asian/Pacific Islander American Indian/	21.69 21.15 21.23 22.46	(0.107) (0.169) (0.122) (0.216)	4.01	(0.025) (0.050) (0.037) (0.091)	3.16	(0.032) (0.054) (0.037) (0.094)	2.68 2.61 2.33 3.15	(0.026) (0.043) (0.040) (0.095)	2.06 1.80 2.64	(0.029) (0.049) (0.038) (0.125)	0.97 0.90 0.81 1.11	(0.015) (0.033) (0.025) (0.048)	0.38 0.26 0.16 0.61		0.42	(0.010) (0.011) (0.007) (0.048)	0.73 0.81 0.75 0.51	(0.017) (0.033) (0.026) (0.061)	1.06 0.72 0.77 1.79	(0.033) (0.067) (0.042) (0.105)	1.53 1.26 1.29 1.31	(0.042) (0.063) (0.054) (0.124)	_ _ _ _	(†) (†) (†) (†)		(†) (†) (†) (†)	2.52 2.60 2.87 3.05	(0.052) (0.094) (0.081) (0.146)
Alaska Native	21.45	(0.330)	3.98	(0.114)	3.25	(0.207)	2.35	(0.129)	2.04	(0.090)	0.84	(0.124)	0.42	(0.087)	0.12!	(0.039)	0.67	(0.087)	0.48	(0.117)	1.72	(0.338)		(†)		(†)	2.84	(0.128)
1987 graduates	23.00	(0.157)	4.12	(0.022)	3.32	(0.037)	3.01	(0.029)	2.55	(0.046)	1.10	(0.020)	0.47	(0.015)	0.21	(0.011)	0.76	(0.033)	1.35	(0.049)	1.44	(0.044)		(†)		(†)	2.67	(0.073)
Sex Male Female	22.88 23.12	(0.162) (0.156)	4.08 4.15	(0.021) (0.026)	3.29 3.35	(0.037) (0.041)	3.05 2.96	(0.029) (0.030)		(0.049) (0.048)	1.05 1.14	(0.021) (0.022)	0.47 0.47	(0.016) (0.017)	0.26 0.17	(0.013) (0.012)	0.79 0.74	(0.032) (0.035)	1.16 1.53	(0.051) (0.051)	1.24 1.63	(0.046) (0.050)	_	(†) (†)	_ _	(†) (†)	2.83 2.51	(0.081) (0.069)
Race/ethnicity White Black Hispanic Asian/Pacific Islander	23.11 22.40 22.84 24.47	(0.189) (0.251) (0.162) (0.332)	4.08 4.22 4.30 4.37	(0.028) (0.038) (0.055) (0.076)	3.29 3.34 3.22 3.65	(0.045) (0.073) (0.061) (0.163)	3.01 2.99 2.81 3.71	(0.034) (0.060) (0.056) (0.094)	2.33	(0.058) (0.060) (0.045) (0.116)	1.12 1.01 1.07 1.17	(0.025) (0.036) (0.028) (0.027)	0.50 0.31 0.29 0.87	(0.020) (0.021) (0.015) (0.069)	0.23 0.10 0.10 0.50	(0.012) (0.012) (0.013) (0.045)	0.75 0.90 0.78 0.59	(0.040) (0.051) (0.028) (0.048)	1.38 1.08 1.25 2.07	(0.055) (0.094) (0.071) (0.105)	1.50 1.20 1.34 1.18	(0.055) (0.064) (0.056) (0.077)	_ _ _ _	(†) (†) (†) (†)		(†) (†) (†) (†)	2.60 2.73 3.19 3.23	(0.082) (0.120) (0.096) (0.185)
American Indian/ Alaska Native	23.23	(0.153)	4.22	(0.033)	3.18	(0.044)	2.98	(0.113)	2.44	(0.104)	1.22	(0.073)	0.32	(0.035)	0.09!	(0.027)	0.81	(0.041)	0.75	(0.138)	1.68	(0.112)	_	(†)	_	(†)	3.06	(0.050)
1990 graduates	23.53	(0.127)	4.19	(0.034)	3.47	(0.040)	3.15	(0.028)	2.75	(0.028)	1.14	(0.019)	0.53	(0.014)	0.23	(0.010)	0.85	(0.026)	1.54	(0.041)	1.55	(0.045)	_	(†)	_	(†)	2.68	(0.073)
Sex Male Female	23.35 23.69	(0.130) (0.132)		(0.035) (0.036)	3.45	(0.041) (0.041)		(0.028) (0.033)		(0.033) (0.027)	1.11 1.17	(0.021) (0.019)	0.52	, ,	0.28	(0.012) (0.010)	0.88 0.83	(0.027) (0.027)		(0.040) (0.045)		(0.047) (0.050)		(†) (†)		(†) (†)	2.87 2.51	(0.077) (0.072)
Race/ethnicity White Black Hispanic Asian/Pacific Islander American Indian/	23.54 23.40 23.83 24.07	(0.133) (0.255) (0.210) (0.236)	4.12 4.34 4.51 4.50	(0.036) (0.044) (0.139) (0.117)	3.46 3.49 3.42 3.70	(0.045) (0.058) (0.071) (0.126)	3.13 3.20 3.13 3.52		2.80 2.68 2.50 2.97	(0.033) (0.061) (0.046) (0.114)	1.15 1.11 1.10 1.12	(0.042) (0.034)			0.16 0.14	(0.011) (0.020) (0.016) (0.047)	0.84 0.98 0.83 0.68	(0.022) (0.068) (0.041) (0.080)	1.58 1.20 1.57 2.06	(0.049) (0.075) (0.060) (0.150)	1.61 1.34 1.48 1.29	(0.056) (0.052) (0.072) (0.084)	_ _ _ _	(†) (†) (†) (†)	  -  -	(†) (†) (†) (†)	2.61 2.74 3.10 2.96	(0.076) (0.124) (0.103) (0.221)
Alaska Native	22.64	(0.267)	4.08	(0.092)	3.34	(0.083)	3.04	(0.152)	2.48	(0.175)	1.09	(0.090)	0.42	(0.072)	0.15	(0.039)	0.83	(0.090)	1.15	(0.188)	1.11	(0.126)		(†)		(†)	2.81	(0.148)
1994 graduates	24.17	(0.144)	4.29	(0.028)	3.55	(0.041)	3.33	(0.021)	3.04	(0.028)	1.26	(0.018)	0.62	(0.013)	0.28	(0.011)	0.88	(0.024)	1.71	(0.033)	1.66	(0.041)	_	(†)	_	(†)	2.63	(0.077)
Sex Male Female	23.79 24.11	(0.146) (0.147)		(0.028) (0.030)	3.51 3.59	(0.041) (0.041)	3.32 3.34	(0.022) (0.023)		(0.030) (0.028)	1.20 1.31	(0.020) (0.018)	0.59 0.64			(0.014) (0.010)	0.91 0.86	(0.026) (0.024)	1.49 1.93	(0.034) (0.034)	1.43 1.87	(0.038) (0.051)	_	(†) (†)		(†) (†)	2.83 2.44	(0.081) (0.078)
Race/ethnicity White Black Hispanic Asian/Pacific Islander American Indian/ Alaska Native	24.08 23.28 23.71 23.84 23.40	(0.183) (0.132) (0.131) (0.256) (0.541)	4.36 4.61 4.60	(0.035) (0.034) (0.075) (0.091) (0.113)	3.66	(0.049) (0.039) (0.046) (0.097) (0.201)	3.36 3.23 3.28 3.66	(0.023) (0.030) (0.041) (0.082) (0.038)	2.80 2.69 3.35	(0.032) (0.042) (0.046) (0.131) (0.073)	1.29 1.21 1.19 1.22	(0.022) (0.036) (0.027) (0.042) (0.069)	0.81	(0.014) (0.028) (0.047) (0.062) (0.065)	0.48	(0.014) (0.013) (0.021) (0.058) (0.039)	0.89 0.92 0.83 0.80	(0.030) (0.051) (0.058) (0.034) (0.057)	1.76 1.35 1.73 2.09	(0.052) (0.062)	1.36	(0.046) (0.121)	_ _ _ _	(†) (†) (†) (†) (†)		(†) (†) (†) (†) (†)	2.61 2.69 2.93 2.78	, ,
1998 graduates		(0.162)		(0.037)		(0.038)		(0.034)		(0.075)		(0.003)		(0.003)		(0.033)		(0.037)		(0.039)		(0.079)		(†)		(†)	2.89	
Sex	20.14	(0.102)	7.23	(0.001)	3.74	(0.000)	3.70	(0.024)	J.12	(0.020)	1.20	(0.021)	0.00	(0.013)	0.01	(0.010)	0.03	(0.024)	1.03	(0.003)	1.30	(0.013)		(1)		(1)	2.03	(0.070)
Male Female	24.64 25.04	(0.162) (0.166)	4.19 4.31	(0.038) (0.039)	3.68 3.80	(0.040) (0.036)	3.37 3.42	(0.024) (0.025)	3.09 3.17	(0.028) (0.029)	1.20 1.32	(0.021) (0.023)	0.62 0.70	(0.014) (0.018)	0.33 0.28	(0.018) (0.015)	0.93 0.87	(0.026) (0.023)	1.62 2.06	(0.040) (0.041)	1.61 2.15	(0.072) (0.094)	_	(†) (†)	_ _	(†) (†)	3.12 2.67	(0.079) (0.080)
Race/ethnicity White Black Hispanic Asian/Pacific Islander American Indian/	24.87 24.37 24.69 24.67	(0.178) (0.250) (0.218) (0.195)	4.19 4.28 4.51 4.37	(0.049) (0.045) (0.055) (0.068)	3.77 3.69 3.60 3.92	(0.046) (0.050) (0.051) (0.086)	3.40 3.42 3.28 3.62	(0.028) (0.042) (0.041) (0.029)	3.18 3.03 2.81 3.43	(0.028) (0.064) (0.054) (0.079)	1.28 1.24 1.13 1.26	(0.025) (0.038) (0.026) (0.027)	0.69 0.58 0.50 0.83	(0.017) (0.025) (0.036) (0.037)	0.20	(0.019) (0.022) (0.020) (0.036)	0.87 0.97 0.97 0.81	(0.027) (0.045) (0.042) (0.041)	1.90 1.58 1.78 2.29	(0.049) (0.062) (0.055) (0.129)	2.00 1.57 1.78 1.52	(0.078) (0.152) (0.113) (0.056)	_ _ _	(†) (†) (†) (†)	  -  -	(†) (†) (†) (†)	2.80 2.94 3.36 2.95	(0.088) (0.080) (0.121) (0.208)
Allaska Native	23.81	(0.350)	4.18	(0.082)	3.67	(0.093)	3.10	(0.081)	2.68	(0.081)	1.07	(0.056)	0.49	(0.038)	0.15	(0.024)	0.98	(0.070)	1.45	(0.132)	1.94	(0.146)	_	(†)	_	(†)	3.40	(0.212)

See notes at end of table.

Table 225.10. Average number of Carnegie units earned by public high school graduates in various subject fields, by sex and race/ethnicity: Selected years, 1982 through 2009—Continued
[Standard errors appear in parentheses]

													Sci	ence										Career/		market,		
Graduation year, sex,						History/														Foreign				echnical pational)		nily, and onsumer		
and race/ethnicity		Total		English	socia	l studies	Matl	nematics		Total		Biology	CI	nemistry		Physics	Other	science <sup>4</sup>	la	nguages		Arts	ec	ducation1	ed	lucation <sup>2</sup>	Pers	onal use <sup>3</sup>
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15
2000 graduates	26.15	(0.204)	4.26	(0.037)	3.89	(0.036)	3.62	(0.029)	3.20	(0.038)	1.28	(0.028)	0.71	(0.020)	0.37	(0.018)	0.84	(0.030)	2.01	(0.045)	2.03	(0.054)	2.86	(0.105)	1.35	(0.044)	3.49	(0.071)
Sex Male Female	26.01 26.26	(0.210) (0.204)		(0.036) (0.040)	3.83 3.95	(0.036) (0.038)		(0.032) (0.028)		(0.039) (0.041)	1.20 1.36	(0.030) (0.030)		(0.020) (0.022)		(0.020) (0.018)	0.87 0.81	(0.029) (0.031)		(0.045) (0.050)	1.75 2.29	(0.051) (0.065)				(0.049) (0.047)	3.76 3.22	(0.079) (0.068)
Race/ethnicity White Black Hispanic Asian/Pacific Islander American Indian/	26.31 25.85 25.59 26.23	(0.256) (0.233) (0.358) (0.332)	4.26 4.36 4.29 4.12	(0.037) (0.078) (0.125) (0.060)	3.93 3.81 3.84 3.80	(0.042) (0.068) (0.076) (0.055)	3.63 3.57 3.48 4.01	(0.032) (0.046) (0.069) (0.108)	3.24 3.12 2.86 3.70	(0.059) (0.112)	1.30 1.25 1.18 1.35	(0.034) (0.041) (0.068) (0.066)	0.66 0.58	(0.024) (0.030) (0.055) (0.050)	0.39 0.30 0.25 0.67	(0.021) (0.027) (0.026) (0.042)	0.83 0.91 0.84 0.71	(0.033) (0.043) (0.044) (0.086)	1.98 1.71 2.22 2.90	(0.054) (0.070) (0.063) (0.089)	1.94 1.76	(0.068) (0.134) (0.062) (0.085)	2.97 2.74 2.64 1.99	(0.136) (0.143) (0.152) (0.149)	1.54 1.20		3.37 3.60 3.95 3.52	(0.080) (0.134) (0.173) (0.221)
Alaska Native	25.24	(0.342)	4.08	(0.069)	3.82	(0.102)	3.35	(0.117)	2.88	(0.086)	1.25	(0.080)	0.45	(0.045)	0.19	(0.042)	0.98	(0.038)	1.41	(0.105)	1.99	(0.220)	3.23	(0.380)	1.60	(0.151)	3.60	(0.365)
2005 graduates	26.88	(0.102)	4.33	(0.022)	4.08	(0.027)	3.80	(0.018)	3.35	(0.019)	1.28	(0.016)	0.75	(0.011)	0.37	(0.012)	0.95	(0.019)	2.07	(0.022)	2.06	(0.035)	2.64	(0.045)	1.38	(0.030)	3.83	(0.047)
Sex Male Female	26.70 27.05	(0.107) (0.104)		(0.024) (0.022)	4.01 4.16	(0.030) (0.028)	3.78 3.83	(0.021) (0.018)	3.29 3.41	(0.023) (0.019)	1.19 1.37	(0.016) (0.017)		(0.012) (0.012)	0.41 0.33	(0.014) (0.012)	0.98 0.92		1.87 2.25	(0.025) (0.023)		(0.035) (0.045)	3.01 2.29	(0.050) (0.049)		(0.032) (0.033)	4.17 3.52	(0.055) (0.050)
Race/ethnicity White Black Hispanic Asian/Pacific Islander American Indian/ Alaska Native	27.06 26.76 26.18 26.58	(0.127) (0.151) (0.147) (0.183) (0.454)	4.50 4.33 4.28	(0.028) (0.026)		(0.054)	3.80 3.86 3.64 4.08	(0.022) (0.036) (0.034) (0.051) (0.175)	3.44 3.22 2.93 3.65	(0.035) (0.036)	1.31 1.27 1.11 1.31	(0.018) (0.025) (0.021) (0.035) (0.061)	0.69 0.64 0.98	(0.014) (0.017) (0.022) (0.028) (0.053)		(0.012) (0.025) (0.017) (0.036) (0.036)	0.96 0.99 0.94 0.77	(0.021) (0.037) (0.031) (0.061)		(0.025) (0.041) (0.047) (0.066) (0.125)	1.77 1.78 1.80	(0.055)	2.75 2.58 2.41 1.94	(0.059) (0.074) (0.086) (0.116) (0.208)	1.30 0.98	(0.046)	3.64 4.32 4.44 3.53	(0.059) (0.096) (0.100) (0.122) (0.294)
Alaska Native	20.00		4.42											,										(0.200)	1.70	(0.104)	4.24	(0.294)
2009 graduates	27.15	(0.100)	4.37	(0.013)	4.19	(0.027)	3.91	(0.017)	3.47	(0.022)	1.35	(0.014)	0.78	(0.011)	0.42	(0.013)	0.92	(0.017)	2.21	(0.027)	2.12	(0.036)	2.47	(0.059)	1.11	(0.030)	3.86	(0.059)
Sex Male Female	26.98 27.31	(0.111) (0.095)		(0.015) (0.014)	4.13 4.25		3.88 3.93	(0.018) (0.018)	3.46 3.49	(0.027) (0.020)	1.27 1.43	(0.014) (0.015)		(0.012) (0.011)	0.48 0.37	(0.017) (0.012)	0.96 0.88		2.01 2.40	(0.028) (0.028)		(0.034) (0.046)	2.77 2.19	(0.068) (0.055)		(0.036) (0.028)	4.18 3.57	(0.070) (0.060)
Race/ethnicity White Black Hispanic Asian/Pacific Islander American Indian/	27.30 27.42 26.47 26.94	(0.151) (0.141) (0.194) (0.190)	4.56 4.43 4.19	()	4.23 4.26 4.04 4.13	(0.037) (0.036) (0.040) (0.083)	3.91 4.02 3.70 4.16	(0.021) (0.035) (0.029) (0.052)	3.31 3.13 4.06	(0.091)	1.37 1.33 1.24 1.56	(0.015) (0.025) (0.019) (0.077)	0.68 0.70	(0.013) (0.022) (0.015) (0.035)	0.44 0.30 0.32 0.75	(0.016) (0.019) (0.015) (0.033)	0.94 1.00 0.87 0.68	( /		( /	1.87 1.85 1.99	(0.042) (0.067) (0.046) (0.065)	2.55 2.72 2.31 1.63	( /	1.21 1.04 0.62	(0.040) (0.052) (0.040) (0.054)	3.70 4.29 4.26 3.47	(0.075) (0.102) (0.095) (0.100)
Alaska Native	26.17	(0.409)	4.39	(0.085)	4.11	(0.083)	3.76	(0.125)	3.20	(0.070)	1.38	(0.062)	0.50	(0.051)	0.24	(0.046)	1.09	(0.066)	1.56	(0.097)	2.19	(0.157)	2.35	(0.188)	1.20	(0.117)	4.54	(0.370)

<sup>—</sup>Not available.

<sup>4</sup>Includes all science credits earned outside of biology, chemistry, and physics.

NOTE: The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course. Data differ slightly from figures appearing in other NCES reports because of differences in taxonomies and case exclusion criteria. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "High School Transcript Study"; and 1987, 1990, 1994, 1998, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared September 2011.)

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

Includes occupational education in agriculture; business and marketing; communications and design; computer and information sciences; construction and architecture; engineering technologies; health sciences; manufacturing; repair and transportation; and personal, public, and legal services. Does not include general labor market preparation courses and family and consumer sciences education courses.

<sup>&</sup>lt;sup>2</sup>Includes general labor market preparation courses and family and consumer sciences education courses.

<sup>&</sup>lt;sup>3</sup>Includes general skills, personal health and physical education, religion, military sciences, special education, and other courses not included in other academic subject fields. Some personal-use courses are also included in the Career/technical (occupational) education column and the Labor market, family, and consumer education column.

Table 225.30. Percentage of public and private high school graduates taking selected mathematics and science courses in high school, by sex and race/ethnicity: Selected years, 1982 through 2009

										2	009				
								S	ex			Race/ethnicity	1		
Course (Carnegie units)	1982	1990	1994	1998	2000	2005	Total	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	American I Alaska	
1	2	3	4	5	6	7	8	9	10	11	12	13	14		15
Mathematics <sup>1</sup>															
Any mathematics (≥10)	98.5 (0.21)	99.6 (0.07)	99.5 (0.07)	99.9 (0.05)	99.8 (0.05)	99.9 (0.02)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0	(†)
Algebra I (≥10) <sup>2</sup>	55.2 (1.01)	64.5 (1.55)	66.9 (1.33)	63.4 (1.44)	66.5 (1.75)	68.4 (0.99)	68.9 (0.94)	68.5 (0.98)	69.3 (1.01)	67.0 (1.09)	77.2 (1.26)	75.4 (1.60)	53.3 (3.52)	74.8	(5.85)
Geometry (≥10)	47.1 (0.99)	64.1 (1.33)	70.6 (1.25)	75.3 (1.06)	78.3 (1.08)	83.8 (0.63)	88.3 (0.53)	86.6 (0.75)	89.9 (0.54)	88.8 (0.73)	88.4 (1.07)	87.0 (0.96)	86.1 (1.47)	81.6	(4.09)
Algebra II (≥05) <sup>3</sup>	39.9 (0.93)	48.8 (1.39)	61.5 (1.38)	61.7 (1.77)	67.6 (1.43)	70.3 (1.01)	75.5 (0.92)	73.5 (1.09)	77.6 (0.91)	77.1 (1.09)	70.5 (1.68)	71.1 (1.83)	82.8 (2.57)	66.3	(4.12)
Trigonometry (≥05)	8.1 (0.54)	18.2 (1.28)	11.8 (1.16)	8.9 (1.06)	7.9 (1.33)	8.4 (0.88)	6.1 (0.77)	5.8 (0.78)	6.4 (0.81)	7.1 (1.01)	3.2 (0.55)	3.6 (0.69)	8.5 (1.96)	6.5	(1.84)
Analysis/precalculus (≥05)	6.2 (0.46)	13.4 (0.95)	17.4 (0.87)	23.2 (1.44)	26.6 (1.40)	29.4 (0.98)	35.3 (0.84)	33.8 (1.02)	36.6 (0.89)	37.9 (0.98)	22.7 (1.29)	26.5 (1.36)	60.5 (2.88)	18.5	(2.98)
Statistics/probability (≥05)	1.0 (0.16)	1.0 (0.21)	2.0 (0.33)	3.7 (0.54)	5.7 (0.85)	7.7 (0.53)	10.8 (0.49)	10.7 (0.51)	10.9 (0.58)	11.6 (0.64)	7.9 (1.04)	7.5 (0.77)	17.6 (1.69)	5.9!	(2.07)
Calculus (≥10)	5.0 (0.43)	6.5 (0.46)	9.4 (0.56)	11.0 (0.85)	11.6 (0.72)	13.6 (0.53)	15.9 (0.66)	16.1 (0.75)	15.7 (0.69)	17.5 (0.69)	6.1 (0.59)	8.6 (0.64)	42.2 (3.11)	6.3	(1.60)
AP/honors calculus (≥10) <sup>4</sup>	1.6 (0.26)	4.2 (0.44)	7.0 (0.54)	6.8 (0.49)	7.8 (0.58)	9.2 (0.44)	11.0 (0.55)	11.3 (0.65)	10.7 (0.54)	11.5 (0.52)	4.0 (0.37)	6.3 (0.46)	34.8 (2.77)	4.9	(1.44)
Science <sup>1</sup>															
Any science (≥10)	96.4 (0.39)	99.4 (0.13)	99.5 (0.09)	99.5 (0.10)	99.4 (0.12)	99.7 (0.05)	99.9 (0.02)	99.8 (0.04)	99.9 (0.02)	99.9 (0.03)	99.9 (0.04)	99.8 (0.06)	100.0 (†)	100.0	(†)
Biology (≥10)	77.4 (0.87)	91.3 (0.98)	93.7 (0.98)	92.9 (0.68)	91.1 (1.01)	92.5 (0.60)	95.6 (0.40)	94.9 (0.45)	96.2 (0.43)	95.6 (0.51)	96.3 (0.56)	94.8 (0.67)	95.8 (0.95)	94.5	(1.64)
AP/honors biology (≥10) <sup>4</sup>	10.0 (0.64)	5.0 (0.76)	12.0 (0.93)	16.3 (1.32)	16.3 (1.45)	16.0 (0.83)	22.4 (0.78)	19.7 (0.76)	25.0 (0.89)	24.2 (0.88)	14.1 (0.80)	16.1 (0.88)	39.7 (3.58)	15.4	(3.38)
Chemistry (≥10)	32.1 (0.84)	49.2 (1.22)	56.1 (1.01)	60.5 (1.29)	61.8 (1.48)	66.4 (0.94)	70.4 (0.75)	67.4 (0.95)	73.4 (0.76)	71.5 (0.87)	65.3 (1.80)	65.7 (1.41)	84.8 (1.72)	44.5	(4.78)
AP/honors chemistry (≥10)4	3.0 (0.33)	3.5 (0.47)	3.9 (0.53)	4.8 (0.50)	5.7 (0.84)	7.6 (0.53)	5.9 (0.43)	6.1 (0.52)	5.8 (0.39)	6.5 (0.47)	2.5 (0.46)	2.6 (0.35)	17.0 (2.36)	3.4!	(1.39)
Physics (≥10)	15.0 (0.62)	21.3 (0.84)	24.8 (0.86)	28.8 (1.49)	31.3 (1.16)	32.9 (0.91)	36.1 (1.01)	39.2 (1.29)	33.0 (0.92)	37.6 (1.24)	26.9 (1.72)	28.6 (1.33)	61.1 (2.35)	19.8	(3.89)
AP/honors physics (≥10) <sup>4</sup>	1.2 (0.17)	2.0 (0.38)	2.7 (0.34)	3.0 (0.37)	3.9 (0.60)	5.3 (0.33)	5.7 (0.46)	7.7 (0.63)	3.7 (0.38)	6.1 (0.54)	2.5 (0.39)	3.4 (0.39)	15.1 (2.51)	<b>‡</b>	(†)
Engineering (≥10)	1.2 (0.21)	0.1 (0.04)	4.5 (0.80)	6.7 (1.76)	4.1 (0.98)	4.8 (0.56)	8.2 (0.93)	9.0 (1.02)	7.4 (0.93)	8.2 (1.18)	10.1 (1.75)	7.1 (1.06)	6.4 (1.17)	9.0!	(3.15)
Astronomy (≥05)	1.2 (0.24)	1.2 (0.31)	1.7 (0.50)	1.9 (0.46)	2.8 (0.59)	2.8 (0.37)	3.3 (0.40)	3.9 (0.51)	2.7 (0.33)	4.0 (0.57)	1.8 (0.38)	2.0 (0.36)	1.9 (0.43)	5.3!	(2.51)
Geology/earth science (≥05)	13.6 (1.04)	25.3 (2.47)	23.1 (2.44)	20.9 (2.35)	18.5 (1.92)	24.7 (1.43)	27.7 (1.70)	28.9 (1.88)	26.5 (1.66)	28.2 (2.04)	30.1 (2.57)	27.1 (2.15)	19.1 (2.38)	26.0	(5.25)
Biology and chemistry (≥20) <sup>5</sup>	29.3 (0.83)	47.8 (1.23)	53.8 (1.18)	59.1 (1.22)	59.2 (1.50)	64.3 (0.97)	68.3 (0.77)	65.0 (0.91)	71.4 (0.84)	68.9 (0.93)	64.3 (1.74)	64.2 (1.45)	82.7 (1.93)	43.9	(4.77)
Biology, chemistry, and physics (≥30) <sup>5</sup>	11.2 (0.51)	18.7 (0.71)	21.4 (0.83)	25.6 (1.34)	25.0 (1.10)	27.4 (0.89)	30.1 (0.87)	31.9 (1.08)	28.3 (0.85)	31.4 (1.04)	21.9 (1.48)	22.7 (1.19)	54.4 (2.77)	13.6	(2.87)

<sup>†</sup>Not applicable.

NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the student graduated with either a standard or honors diploma, (2) the student's transcript contained 16 or more Carnegie units, and (3) the student's transcript contained more than 0 Carnegie units in English courses. The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course (0.5 = one semester; 1.0 = one academic year). Data differ slightly from figures appearing in other National Center for Education Statistics reports because of differences in taxonomies and case exclusion criteria. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "High School Transcript Study"; and 1990, 1994, 1998, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared October 2012.)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

For each course category, percentages include only students who earned at least the number of credits shown in parentheses. Excludes prealgebra.

<sup>&</sup>lt;sup>3</sup>Includes courses where trigonometry or geometry has been combined with algebra II.

<sup>&</sup>lt;sup>4</sup>For 2000 and later years, includes International Baccalaureate (IB) courses in addition to Advanced Placement (AP) and booms courses

<sup>&</sup>lt;sup>5</sup>Percentages include only students who earned at least one credit in each of the indicated courses.

Table 225.70. Number and percentage of high school graduates who took foreign language courses in high school and average number of credits earned, by language and number of credits: 2000, 2005, and 2009

	Π		200	00					200	05					20	09		
Language and number of credits	gra	mber of aduates usands)		cent of iduates		verage credits <sup>1</sup>		nber of iduates isands)		cent of iduates		verage credits <sup>1</sup>	gra	mber of aduates usands)		cent of duates		Average credits <sup>1</sup>
1		2		3		4		5		6		7		8		9		10
All foreign languages Any credit	2,487	(33.8)	84.0	(0.92)	2.5	(0.03)	2,295	(51.1)	85.7	(0.49)	2.5	(0.02)	2,599	(52.7)	88.5	(0.45)	2.6	(0.02)
Spanish Any credit 2 or more credits 3 or more credits	1,780 1,369 554	(31.9) (32.2) (26.3)	60.1 46.2 18.7	(0.90) (1.04) (0.90)	2.2 2.6 3.4	(0.03) (0.03) (0.03)	1,705 1,344 531	(42.2) (35.9) (20.1)	63.7 50.2 19.8	(0.66) (0.67) (0.57)	2.2 2.6 3.4	(0.02) (0.01) (0.01)	2,032 1,638 721	(45.0) (39.2) (30.2)	69.2 55.8 24.5	(0.70) (0.73) (0.78)	2.3 2.6 3.4	(0.02) (0.02) (0.02)
French Any credit 2 or more credits 3 or more credits	528 398 190	(21.5) (17.8) (12.1)	17.8 13.4 6.4	(0.73) (0.61) (0.42)	2.3 2.7 3.5	(0.05) (0.04) (0.04)	414 309 143	(14.1) (11.1) (7.2)	15.5 11.5 5.4	(0.49) (0.38) (0.25)	2.3 2.7 3.5	(0.03) (0.03) (0.03)	411 314 167	(16.1) (14.1) (10.6)	14.0 10.7 5.7	(0.47) (0.42) (0.32)	2.4 2.8 3.5	(0.04) (0.03) (0.03)
German Any credit 2 or more credits 3 or more credits	142 104 55	(17.2) (14.6) (8.6)	4.8 3.5 1.8	(0.57) (0.49) (0.29)	2.3 2.8 3.5	(0.08) (0.07) (0.06)	139 102 53	(10.0) (8.2) (4.7)	5.2 3.8 2.0	(0.36) (0.29) (0.17)	2.3 2.8 3.5	(0.04) (0.04) (0.04)	122 91 46	(8.6) (7.8) (5.3)	4.2 3.1 1.6	(0.29) (0.27) (0.18)	2.3 2.8 3.5	(0.06) (0.05) (0.03)
Latin Any credit	120	(15.3)	4.0	(0.52)	2.1	(80.0)	106	(10.4)	4.0	(0.36)	2.1	(0.05)	108	(10.6)	3.7	(0.35)	2.2	(0.07)
Italian Any credit	29	(5.5)	1.0	(0.19)	2.2	(0.20)	29	(5.3)	1.1	(0.20)	2.4	(0.16)	36	(7.0)	1.2	(0.23)	2.3	(0.18)
Japanese Any credit	36	(7.3)	1.2	(0.25)	2.3	(0.15)	30	(4.4)	1.1	(0.16)	2.1	(0.12)	28	(4.3)	1.0	(0.15)	2.5	(0.12)
Chinese Any credit	12	(3.1)	0.4	(0.10)	2.4	(0.20)	8	(2.1)	0.3	(80.0)	2.1	(0.23)	20	(4.1)	0.7	(0.14)	1.9	(0.13)
Arabic Any credit	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	2.8	(0.36)
Russian Any credit	10	(2.7)	0.3	(0.09)	1.9	(0.24)	5	(1.3)	0.2	(0.05)	1.5	(0.17)	3!	(1.3)	0.1!	(0.04)	2.4	(0.14)
Other foreign languages Any credit	106	(12.0)	3.6	(0.40)	2.5	(0.17)	89	(5.9)	3.3	(0.23)	2.8	(0.10)	105	(10.6)	3.6	(0.37)	2.5	(0.18)
AP/IB/honors foreign languages Any credit	183	(23.9)	6.2	(0.81)	1.2	(0.04)	157	(10.3)	5.9	(0.38)	1.2	(0.02)	233	(15.9)	7.9	(0.52)	1.2	(0.02)

tNot applicable.

Credits are shown in Carnegie units. The Carnegie unit is a standard unit of measurement that represents one credit for the completion of a 1-year course.

NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more

than 0 Carnegie credits in English courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared April 2014.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ‡Reporting standards not met. Either there are too few cases for a reliable estimate or the

<sup>1,</sup> Alegorith of Staridards not met. Either there are too lew cases for a reliable estimate of the coefficient of variation (CV) is 50 percent or greater.

1, Average credits earned are shown only for those graduates who earned any credit in the specified language while in high school. For these students, however, credits earned include both courses taken in high school and courses taken prior to entering high school.

Table 225.80. Percentage distribution of elementary and secondary school children, by average grades and selected child and school characteristics: 2003, 2012, and 2016

								Percent	tage distr	ibution of	children	, by parer	ntal repor	ts of aver	age grad	es in all s	ubjects							
				20	03							20	12							20	16			
Selected child or school characteristic	M	lostly A's	N	lostly B's	M	lostly C's	Mostly I	D's or F's	N	lostly A's	N	lostly B's	M	lostly C's	Mostly I	D's or F's	N	lostly A's	N	lostly B's	M	lostly C's	Mostly	D's or F's
1		2		3		4		5		6		7		8		9		10		11		12		13
All students	43.6	(0.62)	37.0	(0.58)	15.9	(0.52)	3.6	(0.24)	49.2	(0.53)	35.6	(0.57)	12.8	(0.37)	2.5	(0.21)	49.2	(0.60)	34.6	(0.69)	13.0	(0.56)	3.2	(0.30)
Sex of child Male Female	36.4 51.0	(0.72) (0.84)	38.6 35.3	(0.86) (0.76)	19.8 11.9	(0.74) (0.61)	5.2 1.9	(0.40) (0.24)	42.9 55.9	(0.74) (0.82)	37.7 33.3	(0.78) (0.80)	16.1 9.3	(0.58) (0.51)	3.3 1.5	(0.34) (0.22)	42.8 56.1	(0.97) (0.95)	36.8 32.1	(1.08) (0.95)	16.0 9.7	(0.86) (0.70)	4.3 2.1	(0.50) (0.23)
Race/ethnicity of child White Black Hispanic Asian/Pacific Islander <sup>1</sup> Asian Pacific Islander American Indian/Alaska Native Two or more races <sup>2</sup>	47.8 34.5 34.9 62.0 — 29.5 41.4	(0.86) (1.75) (1.14) (3.47) (†) (6.53) (4.34)	35.2 39.5 42.3 25.5 — 53.3 36.2	(0.75) (1.65) (1.24) (2.76) (†) (6.42) (3.91)	14.0 20.9 18.6 11.3 — 12.1! 18.8	(0.63) (1.33) (1.03) (3.06) (†) (†) (4.90) (2.81)	3.1 5.0 4.2 ‡ — 5.1! 3.5!	(0.25) (0.82) (0.48) (†) (†) (†) (2.54) (1.38)	53.6 37.0 43.2 60.9 63.2 23.7! 54.6 55.7	(0.74) (1.88) (1.09) (2.74) (2.82) (7.70) (8.07) (2.79)	33.5 39.7 39.9 32.5 31.8 43.4 28.2 28.2	(0.77) (1.97) (1.05) (2.83) (2.86) (10.65) (6.56) (2.68)	10.8 19.9 14.3 5.9 4.6 27.5! 16.3! 11.1	(0.48) (1.19) (0.83) (0.98) (0.98) (8.38) (5.26) (1.68)	2.1 3.4 2.6 0.7! 0.4! ‡ 5.0!	(0.22) (0.75) (0.41) (0.28) (0.20) (†) (†) (2.28)	55.3 36.7 40.2 64.6 64.9 59.2 36.5 53.7	(0.82) (2.18) (1.37) (4.52) (4.64) (12.85) (9.40) (3.55)	32.0 37.6 40.5 23.7 23.3 32.3! 45.8 33.9	(0.87) (1.99) (1.58) (2.54) (2.42) (13.31) (10.14) (4.00)	10.3 20.4 15.2 10.9! 11.2! ‡ 8.6	(0.59) (1.51) (1.40) (4.81) (5.02) (†) (†) (1.53)	2.4 5.3 4.1 ‡ ‡ 3.8	(0.29) (1.40) (0.60) (†) (†) (†) (†) (1.07)
Highest education level of parents/ guardians in the household³ Less than high school High school/GED Vocational/technical or some college Associate's degree Bachelor's degree/some graduate school Graduate/professional degree	27.8 32.1 39.8 46.7 53.0 61.9	(2.17) (1.20) (1.34) (2.13) (1.26) (1.71)	41.6 41.4 38.3 34.5 34.2 30.5	(2.05) (1.23) (1.36) (1.94) (1.29) (1.75)	22.7 21.7 17.2 16.4 11.1 6.7	(2.27) (1.12) (0.95) (1.51) (0.85) (0.67)	7.8 4.8 4.7 2.4 1.7 0.9	(1.46) (0.57) (0.58) (0.57) (0.28) (0.24)	39.5 37.7 43.5 47.0 60.1 68.1	(2.25) (1.51) (1.07) (1.82) (1.05) (1.04)	39.7 40.8 38.1 34.9 31.4 27.3	(2.02) (1.62) (1.05) (1.78) (1.02) (1.04)	16.8 17.6 15.6 15.4 7.5 4.2	(1.73) (1.31) (0.87) (1.29) (0.53) (0.36)	4.0 4.0 2.8 2.7 1.0 0.5	(0.93) (0.71) (0.32) (0.52) (0.19) (0.10)	30.2 35.3 41.5 49.4 60.2 69.4	(2.46) (1.91) (1.59) (1.89) (1.04) (1.07)	36.3 43.0 38.0 35.0 31.1 25.0	(2.75) (1.96) (1.62) (1.98) (0.94) (0.98)	26.0 17.1 16.2 12.6 7.6 4.7	(3.28) (1.63) (1.25) (1.32) (0.69) (0.39)	7.5 4.6 4.3 3.0 1.2 0.9	(1.88) (0.64) (0.68) (0.62) (0.21) (0.24)
Family income (in current dollars) \$20,000 or less \$20,001 to \$50,000 \$55,001 to \$75,000 \$75,001 to \$100,000 Over \$100,000	33.1 37.8 48.0 51.8 55.8	(1.53) (1.20) (1.29) (1.66) (1.74)	38.9 40.0 35.0 33.7 33.9	(1.56) (1.19) (1.22) (1.45) (1.72)	22.0 17.7 14.0 13.3 9.1	(1.30) (0.85) (0.81) (1.23) (1.09)	6.0 4.5 3.0 1.3 1.2	(0.85) (0.42) (0.45) (0.32) (0.24)	37.2 41.3 49.3 53.7 61.8	(1.35) (1.22) (1.45) (1.64) (1.15)	40.2 38.9 35.8 33.5 30.4	(1.19) (1.19) (1.37) (1.42) (1.19)	18.3 16.7 12.9 10.6 6.6	(1.04) (0.90) (1.07) (1.03) (0.61)	4.4 3.1 1.9 2.3 1.1!	(0.59) (0.44) (0.32) (0.50) (0.41)	31.4 37.6 48.6 54.3 63.9	(2.04) (1.41) (1.84) (1.70) (1.09)	36.4 40.9 34.7 33.4 29.2	(2.32) (1.61) (1.85) (1.73) (1.12)	25.8 16.6 13.5 9.8 6.0	(2.49) (1.15) (1.25) (0.98) (0.63)	6.5 4.9 3.2 2.5 0.9	(1.03) (0.90) (0.59) (0.55) (0.23)
Poverty status <sup>4</sup> Poor Near-poor Nonpoor	33.1 34.8 49.9	(1.61) (1.39) (0.83)	39.4 42.0 34.5	(1.65) (1.26) (0.76)	21.9 18.2 13.2	(1.39) (1.08) (0.54)	5.6 5.0 2.4	(0.91) (0.59) (0.23)	39.1 40.1 56.0	(1.39) (1.19) (0.75)	38.9 40.3 32.7	(1.33) (1.07) (0.75)	17.8 17.0 9.5	(1.06) (0.93) (0.45)	4.2 2.7 1.8	(0.54) (0.45) (0.25)	32.7 38.5 57.9	(1.78) (1.57) (0.75)	37.0 40.8 31.6	(1.83) (1.44) (0.79)	24.5 15.2 8.8	(2.07) (1.08) (0.42)	5.8 5.5 1.7	(0.78) (1.00) (0.20)
Control of school and enrollment level of child Public school Elementary (kindergarten to grade 8) Secondary (grades 9 to 12) Private school Elementary (kindergarten to grade 8) Secondary (grades 9 to 12)	41.8 46.1 34.6 57.6 61.6 48.8	(0.64) (0.80) (0.96) (1.72) (2.39) (3.22)	37.5 35.9 40.2 33.0 30.3 38.9	(0.62) (0.84) (0.97) (1.68) (2.28) (2.94)	16.8 14.6 20.6 8.1 7.3 10.0	(0.57) (0.74) (0.94) (0.91) (1.03) (1.77)	3.8 3.4 4.6 1.3! 0.8!	(0.26) (0.32) (0.46) (0.45) (0.28) (†)	47.9 52.9 37.5 63.4 67.8 52.8	(0.55) (0.69) (0.83) (1.63) (1.95) (2.70)	36.0 34.2 39.7 30.8 28.2 37.2	(0.60) (0.73) (1.03) (1.51) (1.91) (2.58)	13.5 11.0 18.4 5.4 3.5 9.9	(0.39) (0.49) (0.84) (0.68) (0.61) (1.60)	2.6 1.8 4.4 0.4! ‡	(0.23) (0.22) (0.54) (0.20) (†) (†)	47.4 50.5 41.1 66.4 71.2 55.6	(0.64) (0.83) (0.99) (1.81) (2.45) (2.76)	35.4 34.6 37.2 26.2 22.4 34.6	(0.77) (1.00) (1.20) (1.49) (2.11) (2.42)	13.6 11.9 17.1 7.0 6.1 9.0	(0.61) (0.76) (1.01) (1.17) (1.52) (1.95)	3.5 3.0 4.5 0.4! ‡ 0.7!	(0.33) (0.41) (0.50) (0.14) (†) (0.32)

<sup>-</sup>Not available.

The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,257. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Excludes children whose programs have no classes with lettered grades. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2012, and 2016). (This table was prepared June 2018.)

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>The 2003 questionnaire included a single item for "Asian or Pacific Islander," whereas questionnaires for later years included one item for Asian and a separate item for Pacific Islander.

<sup>&</sup>lt;sup>2</sup>For 2003, the "Two or more races" row also includes children whose race was reported as "Other." The "Other" race category was not included on the 2012 and 2016 questionnaires.

<sup>&</sup>lt;sup>3</sup>In 2003, education level was not collected for the second parent in a same sex couple.

<sup>&</sup>lt;sup>4</sup>Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold.

Table 228.30. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017

						[Star	iuard er	rors app	Dear III p	arentne	sesj									
Type of victimization and student or school characteristic		1995		2001		2003		2005		2007		2009		2011		2013		2015		2017
1		2		3		4		5		6		7		8		9		10		11
Total	9.1	(0.33)	5.5	(0.31)	5.1	(0.24)	4.3	(0.31)	4.3	(0.29)	3.9	(0.28)	3.5	(0.28)	3.0	(0.25)	2.7	(0.25)	2.2	(0.22)
Sex Male Female	9.6 8.5	(0.44) (0.45)	6.1 4.9	(0.41) (0.39)	5.3 4.8	(0.33) (0.36)	4.6 3.9	(0.43) (0.38)	4.5 3.9	(0.43) (0.38)	4.6 3.2		3.7 3.4	(0.35) (0.38)	3.2 2.8	(0.40) (0.34)		(0.35) (0.38)	2.6 1.8	(0.34) (0.28)
Race/ethnicity¹ White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native	9.4 9.6 7.1 8.3 —	(0.36) (1.02) (0.96) (1.63) (†) (†)	5.7 6.1 4.6 3.7 —	(0.40) (0.78) (0.64) (1.08) (†) (†)	5.4 5.1 3.9 3.2 3.3! ‡	(0.32) (0.78) (0.50) (0.93) (1.00) (†)	4.6 3.9 3.9 1.4! 1.5!	(0.69)		(0.38) (0.83) (0.54) (1.33) (1.38) (†)	3.9 4.4 3.9 ‡ ‡	(0.37) (0.74) (0.75) (†) (†) (†)		(0.35) (0.89) (0.47) (1.13) (1.23) (†)	3.0 3.2 3.2 2.4! 2.6! ‡	(1.08)	2.9 2.2! 2.3 ‡ ‡	(0.36) (0.77) (0.47) (†) (†) (†)	2.2 2.6 2.0 2.1! 2.1! ‡	(1.05) (†)
Two or more races	-	(1)	‡	(†)	9.8	(2.85)	‡	(†) (†)	10.1	(†) (2.59)	‡ ‡	(†)	4.9!	(†) (1.77)		(†) (1.46)		(2.24)	‡	(4.00)
Grade 6th 7th 8th 9th 10th 11th 12th	8.8 10.6 10.1 11.4 8.7 7.0 5.8	(0.92) (0.79) (0.76) (0.86) (0.73) (0.72) (0.73)	5.9 5.8 4.3 7.9 6.5 4.8 2.9	(0.90) (0.67) (0.61) (0.81) (0.77) (0.62) (0.52)	3.8 6.3 5.2 6.3 4.7 5.0 3.6	(0.77) (0.74) (0.65) (0.70) (0.63) (0.69) (0.71)	4.6 5.4 3.6 4.7 4.3 3.6 3.7	(0.83) (0.71) (0.63) (0.69) (0.71) (0.51) (0.85)	3.9 4.7 4.4 5.3 4.4 4.0 2.7	(0.86) (0.69) (0.63) (0.75) (0.67) (0.75) (0.70)	3.7 3.4 3.8 5.3 4.2 4.7 2.0	(0.91) (0.70) (0.78) (0.85) (0.79) (0.88) (0.52)	3.8 3.1 3.8 5.1 3.0 3.1 2.9	(0.85) (0.61) (0.67) (0.83) (0.58) (0.65) (0.68)	4.1 2.5 2.3 4.1 3.3 3.3 2.0!	(0.92) (0.51) (0.52) (0.76) (0.57) (0.65) (0.67)	3.1 3.4 2.3 3.0 1.6 4.4 1.3!	(0.79) (0.70) (0.57) (0.62) (0.47) (1.04) (0.45)	3.1 2.6 1.8 2.7 2.7 1.4 1.4	(0.75) (0.60) (0.51) (0.67) (0.49) (0.40) (0.41)
Urbanicity <sup>2</sup> Urban Suburban Rural	8.6 9.9 8.1	(0.59) (0.48) (0.78)	5.9 5.6 4.7	(0.58) (0.41) (0.93)	6.0 4.7 4.7	(0.58) (0.32) (0.75)	5.3 4.2 2.8	(0.66) (0.34) (0.69)	4.5 4.1 4.4	(0.58) (0.38) (0.55)	4.2 4.0 3.1	(0.56) (0.36) (0.66)	4.3 3.3 2.8	(0.56) (0.34) (0.57)	3.3 3.2 2.0	(0.47) (0.35) (0.58)	3.3 2.8 1.5	(0.51) (0.35) (0.37)	2.7 2.1 1.6!	(0.45) (0.25) (0.49)
Control of school Public Private	9.3 6.2	(0.37) (0.89)	5.7 3.4	(0.34) (0.72)	5.1 4.9	(0.26) (0.79)	4.4 2.7	(0.32) (0.77)	4.5 1.1!	(0.32) (0.50)	4.1 1.8!	(0.30) (0.76)	3.7 1.9!	(0.29) (0.68)	3.1 2.8!	(0.27) (0.89)	2.8	(0.26)	2.3	(0.23)
Theft	7.0	(0.28)	4.2	(0.24)	4.0	(0.20)	3.1	(0.27)	3.0	(0.23)	2.8	(0.23)	2.6	(0.23)	1.9	(0.20)	1.9	(0.22)	1.5	(0.17)
Sex Male Female	7.0 7.0	(0.37) (0.41)	4.5 3.8		3.9 4.1	(0.27) (0.31)	3.1 3.2	(0.34) (0.36)	3.0 3.0	(0.34) (0.32)	3.4 2.1	(0.36) (0.28)	2.6 2.6	(0.29) (0.33)	2.0 1.8	(0.30) (0.28)	1.7 2.0	(0.26) (0.34)	1.6 1.3	(0.27) (0.24)
Race/ethnicity¹ White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska	7.3 6.9 5.7 6.4 —	(0.32) (0.87) (0.79) (1.47) (†)	4.1 5.0 3.7 3.5 —	(0.31) (0.68) (0.69) (1.03) (†) (†)	4.3 3.8 3.0 3.2 3.3!	(0.28) (0.64) (0.41) (0.93) (1.00) (†)	3.4 2.7 3.1 ‡	(0.32) (0.66) (0.64) (†) (†) (†)		(0.29) (0.70) (0.47) (1.27) (1.32) (†)	2.9 2.5 3.0 ‡ ‡	(0.31) (0.61) (0.63) (†) (†) (†)		(0.28) (0.78) (0.41) (1.13) (1.23) (†)	1.6 2.7 1.8 2.4! 2.6!	(0.22) (0.67) (0.39) (0.99) (1.08) (†)	2.0 1.3! 1.6 ‡	(0.28) (0.63) (0.39) (†) (†) (†)	1.3 1.8 1.4 2.1! 2.1!	
Native Two or more races	7.2	(3.04)	_‡	(†) (†)	‡ 8.3!	(†) (2.72)	‡ ‡	(†) (†)	‡ 5.3!	(†) (2.01)	‡ ‡	(†) (†)	‡ 3.7!	(†) (1.56)	‡ ‡	(†) (†)	‡ 4.3!	(†) (1.80)	7.2!	(3.37)
Grade 6th 7th 8th 9th 10th 11th	5.4 8.1 7.8 8.8 7.6 5.4 4.5	(0.66) (0.72) (0.72) (0.76) (0.70)	4.0 3.4 3.3 6.2 5.7 3.8 2.3	(0.70) (0.51) (0.50) (0.76) (0.72) (0.57)	2.2 4.8 4.1 5.2 3.7 4.1 3.1	(0.63) (0.67) (0.57) (0.63) (0.59) (0.64) (0.68)	2.8 2.9 2.4 3.7 3.8 2.8 3.4	(0.75) (0.50) (0.53) (0.61) (0.66) (0.45) (0.84)	2.6 2.7 2.5 4.6 3.6 2.6 1.9	(0.75) (0.54) (0.54) (0.70) (0.63) (0.61) (0.55)		(0.52) (0.57) (0.55) (0.80) (0.72) (0.74)	2.7 1.9 2.0 4.4 2.1	(0.70) (0.44) (0.48) (0.78) (0.50) (0.58) (0.62)	1.4! 1.4 1.0! 2.7 2.6 2.3	(0.57) (0.38)	1.6! 1.6! 1.8 2.1 1.4! 3.4	(0.65)	1.0! 1.3! 1.1! 2.4 2.1	(0.42) (0.39) (0.41) (0.60) (0.39) (0.36)
Urbanicity² Urban Suburban Rural	6.4 7.5 6.8	(0.51) (0.40) (0.66)	4.5 4.3 3.4		4.5 3.8 3.9	(0.46) (0.26) (0.66)	3.2	(0.52) (0.31) (0.68)	2.8 3.0 3.2	(0.48) (0.31) (0.46)	2.9 2.8 2.3	(0.32)	3.0 2.5 2.0	(0.45) (0.30) (0.47)	1.9	(0.44) (0.27) (0.24)	1.8	(0.45) (0.30) (0.32)	1.8 1.4 0.9!	(0.39) (0.18) (0.35)
Control of school Public Private	7.2 4.9	(0.31) (0.73)	4.4 2.4		4.0 4.0	(0.22) (0.77)		(0.28) (0.48)		(0.25) (0.50)	2.9	(0.25) (†)	2.7 1.2!	(0.24) (0.52)	1.9 2.0!	(0.21) (0.76)	1.9	(0.22)	1.6	(0.19)
Violent	2.5	(0.19)	1.8	(0.19)	1.3	(0.15)	1.2	(0.15)	1.6	(0.18)	1.4	(0.17)	1.1	(0.15)	1.2	(0.15)	0.9	(0.15)	0.7	(0.12)
Sex Male Female	3.0 2.0		2.1 1.4		1.7 0.9	(0.23) (0.16)		(0.25) (0.15)	1.7 1.4	(0.26) (0.23)		(0.25) (0.21)		(0.21) (0.17)		(0.23) (0.23)		(0.21) (0.19)	1.0 0.5	(0.20) (0.14)
Race/ethnicity¹ White Black Hispanic Asian/Pacific Islander Asian Pacific Islander	2.5 3.0 2.0 2.2	(0.21) (0.57) (0.47) (0.98) (†) (†)	2.0 1.3! 1.5 + —	(0.40)	1.4 1.5 1.1 ‡	(0.17) (0.41) (0.28) (†) (†) (†)	1.3 1.3! 0.9 ‡	(0.21) (0.47) (0.24) (†) (†) (†)	1.5 1.6! 1.4 ‡	(0.22) (0.50) (0.42) (†) (†) (†)	1.2 2.3 1.3! ‡	(0.21) (0.62) (0.40) (†) (†) (†)	1.2 1.1! 1.0 ‡	(0.17) (0.42) (0.28) (†) (†) (†)	1.5	(0.24) (†) (0.26) (†) (†) (†)	1.0 0.9! 0.6! ‡ ‡	(0.22) (0.44) (0.23) (†) (†) (†)	0.9 0.8! 0.5! ‡ ‡	
American Indian/Alaska Native Two or more races	<u>‡</u>	(†) (†)	_ <del>‡</del>	(†) (†)	‡ ‡	(†) (†)	‡ ‡	(†) (†)	‡ 5.3!	(†) (1.90)	‡ ‡	(†) (†)	‡ ‡	(†) (†)	‡ ‡	(†) (†)	‡ 3.6!	(†) (1.64)	‡ ‡	(†) (†)

See notes at end of table.

Table 228.30. Percentage of students ages 12-18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017—Continued

Type of victimization and student or school characteristic	1995	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Grade 6th 7th 8th 9th 10th 11th	4.3 (0.68) 3.1 (0.50) 2.7 (0.39) 2.9 (0.47) 1.8 (0.35) 1.6 (0.35) 1.6 (0.36)	2.6 (0.66) 2.6 (0.46) 1.3 (0.34) 2.4 (0.46) 1.2 (0.31) 1.6 (0.39) 0.9! (0.31)	1.9 (0.53) 1.7 (0.43) 1.4 (0.34) 1.5 (0.31) 1.3 (0.36) 0.9! (0.32) 0.5! (0.26)	1.9 (0.55) 2.6 (0.53) 1.4 (0.39) 1.0 (0.29) 0.5! (0.24) 0.7! (0.31) ‡ (†)	1.5! (0.54) 2.4 (0.50) 2.1 (0.47) 1.2! (0.37) 1.2! (0.39) 1.5 (0.46) 0.8! (0.35)	2.6! (0.83) 1.2! (0.42) 2.0 (0.60) 0.9! (0.37) 1.0! (0.37) 1.5! (0.51) ‡ (†)	1.3! (0.49) 1.2! (0.41) 2.1 (0.50) 1.1! (0.35) 0.9! (0.34) ‡ (†) ‡ (†)	2.7 (0.73) 1.2! (0.38) 1.4 (0.42) 1.4! (0.44) 1.0! (0.35) 1.0! (0.43) ‡ (†)	1.6! (0.65) 1.9 (0.47) 0.6! (0.30) 0.8! (0.34) ‡ (†) 1.3! (0.49) ‡ (†)	2.1 (0.60) 1.4! (0.45) 0.7! (0.29) ‡ (†) 0.7! (0.32) ‡ (†) ‡ (†)
Urbanicity² Urban Suburban Rural	2.6 (0.34) 3.0 (0.29) 1.5 (0.27)	1.7 (0.29) 1.7 (0.20) 2.0! (0.64)	1.8 (0.31) 1.2 (0.19) 0.9! (0.31)	1.8 (0.34) 1.1 (0.18) 0.6! (0.26)	2.0 (0.35) 1.3 (0.23) 1.7 (0.36)	1.8 (0.41) 1.3 (0.23) 0.8! (0.32)	1.4 (0.31) 0.9 (0.16) 1.0! (0.31)	0.9 (0.21) 1.4 (0.21) 1.1! (0.46)	1.0 (0.27) 1.0 (0.20) 0.5! (0.22)	0.9 (0.21) 0.6 (0.17) 0.7! (0.33)
Control of school Public Private	2.6 (0.19) 1.6 (0.44)	1.8 (0.20) 1.0! (0.32)	1.4 (0.15) 0.9! (0.39)	1.2 (0.15) 1.4! (0.60)	1.7 (0.20) ‡ (†)	1.4 (0.19) ‡ (†)	1.1 (0.15) ‡ (†)	1.2 (0.16) ‡ (†)	1.0 (0.15) ‡ (†)	0.8 (0.12) ‡ (†)
Serious violent <sup>3</sup>	0.5 (0.08)	0.4 (0.08)	0.2 (0.05)	0.3 (0.07)	0.4 (0.08)	0.3 (0.09)	0.1! (0.05)	0.2! (0.07)	0.2! (0.07)	0.2! (0.06)
Sex Male Female	0.7 (0.12) 0.3 (0.08)	0.5 (0.11) 0.4! (0.12)	0.3! (0.09) ‡ (†)	0.3! (0.10) 0.3 (0.07)	0.5! (0.14) 0.2! (0.08)	0.6 (0.16) ‡ (†)	0.2! (0.08) ‡ (†)	0.2! (0.10) 0.2! (0.10)	0.2! (0.12) ‡ (†)	0.2! (0.10) 0.2! (0.08)
Race/ethnicity¹ White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska	0.5 (0.08) 0.8! (0.28) 0.4! (0.18)	0.4 (0.08) 0.5! (0.25) 0.8! (0.33) ‡ (†) — (†) — (†)	0.2! (0.07) ‡ (†) 0.4! (0.18) ‡ (†) ‡ (†) ‡ (†)	0.3! (0.09) ‡ (†) 0.4! (0.16) ‡ (†) ‡ (†) ‡ (†)	0.2! (0.08) ‡ (†) 0.8! (0.32) ‡ (†) ‡ (†) ‡ (†)	0.3! (0.10)	0.2! (0.07)	0.2! (0.09) ‡ (†) 0.4! (0.17) ‡ (†) ‡ (†) ‡ (†)	0.3! (0.10) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	0.3! (0.11) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)
Native Two or more races	‡ (†) — (†)	‡ (†) — (†)	‡ (†) ‡ (†)	‡ (†) ‡ (†)	‡ (†) ‡ (†)	‡ (†) ‡ (†)	‡ (†) ‡ (†)	‡ (†) ‡ (†)	‡ (†) ‡ (†)	‡ (†) ‡ (†)
Grade 6th 7th 8th 9th 10th 11th	1.2! (0.38) 0.5! (0.19) 0.6! (0.19) 0.5! (0.19) 0.2! (0.11) 0.3! (0.16) ‡ (†)	‡ (†) 0.6! (0.24) 0.3! (0.14) 0.8! (0.31) 0.4! (0.18) ‡ (†) ‡ (†)	‡ (†) ‡ (†) ‡ (†) 0.6! (0.21) ‡ (†) ‡ (†) ‡ (†)	‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	‡ (†) 0.4! (0.20) ‡ (†) ‡ (†) ‡ (†) 0.6! (0.27) ‡ (†)	‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	‡ (†) 0.5! (0.23) # (†) ‡ (†) # (†) # (†) # (†)	0.8! (0.42) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)
Urbanicity <sup>2</sup> Urban Suburban Rural	0.9 (0.20) 0.4 (0.10) 0.2! (0.09)	0.5 (0.15) 0.4 (0.09) 0.5! (0.24)	0.3! (0.14) 0.1! (0.05) ‡ (†)	0.4! (0.17) 0.3! (0.08) ‡ (†)	0.7! (0.23) 0.2! (0.09) ‡ (†)	0.6! (0.22) 0.3! (0.11) ‡ (†)	‡ (†) ‡ (†) ‡ (†)	0.3! (0.16) 0.2! (0.08) ‡ (†)	‡ (†) 0.3! (0.12) ‡ (†)	‡ (†) 0.2! (0.09) ‡ (†)
Control of school Public Private	0.5 (0.08) ‡ (†)	0.5 (0.09) ‡ (†)	0.2 (0.06) ‡ (†)	0.3 (0.06)	0.4 (0.09)	0.4 (0.10)	0.1! (0.06) # (†)	0.2! (0.08)	0.2! (0.08) ‡ (†)	0.2! (0.07)

<sup>-</sup>Not available

NOTE: "Total victimization" includes theft and violent victimization. A single student could report more than one type of victimization. In the total victimization section, students who reported both theft and violent victimization are counted only once. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

<sup>†</sup>Not applicable. #Rounds to zero.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

Exporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater. Place categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not

<sup>&</sup>lt;sup>2</sup>Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." 
<sup>3</sup>Serious violent victimization is also included in violent victimization.

Table 229.10. Percentage of public schools recording incidents of crime at school, percentage reporting incidents of crime at school to police, and number of incidents recorded or reported, by type of crime: Selected years, 1999–2000 through 2017–18

						Parcent (	of schools		· ·					201	5–16			201	7–18	
						1 GIGGIII (	01 30110013						D <sub>4</sub>	ercent of		lumber of	p	ercent of		Number of
Type of crime recorded or reported to police	199	9–2000	20	003-04	20	005-06	2	2007–08	2	009–10	2	2013–14¹	10	schools		incidents		schools		incidents
1		2		3		4		5		6		7		8		9		10		11
Recorded incidents	00.4	(4.00)	00.5	(0.05)	05.7	(4.07)	05.5	(0.07)	05.0	(4.07)		(4)	70.0	(4.00)	1 001 000	(40,000)	70.0	(4.00)	4 400 500	(F.4.F00)
Total	86.4	(1.23)	88.5	(0.85)	85.7	(1.07)	85.5	(0.87)	85.0	(1.07)		(†)	78.9	. ,	1,381,200	`	79.8	` '	1,438,500	(54,530)
Violent incidents Serious violent incidents Rape or attempted rape Sexual assault other than rape <sup>2</sup> Physical attack or fight with a weapon Threat of physical attack with a weapon Robbery with a weapon Robbery without a weapon Physical attack or fight without a weapon Threat of physical attack without a weapon	71.4 19.7 0.7 2.5 5.2 11.1 0.5! 5.3 63.7 52.2	(1.37) (0.98) (0.10) (0.33) (0.60) (0.70) (0.15) (0.56) (1.52) (1.47)	81.4 18.3 0.8 3.0 4.0 8.6 0.6 6.3 76.7 53.0	(1.05) (0.99) (0.17) (0.32) (0.46) (0.71) (0.15) (0.60) (1.21) (1.34)	77.7 17.1 0.3 2.8 3.0 8.8 0.4 6.4 74.3 52.2	(1.11) (0.91) (0.07) (0.24) (0.38) (0.66) (0.12) (0.59) (1.20) (1.27)	75.5 17.2 0.8 2.5 3.0 9.3 0.4! 5.2 72.7 47.8	(1.09) (1.06) (0.17) (0.33) (0.33) (0.77) (0.14) (0.56) (1.07) (1.19)	73.8 16.4 0.5 2.3 3.9 7.7 0.2 4.4 70.5 46.4	(1.07) (0.94) (0.10) (0.34) (0.48) (0.72) (0.05) (0.49) (1.11) (1.33)	65.0 13.1 0.2! 1.7 1.8 8.7 ‡ 2.5 57.5 47.1	(1.46) (1.00) (0.10) (0.37) (0.34) (0.78) (†) (0.42) (1.43) (1.50)	68.9 15.5 0.9 3.4 2.6 8.5 0.5! 2.7 64.9 39.4	(1.30) (0.93) (0.19) (0.38) (0.38) (0.79) (0.16) (0.36) (1.28) (1.48)	864,900 40,800 1,100 6,100 5,300 18,300 600 9,500 567,000 257,000	(42,950) (3,460) (190) (1,360) (1,280) (2,420) (160) (1,440) (36,780) (15,630)	70.7 21.3 0.9 5.2 3.0 13.2 0.4 3.5 65.7 41.4	(1.38) (0.98) (0.16) (0.46) (0.42) (0.86) (0.10) (0.39) (1.39) (1.38)	962,300 54,400 1,100 7,100 10,500 26,700 500 8,500 597,300 310,700	(45,850) (7,770) (200) (590) (2,850) (4,460) (1,405) (1,050) (34,030) (18,050)
Theft/larceny <sup>3</sup>	45.6	(1.37)	46.0	(1.29)	46.0	(1.07)	47.3	(1.29)	44.1	(1.31)	_	(†)	38.7	(1.29)	166,000	(5,190)	33.4	(1.31)	132,500	(6,130)
Other incidents <sup>4</sup> Possession of a firearm/explosive device Possession of a knife or sharp object Distribution of illegal drugs <sup>5</sup> Possession or use of alcohol or illegal drugs <sup>5</sup> Distribution, possession, or use of illegal	72.7 5.5 42.6 12.3 26.6	(1.30) (0.44) (1.28) (0.50) (0.72)	64.0 6.1 — 12.9 29.3	(1.27) (0.49) (†) (0.55) (0.87)	68.2 7.2 42.8 —	(1.07) (0.60) (1.23) (†) (†)	<b>67.4</b> 4.7 40.6 —	(1.13) (0.38) (1.10) (†) (†)	68.1 4.7 39.7 —	(1.12) (0.52) (1.06) (†) (†)	<u>-</u> - - -	(†) (†) (†) (†) (†)	<b>58.5</b> 4.0 38.4 —	(1.68) (0.50) (1.26) (†) (†)	350,400 10,500! 70,600 —	(10,710) (3,220) (3,210) (†) (†)	<b>59.8</b> 3.3 38.2 —	(1.18) (0.37) (1.12) (†) (†)	343,700 3,600 69,100 —	(9,270) (390) (2,220) (†) (†)
drugs <sup>6</sup> Inappropriate distribution, possession, or	_	(†)	_	(†)	25.9	(0.68)	23.2	(0.68)	24.6	(0.57)	_	(†)	24.9	(0.85)	112,100	(4,250)	24.9	(0.69)	120,300	(4,480)
use of prescription drugs? Distribution, possession, or use of alcohol <sup>6</sup> Sexual harassment Vandalism	36.3 51.4	(†) (†) (1.26) (1.61)	  51.4	(†) (†) (†) (1.17)	16.2 — 50.5	(†) (0.68) (†) (1.17)	14.9 — 49.3	(†) (0.57) (†) (1.16)	12.1 14.1 — 45.8	(0.47) (0.50) (†) (1.12)	_ _ _	(†) (†) (†) (†)	9.5 13.3 — 33.4	(0.55) (0.50) (†) (1.25)	20,100 29,900 — 107,200	(1,580) (1,620) (†) (7,040)	9.7 13.4 — 33.1	(0.46) (0.45) (†) (1.10)	21,100 29,000 — 100,600	(1,350) (1,420) (†) (5,720)
Reported incidents to police Total	62.5	(1.37)	65.2	(1.35)	60.9	(1.15)	62.0	(1.24)	60.0	(1.58)	_	(†)	47.4	(1.54)	448,900	(13,330)	46.9	(1.04)	422,800	(12,650)
Violent incidents Serious violent incidents Rape or attempted rape Sexual assault other than rape² Physical attack or fight with a weapon Threat of physical attack with a weapon Robbery with a weapon Robbery without a weapon Physical attack or fight without a weapon Threat of physical attack without a weapon	36.0 14.8 0.6 2.3 3.9 8.5 0.3! 3.4 25.8 18.9	(0.82) (0.10) (0.34) (0.50) (0.59) (0.09) (0.41) (0.91) (0.94)	43.6 13.3 0.8 2.6 2.8 6.0 0.6 4.2 35.6 21.0	(1.15) (0.88) (0.17) (0.28) (0.38) (0.55) (0.15) (0.51) (0.98) (0.82)	37.7 12.6 0.3 2.6 2.2 5.9 0.4 4.9 29.2 19.7	(1.09) (0.70) (0.07) (0.26) (0.27) (0.49) (0.12) (0.48) (1.00) (0.69)	37.8 12.6 0.8 2.1 2.1 5.7 0.4 4.1 28.2 19.5	(1.16) (0.86) (0.17) (0.29) (0.27) (0.59) (0.14) (0.42) (0.90) (0.76)	39.9 10.4 0.5 1.4 2.2 4.5 0.2 3.5 34.3 15.2	(1.13) (0.62) (0.10) (0.20) (0.32) (0.43) (0.05) (0.40) (0.90) (0.79)	- - - - - -	(†) (†) (†) (†) (†) (†) (†) (†) (†)	32.7 10.0 0.7 2.7 1.3 5.3 0.3! 1.9 25.1 12.9	(1.13) (0.68) (0.14) (0.28) (0.24) (0.53) (0.13) (0.28) (1.03) (0.65)	195,600 20,000 900 3,600 2,500! 7,500 400! 5,000 121,500 54,200	(9,620) (1,700) (160) (490) (830) (770) (140) (690) (8,560) (3,680)	32.5 14.9 0.8 4.3 1.5 9.0 0.3 2.4 21.7 14.3	(1.08) (0.86) (0.16) (0.42) (0.23) (0.67) (0.08) (0.33) (0.70) (0.63)	192,100 26,100 1,000 5,600 2,400 12,400 4,300 107,600 58,400	(8,050) (1,680) (190) (440) (390) (1,290) (90) (560) (5,570) (4,090)
Theft/larceny <sup>3</sup>	28.5	(1.04)	30.5	(1.17)	27.9	(0.97)	31.0	(1.12)	25.4	(1.01)	_	(†)	18.1	(0.80)	71,600	(3,280)	14.9	(0.75)	53,900	(2,780)
Other incidents <sup>4</sup> Possession of a firearm/explosive device Possession of a knife or sharp object Distribution of illegal drugs <sup>5</sup> Possession or use of alcohol or illegal drugs <sup>5</sup> Distribution, possession, or use of illegal	<b>52.0</b> 4.5 23.0 11.4 22.2	(1.14) (0.41) (0.84) (0.48) (0.67)	50.0 4.9 — 12.4 26.0	(1.18) (0.44) (†) (0.57) (0.76)	50.6 5.5 25.0 —	(1.00) (0.51) (1.00) (†) (†)	48.7 3.6 23.3 —	(1.17) (0.32) (0.69) (†) (†)	46.3 3.1 20.0 —	(1.23) (0.39) (0.88) (†) (†)	<u>-</u> - - -	(†) (†) (†) (†) (†)	33.5 1.9 15.8 —	(1.15) (0.29) (0.66) (†) (†)	181,700 7,500! 27,700 — —	(5,500) (2,760) (1,330) (†) (†)	35.1 2.1 18.0 —	(0.86) (0.30) (0.68) (†) (†)	176,900 2,300 30,500 —	(5,210) (320) (1,260) (†) (†)
drugs <sup>6</sup> Inappropriate distribution, possession, or use of prescription drugs <sup>7</sup> Distribution, possession, or use of alcohol <sup>6</sup> Sexual harassment Vandalism	14.7 32.7	(†) (†) (†) (0.78) (1.10)	34.3	(†) (†) (†) (†) (1.06)	22.8 — 11.6 — 31.9	(0.62) (†) (0.61) (†) (1.02)	20.7 — 10.6 — 30.8	(0.60) (†) (0.55) (†) (1.18)	9.6 10.0 — 26.8	(0.57) (0.42) (0.41) (†) (1.09)	_ 	(†) (†) (†) (†) (†)	7.4 8.6 — 12.9	(0.71) (0.56) (0.41) (†) (0.86)	82,200 15,100 17,800 — 31,600	(3,300) (1,270) (1,330) (†) (2,370)	19.9 7.1 8.0 — 12.0	(0.52) (0.36) (0.39) (†) (0.66)	84,800 15,100 16,900 — 27,300	(3,380) (960) (950) (†) (2,220)

See notes at end of table.

## Table 229.10. Percentage of public schools recording incidents of crime at school, percentage reporting incidents of crime at school to police, and number of incidents recorded or reported, by type of crime: Selected years, 1999–2000 through 2017–18—Continued

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Data for 2013—14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, all respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013–14 results.

<sup>2</sup>Prior to 2015–16, the wording of the survey item was "sexual battery other than rape."

<sup>3</sup>Theft/larceny is taking things worth over \$10 without personal confrontation.

<sup>4</sup>Caution should be used when making direct comparisons of "Other incidents" between years because the survey questions about alcohol and drugs changed, as outlined in footnotes 5, 6, and 7, and because sexual harrassment was only included in 1999–2000

<sup>5</sup>The survey items "Distribution of illegal drugs" and "Possession or use of alcohol or illegal drugs" appear only on the 1999–2000 and 2003–04 questionnaires. Different alcohol- and drug-related survey items were used on the SSOCS questionnaires for later years.

<sup>e</sup>The survey items "Distribution, possession, or use of illegal drugs" and "Distribution, possession, or use of alcohol" appear only on the SSOCS questionnaires for 2005–06 and later years.

The survey item "Inappropriate distribution, possession, or use of prescription drugs" appears only on the SSOCS questionnaires for 2009–10 and later years.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared July 2019.)

Table 230.10. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2017–18

						Нар	pens at least	once a we	ek <sup>1</sup>							Happens	at all <sup>2</sup>	
Year and school characteristic		ent racial/ tensions³	Student	bullying <sup>4</sup>	haras	nt sexual ssment of students	harassmen students sexual oriel gende	based on		ent verbal f teachers	(	idespread lisorder in assrooms	disre teachers o	nt acts of espect for other than bal abuse	Gang	activities		extremist activities
1		2		3		4		5		6		7		8		9		10
All schools 1999–2000 2003–04 2005–06 2007–08 2009–10 2013–14 <sup>6</sup> 2015–16	3.4 2.1 2.8 3.7 2.8 1.4 1.7	(0.41) (0.28) (0.31) (0.49) (0.39) (0.31) (0.33)	29.3 26.8 24.5 25.3 23.1 15.7 11.9	(1.21) (1.09) (1.14) (1.11) (1.12) (1.12) (0.79)	4.0 3.5 3.0 3.2 1.4 1.0	(†) (0.40) (0.40) (0.39) (0.55) (0.26) (0.19)		(†) (†) (†) (†) (0.41) (0.19) (0.13)	12.5 10.7 9.5 6.0 4.8 5.1 4.8	(0.69) (0.80) (0.61) (0.48) (0.49) (0.54) (0.51)	3.1 2.8 2.3 4.0 2.5 2.3 2.3	(0.44) (0.39) (0.24) (0.45) (0.37) (0.45) (0.38)	10.5 8.6 8.6 10.3	(†) (†) (†) (0.71) (0.67) (0.74) (0.80)	18.7 16.7 16.9 19.8 16.4 —	(0.85) (0.78) (0.76) (0.88) (0.84) (†) (0.62)	6.7 3.4 3.7 2.6 1.7 —	(0.46) (0.35) (0.41) (0.36) (0.31) (†) (†)
2017–18 All schools	2.8	(0.42)	13.6	(0.72)	1.4	(0.27)	1.0	(0.19)	6.0	(0.53)	3.1	(0.41)	11.8	(0.72)	11.0	(0.66)	_	(†)
School level <sup>7</sup> Primary Middle High school Combined	1.9 4.9 4.5 ‡	(0.51) (0.68) (0.69) (†)	8.7 27.9 15.8 12.3	(0.94) (1.51) (1.25) (3.17)	‡ 3.3 2.8 ‡	(†) (0.58) (0.49) (†)	‡ 2.6 2.3 ‡	(†) (0.47) (0.49) (†)	4.6 10.3 7.1 4.3!	(0.83) (0.89) (0.81) (1.98)	2.6 5.5 2.6 ‡	(0.62) (0.79) (0.60) (†)	10.1 17.3 13.1 8.2!	(1.02) (1.18) (1.25) (2.67)	4.9 19.0 27.9 4.5!	(0.85) (1.19) (1.20) (1.46)	_ _ _	(†) (†) (†) (†)
Enrollment size Less than 300 300 to 499 500 to 999 1,000 or more	‡ 3.4 2.3 5.9	(†) (0.76) (0.45) (0.89)	9.6 11.3 15.6 20.7	(1.89) (1.26) (1.20) (1.67)	‡ 1.2! 0.9 3.3	(†) (0.41) (0.25) (0.56)	‡ 0.6! 0.8 2.2	(†) (0.23) (0.18) (0.45)	3.0! 5.9 6.8 9.5	(1.04) (1.18) (0.87) (1.29)	1.5! 4.3 2.7 3.9	(0.64) (0.97) (0.51) (0.71)	4.9 14.4 12.1 16.2	(1.29) (1.60) (1.09) (1.48)	3.3 6.6 12.3 33.4	(0.56) (1.19) (1.15) (1.61)	_ _ _ _	(†) (†) (†) (†)
Locale City Suburban Town Rural	3.1 3.7 2.6! 1.4!	(0.69) (0.79) (0.85) (0.60)	13.4 13.0 17.9 12.5	(1.11) (1.51) (2.35) (1.53)	0.9 1.4 2.4! 1.5!	(0.24) (0.36) (0.73) (0.62)	0.6! 0.7 1.8! 1.3!	(0.18) (0.18) (0.57) (0.60)	8.9 5.3 6.6 3.7	(1.32) (0.74) (1.80) (0.90)	3.9 2.7 4.8! 1.8!	(0.74) (0.64) (1.63) (0.66)	14.9 10.5 14.8 8.7	(1.64) (1.23) (2.16) (1.44)	17.8 10.1 10.0 5.7	(1.37) (0.89) (1.20) (0.84)	_ _ _	(†) (†) (†) (†)
Percent minority enrollment <sup>®</sup> 0 to 25 percent 26 to 50 percent 51 to 75 percent 76 to 100 percent	1.7 2.4 5.1 3.3	(0.40) (0.57) (1.52) (0.85)	13.0 11.7 16.5 14.3	(1.10) (1.48) (2.45) (1.50)	1.5! 1.3 2.3! 0.8	(0.49) (0.29) (0.82) (0.25)	1.5! 0.7! 0.9! 0.6!	(0.45) (0.24) (0.37) (0.23)	2.3 5.2 10.1 9.5	(0.44) (1.17) (1.91) (1.23)	1.5! 3.6 4.2! 4.1	(0.46) (0.98) (1.38) (0.77)	7.8 10.1 18.9 14.5	(1.10) (1.50) (2.45) (1.47)	2.7 9.8 17.8 19.3	(0.48) (1.13) (1.62) (1.52)	_ _ _ _	(†) (†) (†) (†)
Percent of students eligible for free or reduced-price lunch 0 to 25 percent 26 to 50 percent 51 to 75 percent 76 to 100 percent	1.5 3.5 2.2 3.5	(0.36) (0.76) (0.61) (0.93)	8.5 13.8 14.5 15.6	(0.97) (1.45) (1.63) (1.52)	1.5! 1.9 0.4! 1.7!	(0.49) (0.55) (0.15) (0.63)	1.2 1.1 ‡ 0.7!	(0.32) (0.28) (†) (0.24)	1.4 3.0 7.1 10.0	(0.36) (0.71) (0.98) (1.25)	1.1! 2.5! 3.3 4.4	(0.44) (0.77) (0.83) (0.82)	5.8 8.1 13.8 16.2	(1.43) (1.07) (1.35) (1.73)	3.2 7.5 12.2 16.9	(0.54) (0.79) (1.39) (1.43)	_ _ _ _	(†) (†) (†) (†)
Prevalence of violent incidents <sup>®</sup> at school during school year No violent incidents Any violent incidents	‡ 3.9	(†) (0.61)	4.2 17.5	(1.06) (0.93)	‡ 1.7	(†) (0.29)	‡ 1.4	(†) (0.26)	‡ 8.2	(†) (0.74)	‡ 3.9	(†) (0.50)	3.0! 15.4	(0.95) (0.98)	2.6 14.5	(0.65) (0.86)	_	(†) (†)

See notes at end of table.

## **DIGEST OF EDUCATION STATISTICS 2019**

## Table 230.10. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2017-18-Continued

Not available.

†Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is

Includes schools that reported the problem happens either at least once a week or daily.

<sup>2</sup>Includes schools that reported the problem happens at all at their school during the school year. In the 1999–2000 survey administration, the questionnaire specified "undesirable" gang activities and "undesirable" cult or extremist group activities. As of 2013–14, the questionnaires have no longer asked about cult or extremist group activities.

<sup>3</sup>Prior to the 2007–08 survey administration, the questionnaire wording was "student racial tensions."

<sup>4</sup>The 2015–16 and 2017–18 questionnaires defined bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." The term was not defined for respondents in previous survey administrations.

<sup>5</sup>Prior to 2015–16, the questionnaire asked about "student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)" in one single item. The 2015-16 and 2017-18 questionnaires had one item asking about "student harassment of other students based on sexual orientation." followed by a separate item asking about "student harassment of other students based on gender identity." For 2015-16 and 2017-18, schools are included in this column if they responded "daily" or "at least once a week" to either or both of these items; each school is counted only once, even if it indicated daily/weekly frequency for both items. The 2015-16 and 2017-18 questionnaires provided definitions for sexual orientation—"one's emotional or physical attraction to the same and/or opposite sex"—and gender identity—"one's inner sense of one's own gender, which may or may not match the sex assigned at birth." These terms were not defined for respondents in previous survey administrations.

Data for 2013-14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013-14 FRSS survey was designed to allow comparisons with SSOCS data. However, all respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas all respondents to SSOCS had only the option of completing a paper survey prior to 2017-18, when SSOCS experimented with offering an online option to some respondents. The 2013-14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013-14 results.

Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K-12 schools.

<sup>8</sup>Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races

9"Violent incidents" include rape or attempted rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon. Respondents were instructed to include violent incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school, "At school" was defined for respondents to include activities that happen in school buildings, on school grounds. on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, and 2017-18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014. (This table was prepared July 2019.)

Table 230.40. Percentage of students ages 12-18 who reported being bullied at school during the school year, by selected student and school characteristics: Selected years, 2005 through 2017

Student or school characteristic		20051		2007		2009		2011		2013		2015		2017
1		2		3		4		5		6		7		8
Total	28.5	(0.70)	31.7	(0.74)	28.0	(0.83)	27.8	(0.76)	21.5	(0.66)	20.8	(0.99)	20.2	(0.71)
Sex Male Female	27.5 29.7	(0.90) (0.85)	30.3 33.2	(0.96) (0.99)	26.6 29.5	(1.04) (1.08)	24.5 31.4	(0.91) (0.99)	19.5 23.7	(0.81) (0.98)	18.8 22.8	(1.31) (1.39)	16.7 23.8	(0.87) (1.01)
Race/ethnicity White Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races	30.3 29.2 22.3 20.8 20.9 ‡ 34.6	(0.85) (2.23) (1.29) (2.61) 2.7 (†) (†) (4.44)	34.1 30.4 27.3 17.2 18.1 ‡ 29.8 38.2	(0.97) (2.18) (1.53) (2.47) (2.60) (†) (7.40) (3.95)	29.3 29.1 25.5 17.8 17.3 ‡ 27.3	(1.03) (2.29) (1.71) (2.79) (3.01) (†) (†) (5.56)	31.5 27.2 21.9 13.8 14.9 ‡ 21.1! 26.9	(1.07) (1.97) (1.07) (2.48) (2.70) (†) (6.72) (4.30)	23.7 20.3 19.2 9.3 9.2 ‡ 24.3! 27.6	(0.93) (1.81) (1.30) (1.67) (1.67) (†) (9.87) (4.50)	21.6 24.7 17.2 19.4 15.6 ‡	(1.43) (3.29) (1.58) (4.45) (4.02) (†) (†) (3.96)	22.8 22.9 15.7 7.3 7.3 ‡ 27.2 23.2	(1.02) (1.98) (1.12) (1.54) (1.56) (†) (5.93) (3.03)
Grade 6th 7th 8th 9th 10th 11th 12th	37.0 35.1 31.3 28.3 25.1 23.5 20.8	(2.06) (1.70) (1.60) (1.59) (1.42) (1.62) (1.83)	42.7 35.6 36.9 30.6 27.7 28.5 23.0	(2.23) (1.78) (1.84) (1.72) (1.44) (1.48) (1.60)	39.4 33.1 31.7 28.0 26.6 21.1 20.4	(2.60) (1.87) (1.85) (1.90) (1.71) (1.69) (1.63)	37.0 30.3 30.7 26.5 28.0 23.8 22.0	(2.17) (1.64) (1.68) (1.66) (1.56) (1.72) (1.34)	27.8 26.4 21.7 23.0 19.5 20.0 14.1	(2.31) (1.65) (1.42) (1.42) (1.48) (1.50) (1.51)	31.0 25.1 22.2 19.0 21.2 15.8 14.9	(3.53) (2.48) (2.41) (2.11) (2.13) (2.24) (2.18)	29.5 24.4 25.3 19.3 18.9 14.7 12.2	(2.79) (1.60) (1.69) (1.52) (1.67) (1.45) (1.34)
Urbanicity² Urban Suburban Rural	26.2 29.4 29.5	(1.32) (0.80) (1.97)	30.7 31.2 35.2	(1.36) (1.07) (1.73)	27.4 27.5 30.7	(1.25) (1.06) (1.99)	24.8 29.0 29.7	(1.28) (1.07) (1.82)	20.7 22.0 21.4	(1.10) (0.90) (1.86)	21.5 21.1 18.2	(1.84) (1.22) (2.86)	18.3 19.7 26.7	(1.32) (0.80) (2.13)
Control of school <sup>3</sup> Public Private	29.0 23.3	(0.74) (2.16)	32.0 29.1	(0.76) (2.10)	28.8 18.9	(0.88) (2.16)	28.4 21.5	(0.82) (1.91)	21.5 22.4	(0.67) (2.71)	21.1 16.1	(1.06) (3.40)	20.6 16.0	(0.73) (2.39)

†Not applicable

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the

coefficient of variation (CV) is 50 percent or greater.

In 2005, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that

estimates for 2005 are comparable to those for 2007 and later years.

Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's "Herers to the Standard Metropolitan Statistical Area (MSA) status of the respondents household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying: Results From the 2015 School Crime*  Supplement to the National Crime Victimization Survey, which were based on the urban-

centric measure of the location of the school that the child attended.

Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey.

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

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Table 231.10. Percentage of students in grades 9-12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993	1997	19	999	2001	20	003		2005		2007		2009		2011		2013		2015		2017
1	2	3		4	5		6	· · · · · ·	7		8		9		10		11		12		13
Anywhere (including on school property) <sup>1</sup>																					
Total	41.8 (0.99)	36.6 (1.01)	35.7 (1	.17)	33.2 (0.71)	33.0 (0.9	.99)	35.9 (	0.77)	35.5	(0.77)	31.5	(0.70)	32.8	(0.65)	24.7	(0.74)	22.6	(0.87)	23.6	(0.97)
Sex Male Female	51.2 (1.05 31.7 (1.19	45.5 (1.07) 26.0 (1.26)		.27) .70)	43.1 (0.84) 23.9 (0.95)	40.5 (1.3 25.1 (0.3			(1.01) (0.94)	44.4 26.5	(0.89) (0.99)		(1.20) (0.74)	40.7 24.4	(0.74) (0.92)	30.2 19.2	(1.10) (0.72)	28.4 16.5	(1.04) (1.04)	30.0 17.2	(1.14) (1.01)
Race/ethnicity White Black Hispanic Asian <sup>2</sup> Pacific Islander <sup>2</sup> American Indian/Alaska Native Two or more races <sup>2</sup>	40.3 (1.13 49.5 (1.82 43.2 (1.58 — († 49.8 (4.79 — (†	33.7 (1.29) 43.0 (1.92) 40.7 (1.68) — (†) 54.7 (5.75) — (†)	41.4 (3 39.9 (1 22.7 (2 50.7 (3 48.7 (6	.45) (.12) (.65) (.71) (.42) (.78) (.76)	32.2 (0.95) 36.5 (1.60) 35.8 (0.91) 22.3 (2.73) 51.7 (6.25) 49.2 (6.58) 39.6 (2.85)	25.9 (2.9	.23) .98) .99) .21)	43.1 (141.0 (121.6 (134.4 (14.2 (14.	(0.88) (1.74) (1.64) (2.43) (5.58) (3.40) (4.16)	31.7 44.7 40.4 24.3 42.6 36.0 47.8	(0.96) (1.33) (1.25) (3.50) (7.74) (1.49) (3.30)	27.8 41.1 36.2 18.9 32.6 42.4 34.2	(0.88) (1.71) (0.95) (1.72) (3.50) (5.23) (3.51)	29.4 39.1 36.8 18.4 43.0 42.4 45.0	(0.74) (1.52) (1.44) (1.87) (5.14) (2.12) (2.60)	20.9 34.7 28.4 16.1 22.0 32.1 28.5	(0.70) (1.67) (1.15) (1.87) (4.95) (7.39) (2.31)	20.1 32.4 23.0 14.7 29.2 29.9 27.6	(1.13) (2.11) (1.10) (1.12) (7.98) (5.07) (2.58)	20.8 33.2 25.7 11.0 22.6 34.7 25.5	(0.82) (2.49) (1.85) (1.61) (2.47) (6.36) (2.30)
Sexual orientation <sup>3</sup> Heterosexual Gay, lesbian, or bisexual Not sure	— († — († — (†	— (†) — (†) — (†)		(†) (†) (†)	— (†) — (†) — (†)		(†) (†) (†)	=	(†) (†) (†)		(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	21.7 28.4 34.5	(0.78) (2.34) (4.44)	23.2 27.9 19.8	(0.95) (1.66) (2.83)
Grade 9th 10th 11th 12th	50.4 (1.54 42.2 (1.45 40.5 (1.52 34.8 (1.56	44.8 (1.98) 40.2 (1.91) 34.2 (1.72) 28.8 (1.36)	37.7 (2 31.3 (1	.96) 2.11) .55) .91)	39.5 (1.27) 34.7 (1.37) 29.1 (1.10) 26.5 (1.01)	38.6 (1.3 33.5 (1.3 30.9 (1.3 26.5 (1.4	.20) .38)	36.6 (31.6 (	(1.15) (1.09) (1.44) (1.26)	40.9 36.2 34.8 28.0	(1.16) (1.34) (1.36) (1.42)	37.0 33.5 28.6 24.9	(1.21) (1.19) (0.93) (0.99)	37.7 35.3 29.7 26.9	(1.11) (1.35) (1.14) (0.95)	28.3 26.4 24.0 18.8	(1.17) (1.42) (1.04) (1.19)	27.9 23.4 20.5 17.4	(1.51) (1.46) (1.23) (1.23)	28.3 26.2 20.4 17.8	(1.53) (1.14) (0.91) (1.52)
Urbanicity <sup>4</sup> Urban Suburban Rural	— († — († — (†	38.2 (2.00) 36.7 (1.59) 32.9 (2.91)	35.0 (1	2.66) .56) 2.14)	36.8 (1.53) 31.3 (0.80) 33.8 (2.58)	35.5 (2. 33.1 (1. 29.7 (1.		=	(†) (†) (†)	=	(†) (†) (†)	=	(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	=	(†) (†) (†)	=	(†) (†) (†)
On school property <sup>5</sup> Total	16.2 (0.59)	14.8 (0.64)	14.2 (0.	.62)	12.5 (0.49)	12.8 (0.7	.76)	13.6 (0	0.56)	12.4	(0.48)	11.1	(0.54)	12.0	(0.39)	8.1	(0.35)	7.8	(0.54)	8.5	(0.53)
Sex Male Female	23.5 (0.71 8.6 (0.73	20.0 (1.04) 8.6 (0.78)		).66) ).95)	18.0 (0.74) 7.2 (0.47)	17.1 (0.9 8.0 (0.1			(0.93) (0.52)	16.3 8.5	(0.60) (0.62)		(1.05) (0.42)	16.0 7.8	(0.58) (0.43)	10.7 5.6	(0.55) (0.38)	10.3 5.0	(0.79) (0.45)	11.6 5.6	(0.62) (0.54)
Race/ethnicity White Black Hispanic Asian <sup>2</sup> Pacific Islander <sup>2</sup> American Indian/Alaska Native Two or more races <sup>2</sup>	15.0 (0.68 22.0 (1.39 17.9 (1.75 — († — († 18.6 (2.74 — (†	13.3 (0.84) 20.7 (1.20) 19.0 (1.50) — (†) 18.9 (5.55) — (†)	18.7 (1 15.7 (0 10.4 (0 25.3 (4 16.2! (5	1.86) 1.91) 1.95) 1.60) 1.23)	11.2 (0.60) 16.8 (1.26) 14.1 (0.89) 10.8 (1.92) 29.1 (7.63) 18.2 (4.41) 14.7 (1.97)	13.1 (2.5 22.2 (4.5 24.2 (5.1	.30) .14) .26)	16.9 ( 18.3 ( 5.9 ( 24.5 ( 22.0 (	(0.66) (1.39) (1.62) (1.53) (5.60) (3.16) (2.61)	10.2 17.6 15.5 8.5 9.6! 15.0 19.6	(0.56) (1.10) (0.81) (1.99) (3.47) (1.12) (2.39)	8.6 17.4 13.5 7.7 14.8 20.7 12.4	(0.58) (0.99) (0.82) (1.09) (2.37) (3.73) (2.19)	9.9 16.4 14.4 6.2 20.9 12.0 16.6	(0.51) (0.89) (0.79) (1.06) (4.41) (1.77) (1.41)	6.4 12.8 9.4 5.5 7.1! 10.7 10.0	(0.45) (0.84) (0.44) (1.39) (2.58) (3.13) (1.04)	5.6 12.6 8.9 6.3 20.9! 13.2 9.3	(0.35) (1.96) (0.87) (1.63) (7.11) (3.54) (1.49)	6.5 15.3 9.4 3.7 14.2 8.6! 9.2	(0.64) (1.45) (0.90) (1.00) (3.58) (3.74) (1.36)
Sexual orientation <sup>3</sup> Heterosexual Gay, lesbian, or bisexual Not sure	— († — († — (†	— (†) — (†) — (†)	_	(†) (†) (†)	— (†) — (†) — (†)	_	(†) (†) (†)	=	(†) (†) (†)		(†) (†) (†)	_	(†) (†) (†)		(†) (†) (†)		(†) (†) (†)	7.1 11.2 14.6	(0.51) (1.22) (2.38)	8.3 9.6 11.8	(0.56) (1.16) (2.25)
Grade 9th 10th 11th 12th	23.1 (1.55 17.2 (1.07 13.8 (1.27 11.4 (0.66	21.3 (1.29) 17.0 (1.67) 12.5 (0.87) 9.5 (0.73)	17.2 (1 10.8 (1	.02) .23) .01) .00)	17.3 (0.77) 13.5 (0.88) 9.4 (0.71) 7.5 (0.56)	18.0 (1.3 12.8 (0.3 10.4 (0.3 7.3 (0.3	.89) .89)	14.4 ( 10.4 (	(0.93) (1.08) (0.75) (0.70)	17.0 11.7 11.0 8.6	(0.67) (0.86) (0.73) (0.62)	14.9 12.1 9.5 6.6	(0.98) (0.83) (0.63) (0.59)	16.2 12.8 9.2 8.8	(0.77) (0.86) (0.55) (0.69)	10.9 8.3 7.5 4.9	(0.78) (0.61) (0.53) (0.63)	11.6 7.3 6.5 4.5	(0.82) (0.76) (0.83) (0.51)	12.3 9.6 6.0 5.0	(1.05) (0.74) (0.66) (0.61)
Urbanicity <sup>4</sup> Urban Suburban Rural	— († — († — (†	15.8 (1.50) 14.2 (0.95) 14.7 (2.09)	13.7 (0	.08) 0.86) 2.33)	14.8 (0.90) 11.0 (0.75) 13.8 (1.10)		.31) .23) .36)	_	(†) (†) (†)	=	(†) (†) (†)										

<sup>-</sup>Not available.

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

'The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.

<sup>&</sup>lt;sup>2</sup>Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993 and 1997 with data from later years.

Students were asked which sexual orientation-"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"-best described them.

<sup>&</sup>quot;Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.

NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

Table 232.10. Percentage of students in grades 9-12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

Location and student characteristic		1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017
1		2		3		4		5		6		7		8		9		10		11		12		13
Anywhere (including on school property) <sup>1</sup> Total	48.0	(1.06)	50.8	(1.43)	50.0	(1.30)	47.1	(1.11)	44.9	(1.21)	43.3	(1.38)	44.7	(1.15)	41.8	(0.80)	38.7	(0.75)	34.9	(1.08)	32.8	(1.18)	29.8	(1.27)
Sex Male Female	50.1 45.9	(1.23) (1.32)	53.3 47.8	(1.22) (1.99)	52.3 47.7	(1.47) (1.45)	49.2 45.0	(1.42) (1.11)	43.8 45.8	(1.31) (1.29)	43.8 42.8	(1.40) (1.56)	44.7 44.6	(1.39) (1.42)	40.8 42.9	(1.11) (0.85)	39.5 37.9	(0.93) (0.91)	34.4 35.5	(1.30) (1.39)	32.2 33.5	(0.89) (1.89)	27.6 31.8	(1.24) (1.57)
Race/ethnicity White Black Hispanic Asian <sup>2</sup> Pacific Islander <sup>2</sup> American Indian/Alaska Native Two or more races <sup>2</sup>	49.9 42.5 50.8 — 45.3	(1.26) (1.82) (2.82) (†) (†) (7.18) (†)	54.0 36.9 53.9 — 57.6	(1.51) (1.46) (1.96) (†) (†) (3.79) (†)	52.5 39.9 52.8 25.7 60.8 49.4 51.1	(1.62) (4.07) (2.41) (2.24) (5.11) (6.43) (3.98)	50.4 32.7 49.2 28.4 52.3 51.4 45.4	(1.12) (2.33) (1.52) (3.22) (8.54) (3.97) (4.11)	47.1 37.4 45.6 27.5 40.0 51.9 47.1	(1.51) (1.67) (1.39) (3.47) (7.04) (5.29) (3.59)	46.4 31.2 46.8 21.5 38.7 57.4 39.0	(1.84) (1.05) (1.39) (1.98) (8.43) (4.13) (3.59)	47.3 34.5 47.6 25.4 48.8 34.5 46.2	(1.67) (1.65) (1.80) (2.17) (6.58) (1.77) (2.89)	44.7 33.4 42.9 18.3 34.8 42.8 44.3	(1.16) (1.45) (1.43) (1.60) (4.36) (5.43) (2.42)	40.3 30.5 42.3 25.6 38.4 44.9 36.9	(0.97) (1.40) (1.38) (2.90) (6.40) (2.26) (3.08)	36.3 29.6 37.5 21.7 26.8 33.4 36.1	(1.63) (1.65) (2.11) (1.80) (5.84) (5.13) (2.87)	35.2 23.8 34.4 13.1 36.9 46.0 39.6	(2.00) (2.82) (1.28) (1.83) (10.62) (8.12) (2.68)	32.4 20.8 31.3 12.2 18.7 31.8 32.7	(1.73) (2.27) (1.53) (1.74) (3.17) (8.15) (2.50)
Sexual orientation <sup>3</sup> Heterosexual Gay, lesbian, or bisexual Not sure	_ 	(†) (†) (†)	_ _ _	(†) (†) (†)	_	(†) (†) (†)		(†) (†) (†)	_ _ _	(†) (†) (†)	=	(†) (†) (†)	_ _ _	(†) (†) (†)		(†) (†) (†)	_	(†) (†) (†)	_ _ _	(†) (†) (†)	32.1 40.5 34.6	(1.30) (2.07) (2.81)	29.7 37.4 21.5	(1.02) (2.39) (2.77)
Grade 9th 10th 11th 12th	40.5 44.0 49.7 56.4	(1.79) (2.00) (1.73) (1.35)	44.2 47.2 53.2 57.3	(3.12) (2.19) (1.49) (2.50)	40.6 49.7 50.9 61.7	(2.17) (1.89) (1.98) (2.25)	41.1 45.2 49.3 55.2	(1.82) (1.29) (1.70) (1.53)	36.2 43.5 47.0 55.9	(1.43) (1.66) (2.08) (1.65)	36.2 42.0 46.0 50.8	(1.23) (1.95) (1.98) (2.12)	35.7 41.8 49.0 54.9	(1.15) (1.68) (1.83) (2.09)	31.5 40.6 45.7 51.7	(1.28) (1.42) (2.05) (1.37)	29.8 35.7 42.7 48.4	(1.35) (1.37) (1.28) (1.29)	24.4 30.9 39.2 46.8	(1.13) (1.84) (1.52) (1.85)	23.4 29.0 38.0 42.4	(1.28) (2.49) (1.68) (2.00)	18.8 27.0 34.4 40.8	(1.23) (1.60) (1.68) (1.92)
Urbanicity <sup>4</sup> Urban Suburban Rural	_ 	(†) (†) (†)	48.9 50.5 55.4	(2.07) (2.11) (5.36)	46.5 51.4 52.2	(2.75) (1.32) (4.51)	45.2 47.6 50.2	(1.97) (1.26) (1.91)	41.5 46.5 45.3	(1.48) (2.10) (2.35)	=	(†) (†) (†)	_ 	(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	=	(†) (†) (†)	_	(†) (†) (†)		(†) (†) (†)
On school property⁵ Total	5.2	(0.39)	5.6	(0.34)	4.9	(0.39)	4.9	(0.28)	5.2	(0.46)	4.3	(0.30)	4.1	(0.32)	4.5	(0.29)	5.1	(0.33)	_	(†)	_	(†)	_	(†)
Sex Male Female	6.2 4.2	(0.39) (0.54)	7.2 3.6	(0.66) (0.37)	6.1 3.6	(0.54) (0.39)	6.1 3.8	(0.43) (0.39)	6.0 4.2	(0.61) (0.41)	5.3 3.3	(0.39) (0.32)	4.6 3.6	(0.35) (0.37)	5.3 3.6	(0.41) (0.34)	5.4 4.7	(0.43) (0.35)	_	(†) (†)	_	(†) (†)	=	(†) (†)
Race/ethnicity White Black Hispanic Asian <sup>2</sup> Pacific Islander <sup>2</sup> American Indian/Alaska Native Two or more races <sup>2</sup>	4.6 6.9 6.8 — — 6.7!	(0.44) (0.98) (0.84) (†) (†) (3.06) (†)	4.8 5.6 8.2 — 8.6!	(0.42) (0.72) (0.96) (†) (†) (4.15) (†)	4.8 4.3 7.0 2.0 6.7 ‡ 5.2	(0.55) (0.52) (0.88) (0.42) (1.59) (†) (1.09)	4.2 5.3 7.0 6.8 12.4 8.2 7.0!	(0.26) (0.65) (0.71) (1.42) (3.50) (1.69) (2.36)	3.9 5.8 7.6 5.6 8.5! 7.1! 13.3	(0.45) (0.80) (1.08) (1.55) (3.29) (2.61) (2.93)	3.8 3.2 7.7 1.3! ‡ 6.2! 3.5	(0.38) (0.45) (1.04) (0.62) (†) (2.05) (1.02)	3.2 3.4 7.5 4.4 ‡ 5.0 5.4	(0.35) (0.63) (0.86) (1.17) (†) (0.89) (1.25)	3.3 5.4 6.9 2.9 10.0 4.3! 6.7	(0.27) (0.59) (0.70) (0.65) (2.34) (1.58) (1.37)	4.0 5.1 7.3 3.5! 8.3! 20.9 5.8	(0.38) (0.50) (0.68) (1.21) (3.61) (4.15) (1.32)	_ _ _ _ _	(†) (†) (†) (†) (†) (†) (†)		(†) (†) (†) (†) (†) (†) (†)	_ _ _ _ _	(†) (†) (†) (†) (†) (†) (†)
Grade 9th 10th 11th 12th	5.2 4.7 5.2 5.5	(0.38) (0.43) (0.80) (0.64)	5.9 4.6 6.0 5.9	(0.83) (0.71) (0.86) (0.66)	4.4 5.0 4.7 5.0	(0.60) (0.67) (0.57) (0.89)	5.3 5.1 4.7 4.3	(0.47) (0.45) (0.45) (0.44)	5.1 5.6 5.0 4.5	(0.69) (0.60) (0.57) (0.68)	3.7 4.5 4.0 4.8	(0.48) (0.45) (0.47) (0.57)	3.4 4.1 4.2 4.8	(0.43) (0.50) (0.54) (0.55)	4.4 4.8 4.6 4.1	(0.37) (0.46) (0.44) (0.44)	5.4 4.4 5.2 5.1	(0.56) (0.51) (0.56) (0.48)	_ _ _	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)
Urbanicity <sup>4</sup> Urban Suburban Rural	_ _ _	(†) (†) (†)	6.4 5.2 5.3	(0.85) (0.43) (0.55)	5.0 4.6 5.6	(0.60) (0.61) (0.67)	5.4 4.9 4.0	(0.61) (0.37) (0.83)	6.1 4.8 4.7	(0.94) (0.54) (0.49)	=	(†) (†) (†)	=	(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	_ _	(†) (†) (†)	=	(†) (†) (†)		(†) (†) (†)

<sup>—</sup>Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
¹The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.

<sup>&</sup>lt;sup>2</sup>Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993 and 1997 with data from later years.

<sup>3</sup>Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best

<sup>&</sup>lt;sup>4</sup>Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural).'

fin the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected from 2013 onward.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

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Table 232.40. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic		1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017
1		2		3		4		5		6		7		8		9		10		11		12		13
Anywhere (including on school property)¹ Total	17.7	(1.22)	26.2	(1.11)	26.7	(1.30)	23.9	(0.77)	22.4	(1.09)	20.2	(0.84)	19.7	(0.97)	20.8	(0.70)	23.1	(0.80)	23.4	(1.08)	21.7	(1.22)	19.8	(0.84)
Sex Male Female	20.6 14.6	(1.61) (1.02)	30.2 21.4	(1.46) (1.04)	30.8 22.6	(1.92) (0.96)	27.9 20.0	(0.81) (0.87)	25.1 19.3	(1.25) (0.96)	22.1 18.2	(0.98) (0.99)	22.4 17.0	(1.02) (1.13)	23.4 17.9	(0.80) (0.87)	25.9 20.1	(1.01) (0.95)	25.0 21.9	(1.14) (1.28)	23.2 20.1	(1.46) (1.33)	20.0 19.6	(0.89) (1.14)
Race/ethnicity White Black Hispanic Asian² Pacific Islander² American Indian/Alaska Native Two or more races²	17.3 18.6 19.4 — — 17.4	(1.41) (1.84) (1.33) (†) (†) (4.77) (†)	25.0 28.2 28.6 — 44.2	(1.56) (1.67) (2.06) (†) (†) (4.31) (†)	26.4 26.4 28.2 13.5 33.8 36.2 29.1	(1.59) (3.49) (2.29) (2.04) (4.11) (6.55) (4.00)	24.4 21.8 24.6 10.9 21.9 36.4 31.8	(1.04) (2.12) (0.81) (2.12) (4.07) (5.48) (3.22)	21.7 23.9 23.8 9.5 28.1 32.8 28.3	(1.20) (1.58) (1.16) (2.21) (6.47) (5.29) (5.57)	20.3 20.4 23.0 6.7 12.4! 30.3 16.9	(1.11) (1.11) (1.22) (1.64) (3.87) (4.36) (2.43)	19.9 21.5 18.5 9.4 28.7 27.4 20.5	(1.28) (1.64) (1.41) (1.63) (6.14) (3.50) (2.73)	20.7 22.2 21.6 7.5 24.8 31.6 21.7	(0.93) (1.44) (1.04) (1.40) (5.50) (5.26) (2.33)	21.7 25.1 24.4 13.6 31.1 47.4 26.8	(1.09) (1.35) (1.27) (3.75) (7.08) (3.20) (2.10)	20.4 28.9 27.6 16.4 23.4! 35.5 28.8	(1.36) (1.30) (1.50) (2.99) (7.35) (6.37) (2.55)	19.9 27.1 24.5 8.2 17.4 26.9 23.5	(1.67) (1.57) (1.49) (1.58) (4.88) (5.20) (2.18)	17.7 25.3 23.4 7.3 16.1 29.7 20.3	(1.12) (1.24) (1.85) (1.79) (4.08) (6.30) (2.27)
Sexual orientation <sup>3</sup> Heterosexual Gay, lesbian, or bisexual Not sure	_ _ _	(†) (†) (†)	_	(†) (†) (†)	_ _ _	(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	=	(†) (†) (†)	=	(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	_	(†) (†) (†)	20.7 32.0 26.0	(1.29) (1.64) (2.28)	19.1 30.6 18.9	(0.83) (1.68) (2.76)
Grade 9th 10th 11th 12th	13.2 16.5 18.4 22.0	(1.10) (1.79) (1.77) (1.40)	23.6 25.0 29.3 26.6	(1.95) (1.29) (1.81) (2.09)	21.7 27.8 26.7 31.5	(1.84) (2.21) (2.47) (2.81)	19.4 24.8 25.8 26.9	(1.25) (1.12) (1.33) (1.77)	18.5 22.0 24.1 25.8	(1.52) (1.47) (1.56) (1.19)	17.4 20.2 21.0 22.8	(1.16) (1.27) (1.24) (1.23)	14.7 19.3 21.4 25.1	(1.02) (1.12) (1.49) (1.96)	15.5 21.1 23.2 24.6	(0.97) (1.11) (1.52) (1.49)	18.0 21.6 25.5 28.0	(1.11) (1.15) (1.44) (1.08)	17.7 23.5 25.5 27.7	(1.13) (1.89) (1.37) (1.58)	15.2 20.0 24.8 27.6	(0.98) (1.87) (1.27) (1.93)	13.1 18.7 22.6 25.7	(1.07) (0.93) (1.23) (1.43)
Urbanicity <sup>4</sup> Urban Suburban Rural	<u> </u>	(†) (†) (†)	26.8 27.0 21.9	(1.50) (1.05) (3.23)	27.5 26.1 28.0	(2.32) (1.60) (4.36)	25.6 22.5 26.2	(1.23) (0.96) (2.49)	23.4 22.8 19.9	(1.65) (1.90) (2.80)	=	(†) (†) (†)	=	(†) (†) (†)	=	(†) (†) (†)	=	(†) (†) (†)	_ 	(†) (†) (†)	<u>_</u>	(†) (†) (†)	=	(†) (†) (†)
On school property <sup>5</sup> Total	5.6	(0.65)	7.0	(0.52)	7.2	(0.73)	5.4	(0.37)	5.8	(0.68)	4.5	(0.32)	4.5	(0.46)	4.6	(0.35)	5.9	(0.39)	_	(†)	_	(†)	_	(†)
Sex Male Female	7.8 3.3	(0.83) (0.48)	9.0 4.6	(0.68) (0.56)	10.1 4.4	(1.30) (0.40)	8.0 2.9	(0.54) (0.28)	7.6 3.7	(0.88) (0.48)	6.0 3.0	(0.44) (0.31)	5.9 3.0	(0.61) (0.39)	6.3 2.8	(0.54) (0.32)	7.5 4.1	(0.56) (0.32)	=	(†) (†)	=	(†) (†)	=	(†)
Race/ethnicity White Black Hispanic Asian² Pacific Islander² American Indian/Alaska Native Two or more races²	5.0 7.3 7.5 — — ‡	(0.72) (1.23) (1.10) (†) (†) (†) (†)	5.8 9.1 10.4 — — 16.2!	(0.69) (1.07) (1.03) (†) (5.56) (†)	6.5 7.2 10.7 4.3 11.0 ‡ 7.8	(0.84) (1.10) (1.21) (0.71) (3.21) (†) (1.81)	4.8 6.1 7.4 4.7! 6.4! 21.5! 5.2	(0.45) (0.60) (0.58) (1.56) (2.46) (6.55) (1.24)	4.5 6.6 8.2 4.3! 9.1! 11.4! 11.4!	(0.66) (0.89) (0.72) (1.38) (3.17) (4.42) (5.49)	3.8 4.9 7.7 ‡ 9.2 3.6	(0.41) (0.65) (0.76) (†) (†) (1.85) (0.91)	4.0 5.0 5.4 2.7! 13.4! 8.2 3.6!	(0.63) (0.73) (0.80) (1.06) (5.38) (2.30) (1.08)	3.8 5.6 6.5 2.0 9.0 2.9! 5.4	(0.38) (0.64) (0.76) (0.54) (2.40) (1.25) (1.34)	4.5 6.7 7.7 4.5 12.5! 20.9 8.1	(0.42) (0.77) (0.54) (1.34) (4.94) (4.05) (1.79)		(†) (†) (†) (†) (†) (†) (†)		(†) (†) (†) (†) (†) (†) (†)	_ _ _ _ _	(†) (†) (†) (†) (†) (†) (†)
Grade 9th 10th 11th 12th	4.4 6.5 6.5 5.1	(0.40) (0.94) (1.07) (0.78)	8.1 6.4 7.9 5.7	(0.90) (0.73) (1.17) (0.61)	6.6 7.6 7.0 7.3	(0.97) (1.14) (0.72) (1.14)	5.5 5.8 5.1 4.9	(0.62) (0.51) (0.48) (0.71)	6.6 5.2 5.6 5.0	(1.03) (0.70) (0.71) (0.75)	5.0 4.6 4.1 4.1	(0.59) (0.54) (0.49) (0.45)	4.0 4.8 4.1 5.1	(0.52) (0.60) (0.73) (0.73)	4.3 4.6 5.0 4.6	(0.38) (0.50) (0.55) (0.49)	5.4 6.2 6.2 5.4	(0.65) (0.63) (0.70) (0.39)		(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)
Urbanicity <sup>4</sup> Urban Suburban Rural	_ _ _	(†) (†) (†)	8.0 7.0 4.9!	(1.11) (0.67) (2.02)	8.5 6.4 8.1	(1.03) (1.03) (1.57)	6.8 4.7 5.3	(0.56) (0.46) (0.93)	6.8 6.0 3.9	(1.05) (1.03) (0.64)	_ 	(†) (†) (†)	=	(†) (†) (†)		(†) (†) (†)	_ 	(†) (†) (†)	_ 	(†) (†) (†)	_ 	(†) (†) (†)	_ 	(†) (†) (†)

<sup>—</sup>Not available.

<sup>†</sup>Not applicable.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

<sup>&</sup>lt;sup>2</sup>Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.

<sup>&</sup>lt;sup>3</sup>Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

<sup>&</sup>quot;Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

<sup>&</sup>lt;sup>5</sup>In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected from 2013 onward.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared August 2018.)

Table 233.40. Percentage of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2013–14

				Percent rec	eiving out-	of-school su	spensions <sup>1</sup>								Percer	nt expelled <sup>2</sup>				
		Se	ex			Ra	ace/ethnicit	y <sup>3</sup>				S	ех			F	Race/ethnicit	y <sup>3</sup>		
State	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander <sup>4</sup>	American Indian/ Alaska Native	Two or more races	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	5.28	7.25	3.20	3.43	13.68	4.54	1.11	4.53	6.74	5.26	0.22	0.32	0.12	0.20	0.44	0.15	0.03	0.12	0.37	0.31
Alabama Alaska Arizona Arkansas California	7.98 5.06 5.18 7.00 3.99	10.50 7.24 7.45 9.63 5.74	5.30 2.72 2.78 4.25 2.14	4.51 3.47 3.90 4.47 3.25	15.25 8.81 11.54 17.87 11.24	2.97 4.80 5.50 3.82 4.03	1.58 2.03 1.54 1.45 1.18	4.03 6.49 4.81 3.11 4.80	3.87 8.48 8.90 4.83 7.11	5.90 4.82 5.02 4.34 3.43	0.19 0.08 0.04 0.18 0.14	0.28 0.13 0.06 0.25 0.22	0.09 0.03 0.02 0.09 0.06	0.09 0.05 0.04 0.17 0.13	0.36 0.21 0.07 0.23 0.35	0.06 0.16 0.04 0.10 0.14	0.00-0.01		0.02-0.05 0.12 0.04 0.46 0.26	0.49 0.11 0.05 0.10 0.12
Colorado Connecticut Delaware District of Columbia Florida	4.41 3.94 8.48 12.44 5.04	6.27 5.23 10.72 15.52 7.06	2.45 2.57 6.05 9.37 2.90	3.13 1.99 4.43 0.90 3.67	11.04 9.02 15.64 15.98 9.89	5.84 6.61 5.83 4.26 3.86	1.35 0.82 1.68 1.52 1.00	3.64 ( <sup>4</sup> ) 6.08 10.00 2.92	6.80 6.23 9.18 9.86 4.65	4.87 3.31 6.25 3.83 4.91	0.15 0.22 0.09 0.15 0.01	0.24 0.36 0.12 0.18 0.01	0.06 0.08 0.05 0.12	0.11 0.16 0.06 0.01–0.04 #	0.41 0.49 0.15 0.19 0.01	0.18 0.27 0.06 0.04 #	0.04	0.35 0.00 0.00 0.00 0.00	0.26 0.00 1.41–4.23	0.15 0.16 0.03–0.09 0.00 0.01
Georgia Hawaii Idaho Illinois Indiana	7.29 3.47 2.57 6.83 6.79	9.86 4.76 3.82 9.02 9.35	4.59 2.06 1.25 4.51 4.09	3.52 2.54 2.37 2.88 4.50	13.38 4.53 3.61 21.91 20.58	4.46 2.96 3.43 5.45 6.21	1.28 2.05 1.27 0.87 1.44	6.53 5.58 2.38 3.56 2.78	4.57 6.16 4.66 4.57 5.93	6.71 2.22 2.33 5.78 10.00	0.16 # 0.06 0.13 0.51	0.23 0.01 0.09 0.18 0.69	0.08 # 0.02 0.08 0.31	0.11 0.00 0.05 0.11 0.38	0.26 0.00 0.13 0.35 1.26	0.06 0.01–0.02 0.10 0.05 0.53	0.00-0.01 0.03-0.08 0.02	0.86 0.00-0.01 0.00 0.00 0.70	0.19 0.00 0.22 0.18 0.63	0.19 0.00 0.02–0.05 0.19 0.53
lowa Kansas Kentucky Louisiana Maine	2.60 4.04 4.87 8.38 3.45	3.68 5.73 6.91 11.08 4.96	1.45 2.24 2.71 5.54 1.84	1.96 2.82 4.08 4.70 3.36	11.03 14.03 12.21 12.61 6.62	2.99 4.40 3.08 4.22 4.56	1.08 1.22 0.90 1.83 1.26	2.57 3.41 3.12 5.68 2.08	4.27 6.21 5.67 6.44 3.51	4.66 5.51 5.82 5.90 2.75	0.04 0.16 0.05 0.62 0.11	0.06 0.24 0.08 0.89 0.16	0.01 0.08 0.02 0.34 0.05	0.03 0.13 0.05 0.31 0.11	0.09 0.34 0.06 1.00 0.14	0.04 0.16 0.04 0.17 0.14		0.00 0.12–0.35 0.00 0.22–0.66 0.00		0.03 0.29 0.06 0.36 0.25
Maryland Massachusetts Michigan Minnesota Mississippi	5.19 4.28 7.34 3.30 9.67	6.95 5.92 9.91 4.57 12.83	3.34 2.55 4.62 1.95 6.35	2.89 2.61 4.51 2.00 4.77	9.26 10.46 19.23 12.29 14.80	3.34 8.60 6.60 4.04 4.08	0.76 1.26 1.69 1.11 1.76	2.69 2.13 3.22 2.69 3.85	5.86 5.94 7.96 9.50 6.03	4.56 5.34 7.48 4.00 3.77	0.09 0.03 0.14 0.10 0.29	0.13 0.05 0.21 0.15 0.42	0.05 0.02 0.07 0.05 0.14	0.02 0.03 0.12 0.08 0.15	0.20 0.06 0.27 0.21 0.43	0.03 0.04 0.14 0.10 0.06	0.00-0.01 0.04 0.03	0.08-0.24 0.00 0.00 0.00 0.00	0.12 0.20	0.04 0.09 0.12 0.17 0.45
Missouri Montana Nebraska Nevada New Hampshire	5.74 3.66 4.27 4.60 4.88	7.86 5.12 5.95 6.38 6.95	3.48 2.10 2.48 2.70 2.67	3.87 2.54 2.88 3.52 4.29	17.02 4.44 16.20 10.87 19.21	4.38 2.85 4.68 4.42 14.21	1.62 1.14 1.83 1.55 2.22	2.90 1.99 3.26 3.33 7.51	5.96 11.84 9.23 6.47 7.30	5.33 2.26 6.82 4.41 3.71	0.35 0.14 0.30 0.42 0.02	0.45 0.19 0.43 0.61 0.03	0.23 0.09 0.17 0.21 0.01	0.34 0.07 0.17 0.22 0.02	0.37 0.07–0.21 1.37 1.23 0.00	0.51 0.11 0.35 0.43 0.00	0.00	0.41 0.00 0.00 0.24 0.00	0.47 0.52 0.64 0.31 0.00	0.45 0.61 0.54 0.38 0.00
New Jersey New Mexico New York North Carolina North Dakota	4.44 6.25 3.22 6.67 2.21	5.95 8.20 4.36 9.19 3.09	2.84 4.19 2.01 4.00 1.27	2.21 4.82 2.68 3.77 1.49	12.79 10.22 7.05 13.42 5.21	5.59 6.78 2.29 4.92 2.50	0.80 2.83 0.49 1.17 0.74	1.26 2.52 1.20 4.68 0.31–0.93	3.70 6.03 4.00 11.57 8.13	3.10 8.55 4.23 7.01 0.50	0.01 0.58 0.09 0.06 0.09	0.02 0.80 0.13 0.08 0.13	0.01 0.35 0.05 0.03 0.04	0.01 0.36 0.11 0.03 0.03	0.04 1.24 0.13 0.11 0.61	0.01 0.69 0.05 0.04 0.17	# 0.33 0.01 0.01 0.00	0.00 0.00 0.00 0.06–0.17 0.00	0.00 0.29 0.13 0.09 0.41	0.03 1.13 0.14 0.08 0.00
Ohio Oklahoma Oregon Pennsylvania Rhode Island	7.14 5.64 4.12 5.62 6.24	9.71 7.86 6.03 7.52 8.57	4.42 3.29 2.11 3.61 3.75	4.68 4.33 3.86 3.01 4.28	18.70 16.99 9.24 17.13 12.41	6.79 5.75 4.46 7.53 9.29	1.47 1.22 1.22 1.28 2.93	3.47 4.22 4.18 4.23 4.69	7.73 4.42 6.45 4.43 9.33	9.24 4.29 4.52 7.30 6.95	1.76 1.07 0.20 0.11 0.04	2.49 1.46 0.31 0.16 0.06	0.99 0.65 0.09 0.06 0.03	1.53 0.72 0.20 0.08 0.04	2.83 3.68 0.26 0.19 0.04	1.31 0.98 0.22 0.18 0.05	0.04 0.01	1.84 0.63 0.23 0.08–0.23 0.00	2.58 0.84 0.45 0.21 0.08–0.23	2.23 1.29 0.21 0.17 0.11

See notes at end of table.

CHAPTER 2: Elementary and Secondary Education Discipline, Safety, and Security Measures

Table 233.40. Percentage of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2013–14—Continued

				Percent red	ceiving out-	of-school su	spensions1								Percer	nt expelled <sup>2</sup>				
		Se	X			R	ace/ethnicit	<b>y</b> <sup>3</sup>				Se	ex			R	ace/ethnicity	<b>/</b> <sup>3</sup>		
State	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander <sup>4</sup>	American Indian/ Alaska Native	Two or more races	Total	Male	Female	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South Carolina South Dakota Tennessee Texas Utah	10.29 2.70 6.70 4.77 1.70	13.68 3.77 8.97 6.53 2.53	6.72 1.55 4.30 2.91 0.82	6.17 1.93 3.55 2.49 1.32	17.88 7.03 17.10 12.14 4.29	5.88 3.95 4.22 4.57 3.00	1.94 1.43 1.69 0.91 1.19	5.43 0.76–2.27 2.87 3.60 2.52	9.22 6.20 5.19 4.38 5.17	8.56 2.88 4.52 3.51 1.72	0.38 0.03 0.43 0.15 0.02	0.57 0.04 0.63 0.23 0.04	0.19 0.01 0.22 0.07 0.01	0.23 0.01 0.25 0.12 0.02	0.68 0.11 1.01 0.30 0.05	0.15 0.02-0.05 0.29 0.14 0.04	0.09 0.00 0.08 0.03 0.07	0.00 0.76–2.27 0.40 0.11 0.01–0.03	0.65 0.09 0.22 0.36 0.07	0.28 0.00 0.34 0.12 0.01–0.02
Vermont Virginia Washington West Virginia Wisconsin Wyoming	3.88 5.68 4.58 7.30 3.96 3.12	5.48 7.80 6.68 10.27 5.46 4.61	2.17 3.43 2.34 4.12 2.36 1.51	3.79 3.74 3.89 7.11 2.27 2.92	6.59 12.72 10.52 13.60 17.03 6.05	3.49 3.40 5.35 4.35 4.22 3.79	0.68 0.82 1.44 1.04 0.76 1.69	0.90-2.70 3.81 6.42 3.60 3.01 3.17	12.60 4.65 9.31 4.53 6.53 5.18	2.83 4.95 5.34 5.72 4.82 3.03	0.05 0.06 0.33 0.17 0.12 0.11	0.08 0.10 0.49 0.27 0.18 0.19	0.03 0.03 0.15 0.06 0.06 0.03	0.05 0.05 0.26 0.17 0.08 0.10	0.27 0.11 0.55 0.33 0.53 0.09–0.28	0.00 0.07 0.45 0.15 0.11	0.00 0.01 0.11 0.05–0.16 0.02 0.00	0.00 0.05-0.16 0.48 0.00 0.00	0.00 0.15 0.84 0.32–0.97 0.21 0.24	0.00 0.08 0.39 0.07 0.07 0.06–0.17

#Rounds to zero.

<sup>1</sup>An out-of-school suspension is an instance in which a student is temporarily removed from his or her regular school for disciplinary purposes for at least half a day (but less than the remainder of the school year) to another setting (e.g., home or behavior center).

<sup>2</sup>Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes, with or without the continuation of educational services, for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Data by race/ethnicity exclude students with disabilities served only under Section 504 (not receiving services under IDEA).

<sup>4</sup>Connecticut Pacific Islander data are suppressed and excluded from the Pacific Islander U.S. total pending further data quality review.

NOTE: The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2013–14 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. Percentages based on suspension or expulsion counts of between 1 and 3 students are displayed as ranges to protect student privacy. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2013–14 Discipline Estimations by Discipline Type" and "2013–14 Estimations for Enrollment." (This table was prepared January 2018.)

Table 233.50. Percentage of public schools with various safety and security measures: Selected years, 1999–2000 through 2017–18 [Standard errors appear in parentheses]

			[Ota		ισισ αρρι	ра		٥]								
School safety and security measures	1999	-2000	20	03-04	20	05-06	20	007-08	20	009–10	20	13–14¹	20	015–16	2	2017–18
1		2		3		4		5		6		7		8		9
Controlled access during school hours Buildings (e.g., locked or monitored doors, loading docks) <sup>2</sup> Grounds (e.g., locked or monitored gates) Visitors required to sign or check in and wear badges <sup>3</sup> Classrooms equipped with locks so that doors	74.6 33.7 96.6	(1.35) (1.26) (0.54)	83.0 36.2 98.3	(1.04) (1.08) (0.40)	84.9 41.1 97.6	(0.89) (1.25) (0.42)	89.5 42.6 98.7	(0.80) (1.41) (0.37)	91.7 46.0 99.3	(0.80) (1.26) (0.27)	93.3 42.7 98.6	(0.95) (1.53) (0.49)	94.1 49.9 93.5	(0.64) (1.53) (0.69)	95.4 50.8 94.6	(0.52) (1.38) (0.65)
can be locked from inside	_	(†)	_	(†)	_	(†)	_	(†)	_	(†)	_	(†)	66.7	(1.34)	64.8	(1.01)
Student dress, IDs, and school supplies Required students to wear uniforms Enforced a strict dress code Required students to wear badges or picture IDs Required faculty and staff to wear badges or	11.8 47.4 3.9	(0.82) (1.50) (0.32)	13.8 55.1 6.4	(0.85) (1.24) (0.64)	13.8 55.3 6.2	(0.78) (1.18) (0.47)	17.5 54.8 7.6	(0.70) (1.20) (0.60)	18.9 56.9 6.9	(1.02) (1.56) (0.57)	20.4 58.5 8.9	(1.27) (1.60) (0.81)	21.5 53.1 7.0	(1.36) (1.22) (0.53)	19.8 48.8 9.2	(0.87) (1.32) (0.60)
picture IDs Required clear book bags or banned book bags	25.4	(1.39)	48.0	(1.21)	47.9	(1.12)	58.3	(1.37)	62.9	(1.14)	68.0	(1.65)	67.9	(1.36)	69.9	(1.18)
on school grounds Provided school lockers to students	5.9 46.5	(0.50) (1.07)	6.2 49.5	(0.63) (1.24)	6.4 50.5	(0.43) (1.08)	6.0 48.9	(0.48) (1.17)	5.5 52.1	(0.53) (1.10)	6.3 49.9	(0.81) (1.35)	3.9 50.4	(0.44) (1.24)	3.5 49.0	(0.42) (1.25)
Drug testing Students participating in athletics or other extracurricular activities <sup>4</sup> Athletes Students in extracurricular activities (other than athletes)	_ _ _	(†) (†) (†)	4.3 4.2 2.6	(0.44) (0.44) (0.37)	5.0 5.0 3.4	(0.46) (0.46) (0.32)	6.6 6.4 4.5	(0.53) (0.48) (0.51)	6.2 6.0 4.6	(0.51) (0.52) (0.47)	6.7 6.6 4.3	(0.61) (0.59) (0.47)	7.7 7.2 6.0	(0.57) (0.55) (0.53)	8.9 —	(0.57) (†) (†)
Any other students	_	(†)	_	(†)	3.0	(0.34)	3.0	(0.42)	3.0	(0.26)	3.5	(0.44)	_	(†)	_	(†)
Metal detectors, dogs, and sweeps Random metal detector checks on students Metal detector checks on students every day <sup>5</sup> Random sweeps (e.g., locker checks, dog sniffs) for	7.2 0.9	(0.54) (0.16)	5.6 1.1	(0.55) (0.16)	4.9 1.1	(0.40) (0.18)	5.3 1.3	(0.37) (0.20)	5.2 1.4	(0.42) (0.24)	4.2 2.0	(0.48) (0.40)	4.5 1.8	(0.48) (0.32)	4.9 2.2	(0.49) (0.35)
contraband (e.g., drugs or weapons) <sup>6</sup> Random dog sniffs to check for drugs Random sweeps (not including dog sniffs) for	25.3 20.6	(0.77) (0.75)	26.6 21.3	(0.73) (0.77)	28.0 23.0	(0.89) (0.79)	26.3 21.5	(0.77) (0.59)	27.7 22.9	(0.86) (0.71)	28.2 24.1	(1.02) (0.97)	28.2 24.6	(0.89) (0.85)	27.4 —	(0.88) (†)
contraband	11.8	(0.54)	12.8	(0.58)	13.1	(0.76)	11.4	(0.71)	12.1	(0.68)	11.4	(0.86)	11.9	(0.78)	_	(†)
Communication systems and technology Provided telephones in most classrooms Provided electronic notification system for	44.6	(1.80)	60.8	(1.48)	66.9	(1.30)	71.6	(1.16)	74.0	(1.13)	78.7	(1.34)	79.3	(1.14)	_	(†)
schoolwide emergency Provided structured anonymous threat reporting	_	(†)	_	(†)	_	(†)	43.2	(1.26)	63.1	(1.40)	81.6	(1.12)	73.0	(1.35)	71.6	(1.17)
system <sup>7</sup> Had silent alarms directly connected to law	_	(†)	_	(†)	_	(†)	31.2	(1.22)	35.9	(1.19)	46.5	(1.63)	43.9	(1.58)	49.3	(1.32)
enforcement Used security cameras to monitor the school Provided two-way radios to any staff Limited access to social networking sites from	19.4 —	(†) (0.88) (†)	36.0 71.2	(†) (1.28) (1.18)	42.8 70.9	(†) (1.29) (1.22)	55.0 73.1	(†) (1.37) (1.15)	61.1 73.3	(†) (1.16) (1.33)	75.1 74.2	(†) (1.31) (1.42)	27.1 80.6 73.3	(1.23) (0.96) (1.22)	29.1 83.5 77.8	(1.15) (1.09) (1.06)
school computers Prohibited non-academic use of cell phones or	_	(†)	_	(†)	_	(†)	_	(†)	93.4	(0.59)	91.9	(0.80)	89.1	(0.88)	— 70.2	(†)
smartphones during school hours <sup>8</sup>		(†)		(†)		(†)		(†)	90.9	(0.67)	75.9	(1.07)	65.8	(1.36)	70.3	(1.30)

<sup>—</sup>Not available.

Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, all respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013–14 results. Prior to 2017–18 the examples of controlled access to huildings included only "locked".

<sup>2</sup>Prior to 2017–18, the examples of controlled access to buildings included only "locked or monitored doors" and did not include loading docks.

<sup>3</sup>Prior to 2015–16, the questionnaire asked only if visitors were required "to sign or check

in" and did not include the requirement to wear badges.

In the 2017–18 questionnaire, a single item asked about drug testing "for students participating in athletics or other extracurricular activities." Prior to 2017–18, the questionnaire included one item about testing for athletes, followed by a separate item about testing for students in other extracurricular activities. For years prior to 2017–18, schools are included in this row if they answered "yes" to either or both of these items; each school is counted only once in this row, even if it answered "yes" to both items.

<sup>s</sup>The wording of this item was revised in 2015–16. Prior to 2015–16, the item asked whether students were required "to pass through metal detectors each day." <sup>6</sup>The 2017–18 questionnaire included only a single item about random sweeps for

<sup>6</sup>The 2017–18 questionnaire included only a single item about random sweeps for contraband, and it provided locker checks and dog sniffs as examples of types of sweeps. Prior to 2017–18, the questionnaire included one item about dog sniffs for drugs, followed by a separate item about sweeps not including dog sniffs. For years prior to 2017–18, schools are included in this row if they answered "yes" to either or both of these items; each school is counted only once in this row, even if it answered "yes" to both items. For example, a system for reporting threats through online submission, telephone hotline.

 ${}^7\!\text{For}$  example, a system for reporting threats through online submission, telephone hotline, or written submission via drop box.

<sup>8</sup>Prior to 2017-18, the questionnaire asked about prohibiting the "use of cell phones and text messaging devices during school hours." It did not refer to "nonacademic" use or "smartphones."

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared August 2019.)

<sup>†</sup>Not applicable

			Comp	ulsory atten	dance				Year-i schools		Kinderga	rten progran	ns, 2018
								Compulsory special education	Has policy on year-	Has districts with year-	School or required		
State	2000	2002	2004	2006	2010	2015	2017	services, 2004 <sup>1</sup>	round schools	round schools	Program	Full-day program	Attendance required
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama Alaska Arizona Arkansas California	7 to 16 7 to 16 6 to 16 <sup>2</sup> 5 to 17 <sup>2,3</sup> 6 to 18 <sup>2</sup>	7 to 16 7 to 16 6 to 16 <sup>2</sup> 5 to 17 <sup>2,3</sup> 6 to 18	7 to 16 <sup>2</sup> 7 to 16 <sup>2</sup> 6 to 16 <sup>2</sup> 5 to 17 <sup>2,3</sup> 6 to 18	7 to 16 7 to 16 6 to 16 <sup>2</sup> 5 to 17 <sup>2,3</sup> 6 to 18	7 to 17 7 to 16 6 to 16 <sup>2</sup> 5 to 17 <sup>2,3</sup> 6 to 18	6 to 17 <sup>3</sup> 7 to 16 <sup>2</sup> 6 to 16 <sup>2</sup> 5 to 18 6 to 18	6 to 17 <sup>3</sup> 7 to 16 <sup>2</sup> 6 to 16 <sup>2</sup> 5 to 18 6 to 18	6 to 21 3 to 22 3 to 21 5 to 21 Birth to 21 <sup>4</sup>		Yes Yes — Yes Yes	X X X X	X	Х
Colorado Connecticut Delaware District of Columbia Florida	7 to 16 5 to 16 6 to 16 <sup>5</sup>	7 to 18 <sup>2</sup> 5 to 16 5 to 18 6 to 16 <sup>5</sup>	7 to 16 7 to 18 <sup>2</sup> 5 to 16 <sup>2</sup> 5 to 18 6 to 16 <sup>5</sup>	7 to 16 5 to 18 <sup>3</sup> 5 to 16 5 to 18 6 to 16 <sup>5</sup>	6 to 17 5 to 18 <sup>3</sup> 5 to 16 5 to 18 6 to 16 <sup>5</sup>	6 to 17 5 to 18 <sup>3</sup> 5 to 16 5 to 18 6 to 16	6 to 17 5 to 18 <sup>3</sup> 5 to 16 5 to 18 6 to 16	3 to 21 3 to 21 Birth to 20 3 to 21	<u>_</u>	Yes Yes Yes	X X X X	X	X X X
Georgia Hawaii Idaho Illinois Indiana	6 to 16 6 to 18 7 to 16 7 to 16 7 to 16	6 to 16 6 to 18 7 to 16 7 to 16 7 to 16	6 to 16 6 to 18 7 to 16 7 to 17 7 to 16	6 to 16 6 to 18 7 to 16 7 to 17 7 to 18 <sup>2</sup>	6 to 16 6 to 18 7 to 16 7 to 17 7 to 18 <sup>2</sup>	6 to 16 5 to 18 7 to 16 6 to 17 7 to 18	6 to 16 5 to 18 7 to 16 6 to 17 7 to 18	Birth to 21 <sup>6</sup> Birth to 19 3 to 21 3 to 21 3 to 22	Х	Yes ( <sup>7</sup> ) Yes Yes Yes	X X X	X (8)	Х
lowa Kansas Kentucky Louisiana Maine	6 to 16 <sup>2</sup> 7 to 18 <sup>2</sup> 6 to 16 7 to 17 7 to 17	6 to 16 <sup>2</sup> 7 to 18 <sup>2</sup> 6 to 16 7 to 17 7 to 17	6 to 16 7 to 18 <sup>2</sup> 6 to 16 <sup>2</sup> 7 to 17 <sup>2</sup> 7 to 17 <sup>2</sup>	6 to 16 7 to 18 <sup>2</sup> 6 to 16 7 to 18 <sup>2</sup> 7 to 17 <sup>2</sup>	6 to 16 7 to 18 <sup>2</sup> 6 to 16 7 to 18 <sup>2</sup> 7 to 17 <sup>2</sup>	6 to 16 <sup>9</sup> 7 to 18 6 to 18 <sup>12</sup> 7 to 18 7 to 17	6 to 16 <sup>9</sup> 7 to 18 6 to 18 7 to 18 7 to 18 7 to 17	Birth to 21 3 to 21 11 Birth to 21 3 to 21 13 5 to 19 13,15	Х	Yes — Yes Yes —	X X X X	Х	(10) X 14 (10)
Maryland Massachusetts Michigan Minnesota Mississippi	5 to 16 6 to 16 6 to 16 7 to 18 <sup>2</sup> 6 to 17	5 to 16 6 to 16 6 to 16 7 to 16 6 to 17	5 to 16 6 to 16 6 to 16 7 to 16 6 to 16	5 to 16 6 to 16 <sup>2</sup> 6 to 16 7 to 16 <sup>2</sup> 6 to 16	5 to 16 <sup>3</sup> 6 to 16 <sup>2</sup> 6 to 18 7 to 16 <sup>2</sup> 6 to 17	5 to 17 6 to 16 6 to 18 7 to 17 6 to 17	5 to 18 6 to 16 <sup>16</sup> 6 to 18 7 to 17 6 to 17	Birth to 21 3 to 21 <sup>6</sup> Birth to 25 Birth to 21 Birth to 20	( <sup>17</sup> ) X X	Yes Yes	X X	X	(10)
Missouri Montana Nebraska Nevada New Hampshire	7 to 16 7 to 16 <sup>2</sup> 7 to 16 7 to 17 6 to 16	7 to 16 7 to 16 <sup>2</sup> 7 to 16 7 to 17 6 to 16	7 to 16 7 to 16 <sup>2</sup> 7 to 16 7 to 17 6 to 16	7 to 16 7 to 16 <sup>2</sup> 6 to 18 7 to 17 6 to 16	7 to 17 7 to 16 <sup>2</sup> 6 to 18 7 to 18 <sup>2</sup> 6 to 18	7 to 17 <sup>2,3</sup> 7 to 16 <sup>2</sup> 6 to 18 7 to 18 6 to 18	7 to 17 <sup>2,3</sup> 7 to 16 <sup>2</sup> 6 to 18 7 to 18 6 to 18	Birth to 20 3 to 18 <sup>13</sup> Birth to 20 Birth to 21 <sup>4</sup> 3 to 21		Yes <sup>18</sup> — Yes Yes —	X X X X	(8)	X <sup>14</sup>
New Jersey New Mexico New York North Carolina North Dakota	6 to 16 5 to 18 6 to 16 <sup>2</sup> 7 to 16 7 to 16	6 to 16 5 to 18 6 to 16 7 to 16 7 to 16	6 to 16 5 to 18 <sup>2</sup> 6 to 16 7 to 16 7 to 16	6 to 16 5 to 18 <sup>2</sup> 6 to 16 <sup>20</sup> 7 to 16 7 to 16	6 to 16 5 to 18 <sup>2</sup> 6 to 16 <sup>20</sup> 7 to 16 7 to 16	6 to 16 5 to 18 6 to 16 <sup>20</sup> 7 to 16 7 to 16	6 to 16 5 to 18 6 to 16 <sup>20</sup> 7 to 16 7 to 16	5 to 21 3 to 21 Birth to 20 5 to 20 3 to 21	X X	Yes Yes No	X X X	( <sup>19</sup> ) ( <sup>20</sup> ) X	(19) X (20)
Ohio Oklahoma Oregon Pennsylvania Rhode Island	6 to 18 5 to 18 7 to 18 8 to 17 6 to 16	6 to 18 5 to 18 7 to 18 8 to 17 6 to 16	6 to 18 5 to 18 7 to 18 <sup>2</sup> 8 to 17 <sup>2</sup> 6 to 16	6 to 18 5 to 18 7 to 18 8 to 17 <sup>2</sup> 6 to 16	6 to 18 5 to 18 7 to 18 8 to 17 <sup>2</sup> 6 to 16	6 to 18 5 to 18 7 to 18 8 to 17 6 to 18 <sup>2</sup>	6 to 18 5 to 18 6 to 18 8 to 17 5 to 18 <sup>2</sup>	3 to 21 Birth to 21 <sup>13</sup> 3 to 20 6 to 21 3 to 21	X X <sup>18</sup>	Yes Yes ——18	X X X	X X	X X
South Carolina South Dakota Tennessee Texas Utah	5 to 16 6 to 16 6 to 17 6 to 18 6 to 18	5 to 16 6 to 16 6 to 17 6 to 18 6 to 18	5 to 16 6 to 16 6 to 17 6 to 18 6 to 18	5 to 17 <sup>3</sup> 6 to 16 6 to 17 <sup>3</sup> 6 to 18 6 to 18	5 to 17 <sup>3</sup> 6 to 18 <sup>2</sup> 6 to 17 <sup>3</sup> 6 to 18 6 to 18	5 to 17 6 to 18 <sup>2</sup> 6 to 18 6 to 18 6 to 18	5 to 17 6 to 18 <sup>2</sup> 6 to 18 6 to 19 6 to 18	3 to 21 <sup>21</sup> Birth to 21 3 to 21 <sup>4</sup> 3 to 21 3 to 22	X X X	Yes Yes Yes Yes	X X X X	X X	X X <sup>22</sup> X
Vermont Virginia Washington West Virginia Wisconsin Wyoming	7 to 16 5 to 18 8 to 17 <sup>2</sup> 6 to 16 6 to 18 6 to 16 <sup>2</sup>	6 to 16 5 to 18 8 to 17 <sup>2</sup> 6 to 16 6 to 18 6 to 16 <sup>2</sup>	6 to 16 5 to 18 8 to 16 <sup>2</sup> 6 to 16 6 to 18 7 to 16 <sup>2</sup>	6 to 16 <sup>2</sup> 5 to 18 <sup>2</sup> 8 to 18 6 to 16 6 to 18 7 to 16 <sup>2</sup>	6 to 16 <sup>2</sup> 5 to 18 <sup>2,3</sup> 8 to 18 6 to 17 6 to 18 7 to 16 <sup>2</sup>	6 to 16 <sup>2</sup> 5 to 18 8 to 18 6 to 17 6 to 18 7 to 16 <sup>2</sup>	6 to 16 <sup>2</sup> 5 to 18 8 to 18 6 to 17 6 to 18 7 to 16 <sup>2</sup>	3 to 21 2 to 21 3 to 21 <sup>21</sup> 5 to 21 <sup>23</sup> 3 to 21 3 to 21	X X	Yes Yes Yes Yes Yes Yes —	X X X X X	X X ( <sup>25</sup> )	X X X <sup>24</sup> ( <sup>10</sup> )

<sup>-</sup>Not available.

<sup>19</sup>Abbott Districts are required to offer full-day kindergarten and students are required to

\*\*School districts must establish and maintain relationships with a district that offers full-day kindergarten.

NOTE: The Education of the Handicapped Act (EHA) Amendments of 1986 make it mandatory for all states receiving EHA funds to serve all 3- to 18-year-old disabled children. SOURCE: Council of Chief State School Officers, Key State Education Policies on PK-12 Education, 2000, 2002, 2004, 2006, and 2008; Education Commission of the States (ECS), ECS StateNotes, Compulsory School Age Requirements, retrieved August 9, 2010, from <a href="http://www.ecs.org/clearinghouse/86/62/8662.pdf">http://www.ecs.org/clearinghouse/86/62/8662.pdf</a>; ECS StateNotes, Special Education: State Special Education Definitions, Ages Served, retrieved August 9, 2010, from <a href="http://www.ecs.org/clearinghouse/52/29/5229.pdf">http://www.ecs.org/clearinghouse/52/29/5229.pdf</a>; ECS StateNotes, Special Education, Age Requirements, retrieved May 19, 2015, from <a href="http://www.ecs.org/clearinghouse/52/29/5229.pdf">http://www.ecs.org/clearinghouse/52/29/5229.pdf</a>; ECS StateNotes, Org/clearinghouse/01/18/68/11868.pdf; ECS StateNotes, Age Requirements for Free and Compulsory Education, retrieved July 2, 2018, from <a href="http://www.ecs.org/age-requirements/or-free-and-compulsory-education/">http://www.ecs.org/age-requirements/or-free-and-compulsory-education/</a>; ESC StateNotes, Does the state require the district to offer kindergarten and if so, full day or half day? What exemptions exist for districts?, retrieved July 2, 2018, from <a href="http://ecs.force.com/mbdata/MBQuest2RTanw?rep=KK3Q1804">http://ecs.force.com/mbdata/MBQuest2RTanw?rep=KK3Q1804</a>; and supplemental information retrieved from various state websites. (This table was prepared July 2018.)

X Denotes that the state has a policy. A blank denotes that the state does not have a policy. Most states have a provision whereby education is provided up to a certain age or completion of secondary school, whichever comes first.

completion of secondary school, whichever comes first.

\*Child may be exempted from compulsory attendance if he/she meets state requirements for early withdrawal with or without meeting conditions for a diploma or equivalency.

\*Parent/guardian may delay child's entry until a later age per state law/regulation.

\*Student may continue in the program if 22nd birthday falls before the end of the school year.

\*Attendance is compulsory until age 18 for Manatee County students, unless they earn a high school diploma prior to reaching their 18th birthday.

\*Through age 21 or until child graduates with a high school or special education diploma are equivalent.

<sup>&</sup>lt;sup>7</sup>Some schools operate on a multitrack system; the schools are open year round, but different cohorts start and end at different times.

<sup>\*</sup>District must offer either a half-day or full-day program.

\*Children enrolled in preschool programs (who must be 4 years old on or before September 15) are considered to be of compulsory school attendance age.

September 15) are considered to be or compulsory school attendance age.

"Not specified in statute, rules, or regulations.

"To be determined by rules and regulations adopted by the state board.

"All districts adopted a policy to raise the upper compulsory school age from 16 to 18.

The policy took effect for most districts in the 2015-16 school year.

"Children from birth through age 2 are eligible for additional services.

"Attendance is required unless the student otherwise satisfactorily passes an academic

<sup>&</sup>quot;Attendance is required unless the student orderwise satisfactority passes an academic readiness screening upon enrollment in grade 1.

1s Must be age 5 before October 15 and not age 20 before start of school year.

1s Each school committee is permitted to establish its own minimum age for school attendance, provided that it is not older than the mandatory minimum age established by the state.

17Policies about year-round schools are decided locally.

18State did not participate in 2008 online survey. Data are from 2006.

attend.

20 Local boards of education can require school attendance until age 17 unless employed. In Syracuse, New York City, Rochester, Utica, Buffalo, Cohoes, Watervliet, and Yonkers, districts are required to offer full-day kindergarten and children are required to attend full-day kindergarten.

Tull-day kindergarten.

"Student may complete school year if 21st birthday occurs while attending school.

"All children must attend kindergarten before age 7.

"Children with severe disabilities may begin receiving services at age 3.

"Children must attend in districts that offer kindergarten.

"SSchool districts must establish and maintain relationships with a district that offers full-

Table 234.20. Minimum amount of instructional time per year and policies on textbooks, by state: Selected years, 2000 through 2020

	Minimum amount of instructional time per year					ar	Policies	on textbook	s, 2014
			In days			In hours	Textbook se	lection level	Free
								Local education	textbooks provided to
State	2000	2006	2011	2014	2020	2020	State	agency	students
1	2	3	4	5	6	7	8	9	10
Alabama Alaska Arizona Arkansas California	175 180 — 178 175	175 180 180 178 180	180 170 <sup>2</sup> 180 <sup>1</sup> 178 <sup>2</sup> 180/175 <sup>6</sup>	180 <sup>1</sup> 180 <sup>3</sup> 180 <sup>1</sup> 178 <sup>3</sup> 180/175 <sup>6</sup>	180 <sup>1</sup> 180 <sup>1</sup> 180 <sup>1</sup> 178 180 <sup>7</sup>	1,080 740 (K-3); 900 (4-12) 712 (1-3); 890 (4-8); 720 (9-12) 600 (K); 840 (1-3); 900 (4-8); 1,080 (9-12)		X X X <sup>5</sup>	X X X <sup>4</sup> X X
Colorado Connecticut Delaware District of Columbia Florida	[ <sup>9</sup> ] 180 [ <sup>9</sup> ] 180 <sup>10</sup> 180	160 180 † 180 180	160 180 † 178 180	160 180 † 180 180	160 180 † 180 180	450/900 (K); 990 (1-5); 1,080 (6-12) 450/900 (K); 900 (1-12) 1,060 (K-11); 1,032 (12) 720 (K-3); 900 (4-12)		X X X	X X X X
Georgia Hawaii Idaho Illinois Indiana	180 <sup>10</sup> 184 180 180 <sup>13</sup> 180	180 179 † 176 180	180 180 <sup>11</sup> † 176 180	180 180 <sup>11</sup> † 180 <sup>3</sup> 180	180 <sup>1</sup> 180 <sup>2,11</sup> † 185 180	1,080 <sup>11</sup> 450 <sup>3</sup> (K); 810 <sup>3</sup> (1-3); 900 <sup>3</sup> (4-8); 990 <sup>3</sup> (9-12) †	X X X	X	X X <sup>12</sup> X [ <sup>14</sup> ]
lowa Kansas Kentucky Louisiana Maine	180 186 175 175 175	180 186 (K-11); 181 (12) 175 177 175	180 186 (K-11); 181 (12) 175 <sup>2</sup> 177 <sup>2</sup> 175 <sup>2</sup>	180 186 (K-11); 181 (12) 170 <sup>2</sup> 177 <sup>2,16</sup> 175 <sup>2</sup>	180 186 (1-11); 181 (12) 170 <sup>3</sup> 177 <sup>1</sup> 180 <sup>16</sup>	1,080 465 (K); 1,116 (1-11); 1,086 (12) 1,062 1,062 †	x x	X X	X <sup>15</sup> X X
Maryland Massachusetts Michigan Minnesota Mississippi	180 180 180 [ <sup>9</sup> ] 180	180 180 † [ <sup>s</sup> ] 180	180 180 165 † 180	180 180 175 † 180	180 180 <sup>16</sup> 180 165 (1-11) 180	1,080; 1,170 (High) 425 (K); 900 (1-5); 990 (6-12) 1,098 425/850 (K); 935 (1-6); 1,020 (7-12)		X X X	X X X <sup>17</sup> X X
Missouri Montana Nebraska Nevada New Hampshire	174 180 [ <sup>9</sup> ] 180 180	174 90 (K); 180 (K-12) † 180 180	174/142 <sup>18</sup> † † 180 180	174/142 <sup>18</sup> † † 180 180	† † † 180 180 <sup>1,16</sup>	522 (K); 1,044 (1-12) 360/720 (K); 720 (1-3); 1,080 <sup>16</sup> (4-12) 400 (K); 1,032 (1-8); 1,080 (9-12) † 450 (K); 945 (Elementary); 990 (Middle); 990 (High)	x	X X X	X X X X <sup>12</sup> X
New Jersey New Mexico New York North Carolina North Dakota	180 180 180 <sup>10</sup> 180 173	180 180 180 180 180 173	180 180 180 180 175 <sup>2</sup>	180 † 180 185 175²	180 † 180 1851 †	† 450/990 (K); 990 (1-6); 1,080 (7-12) 450/900 (K); 900 (1-6); 990 (7-12) 1,025 481.25/962.5³ (K); 962.5³ (1-5); 1,050³ (6-12)	X	X X X	X X X X X <sup>17</sup>
Ohio Oklahoma Oregon Pennsylvania Rhode Island	182 180 [ <sup>9</sup> ] 180 180	182 180 † 180 180	182 <sup>3</sup> 180 <sup>3</sup> † 180 180	† 180 † 180 180	† 180¹ † 180¹ 180¹	450/910 (K); 910 (1-6); 1,001 (7-12) 1,080 <sup>3</sup> 450/900 (K); 900 (1-8); 990 (9-11); 966 (12) 450 (K); 900 (1-6); 990 (7-12) 1,080	X	X X X	X X X X X
South Carolina South Dakota Tennessee Texas Utah	180 — 180 187 180	180 † 180 180 180	180 <sup>2</sup> † 180 <sup>2</sup> 180 180	180 <sup>2</sup> † 180 <sup>2</sup> 180 180	180 <sup>3</sup> † 180 <sup>3</sup> † 180	+ + + + + + + + + + + + + + + + + + +	X X	X [ <sup>18</sup> ]	X X X

See notes at end of table.

Table 234.20. Minimum amount of instructional time per year and policies on textbooks, by state: Selected years, 2000 through 2020—Continued

				Minimum amount of	instructional time per yea	ır	Policies	s, 2014	
			In days			In hours	Textbook se	lection level	Free
Ctata	2000	2006	2011	2014	2020	2020	Ctoto	Local education	textbooks provided to
State	2000	2006	2011	2014	2020	2020	State	agency	students
1	2	3	4	5	6	7	8	9	10
Vermont Virginia Washington West Virginia Wisconsin Wyoming	175 180 180 <sup>13</sup> 180 180 175	175 180 180 180 180 180	175 180 180 180 180 180	175 180 180 180 † 175	175 <sup>3</sup> 180 <sup>1</sup> 180 <sup>20</sup> 180 † 175	† 540 (K); 990 (1-12) 450 (K); 1,000 (1-8); 1,080 (9-12) † 437 (K); 1,050 (1-6); 1,137 (7-12) 450 (K); 900 (1-5); 1,050 (6-8); 1,100 (9-12)	х	X X X	X X [ <sup>21</sup> ] X

<sup>-</sup>Not available.

NOTE: Minimum number of instructional days refers to the actual number of days that pupils have contact with a teacher. Some states allow for different types of school calendars by setting instructional time in both days and hours, while others use only days or only hours. For states in which the number of days or hours varies by grade, the relevant grade(s) appear in parentheses. For states that specify minimum hours both for part-day kindergarten and for full-day kindergarten, a slash separates the part-day hours from the full-day hours.

<sup>†</sup>Not applicable.

X Denotes that the state has a policy. A blank denotes that the state does not have a policy.

<sup>&</sup>lt;sup>1</sup>Or an equivalent number of hours or minutes of instruction per year.

<sup>&</sup>lt;sup>2</sup>Does not include time for in-service or staff development or parent-teacher conferences.

<sup>&</sup>lt;sup>3</sup>Includes time for in-service or staff development or parent-teacher conferences. No more than 22 hours of staff development can be counted toward Idaho's instructional time requirement, and no more than 30 hours of staff development can be counted toward Oklahoma's requirement.

<sup>&</sup>lt;sup>4</sup>Fees permitted at the high school level for nonrequired or supplementary textbooks.

<sup>&</sup>lt;sup>5</sup>State Department of Education prepares a list of suggestions, but the districts choose.

<sup>&</sup>lt;sup>6</sup>Through 2014–15, districts were allowed to shorten the 180-day instructional year to 175 days without fiscal penalty.

<sup>&</sup>lt;sup>7</sup>Select districts are required to have 175 days.

<sup>&</sup>lt;sup>8</sup>Statewide textbook adoption is only at the elementary level. Adoption practices have been suspended until the 2015–16 school year.

<sup>&</sup>lt;sup>9</sup>No statewide policy; varies by district.

<sup>101996</sup> data.

<sup>&</sup>lt;sup>11</sup>Does not apply to charter and multitrack schools.

<sup>&</sup>lt;sup>12</sup>Fees for lost or damaged books permitted.

<sup>1998</sup> dat

<sup>&</sup>lt;sup>14</sup>Fees permitted, but if 5 percent or more of the voters in a district petition the school board, a majority of the district's voters may decide to furnish free textbooks to students.

<sup>&</sup>lt;sup>15</sup>Fees permitted for students in grades 9–12, but students who qualify for free or reduced-price lunch are exempted.

<sup>&</sup>lt;sup>16</sup>Instructional time for graduating seniors may be reduced.

<sup>&</sup>lt;sup>17</sup>Refundable or security deposits permitted.

<sup>&</sup>lt;sup>18</sup>174 days required for a 5-day week; 142 days required for a 4-day week.

<sup>&</sup>lt;sup>19</sup>Local districts may select textbooks not on the state recommended list provided the textbooks meet specific criteria and the selection is based on recommendations by the district's curriculum materials review committee.

<sup>&</sup>lt;sup>20</sup>180 half-days for kindergarten.

<sup>&</sup>lt;sup>21</sup>A district may provide free textbooks to students when, in its judgment, the best interests of the district will be served.

Table 235.10. Revenues for public elementary and secondary schools, by source of funds: Selected years, 1919–20 through 2016–17

			Reve	enues (in thousan	ids)					Re	venues per pupil			
				Local (includi	ing intermediate	sources below the	e state level)				Local (includin	g intermediate s	sources below the st	tate level)
School year	Total	Federal	State	Total	Property taxes	Other public revenue	Private <sup>1</sup>	Total	Federal	State	Total	Property taxes	Other public revenue	Private <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
							Current							
1919–20 1929–30 1939–40 1949–50 1959–60 1969–70 1979–80 1989–90	\$970,121 2,088,557 2,260,527 5,437,044 14,746,618 40,266,922 96,881,164 208,547,573	\$2,475 7,334 39,810 155,848 651,639 3,219,557 9,503,537 12,700,784	\$160,085 353,670 684,354 2,165,689 5,768,047 16,062,776 45,348,814 98,238,633	\$807,561 1,727,553 1,536,363 3,115,507 8,326,932 20,984,589 42,028,813 97,608,157	\$74,867,627	\$17,084,494	\$5,656,036	\$45 81 89 217 419 884 2,326 5,144	# # \$2 6 19 71 228 313	\$7 14 27 86 164 353 1,089 2,423	\$37 67 60 124 237 461 1,009 2,408	\$1,847		\$140
1994–95 1996–97 1997–98 1998–99 1999–2000	273,149,449 305,065,192 325,925,708 347,377,993 372,943,802	18,582,157 20,081,287 22,201,965 24,521,817 27,097,866	127,729,576 146,435,584 157,645,372 169,298,232 184,613,352	126,837,717 138,548,321 146,078,370 153,557,944 161,232,584	97,978,129 106,545,881 111,184,150 119,483,487 124,735,516	21,560,162 24,288,693 26,676,244 25,348,879 27,628,923	7,299,425 7,713,747 8,217,977 8,725,578 8,868,145	6,192 6,688 7,066 7,464 7,959	421 440 481 527 578	2,896 3,211 3,418 3,638 3,940	2,875 3,038 3,167 3,300 3,441	2,221 2,336 2,410 2,567 2,662	489 533 578 545 590	165 169 178 187 189
2000-01 2001-02 2002-03 2003-04 2004-05	401,356,120 419,501,976 440,111,653 462,026,099 487,753,525	29,100,183 33,144,633 37,515,909 41,923,435 44,809,532	199,583,097 206,541,793 214,277,407 217,384,191 228,553,579	172,672,840 179,815,551 188,318,337 202,718,474 214,390,414	132,575,925 141,095,685 148,511,786 160,602,055 167,909,883	30,889,273 28,924,825 29,579,240 31,651,489 35,433,486	9,207,643 9,795,041 10,227,310 10,464,930 11,047,044	8,503 8,800 9,134 9,518 9,996	616 695 779 864 918	4,228 4,333 4,447 4,478 4,684	3,658 3,772 3,908 4,176 4,394	2,809 2,960 3,082 3,309 3,441	654 607 614 652 726	195 205 212 216 226
2005–06 2006–07 2007–08 2008–09 2009–10	520,621,788 555,710,762 584,683,686 592,422,033 596,390,664	47,553,778 47,150,608 47,788,467 56,670,261 75,997,858	242,151,076 263,608,741 282,622,523 276,525,603 258,863,973	230,916,934 244,951,413 254,272,697 259,226,169 261,528,833	178,279,408 188,287,298 196,521,569 205,821,844 210,837,095	41,111,066 44,806,422 45,314,965 41,195,313 38,771,186	11,526,460 11,857,694 12,436,163 12,209,012 11,920,551	10,600 11,281 11,879 12,032 12,089	968 957 971 1,151 1,540	4,930 5,351 5,742 5,616 5,247	4,702 4,972 5,166 5,265 5,301	3,630 3,822 3,993 4,180 4,274	837 910 921 837 786	235 241 253 248 242
2010–11 2011–12 2012–13 2013–14 2014–15	604,228,585 597,885,111 603,769,917 623,649,738 647,679,130	75,549,471 60,921,462 55,860,888 54,505,981 55,002,853	266,786,402 269,043,077 273,215,485 288,637,122 301,529,692	261,892,711 267,920,572 274,693,545 280,506,635 291,146,585	211,649,523 215,830,316 221,970,384 227,019,185 235,870,943	38,558,755 40,290,007 41,129,568 41,943,022 43,978,246	11,684,433 11,800,249 11,593,592 11,544,428 11,297,396	12,218 12,075 12,137 12,469 12,884	1,528 1,230 1,123 1,090 1,094	5,395 5,434 5,492 5,771 5,998	5,296 5,411 5,522 5,608 5,792	4,280 4,359 4,462 4,539 4,692	780 814 827 839 875	236 238 233 231 225
2015–16 2016–17	677,218,527 705,267,398	55,975,104 57,310,693	317,660,406 331,322,010	303,583,016 316,634,696	246,997,299 258,159,622	45,057,328 46,809,893	11,528,389 11,665,181	13,451 13,962	1,112 1,135	6,310 6,559	6,030 6,268	4,906 5,111	895 927	229 231
	, , ,			, , ,		, , , , ,	Constant 201	8–19 dollars²	,			, ,	<u>'</u>	
1919–20 1929–30 1939–40 1949–50 1959–60 1969–70 1979–80 1989–90	\$12,892,256 30,902,883 40,967,381 58,144,207 127,109,092 269,975,455 316,062,739 415,975,009	\$32,891 108,516 721,474 1,666,652 5,616,830 21,585,990 31,004,107 25,333,350	\$2,127,422 5,233,002 12,402,502 23,160,061 49,717,923 107,695,226 147,944,861 195,949,612	\$10,731,942 25,561,365 27,843,405 33,317,495 71,774,339 140,694,239 137,113,771 194,692,047	\$149,333,130		\$11,281,692	\$597 1,203 1,611 2,315 3,613 5,927 7,588 10,260	\$2 4 28 66 160 474 744 625	\$99 204 488 922 1,413 2,364 3,552 4,833	\$497 995 1,095 1,397 2,040 3,089 3,292 4,802	\$3,683		
1994–95 1996–97 1997–98 1998–99 1999–2000	459,949,037 486,213,727 510,359,413 534,694,665 557,939,718	31,289,996 32,005,609 34,765,536 37,744,720 40,539,555	215,080,409 233,389,429 246,853,187 260,588,935 276,189,391	213,578,631 220,818,689 228,740,690 236,361,011 241,210,772	164,982,745 169,813,113 174,100,649 183,912,580 186,609,613	36,304,580 38,711,385 41,771,703 39,017,758 41,334,038	12,291,306 12,294,191 12,868,337 13,430,672 13,267,121	10,427 10,660 11,064 11,489 11,907	709 702 754 811 865	4,876 5,117 5,352 5,599 5,894	4,842 4,841 4,959 5,079 5,148	3,740 3,723 3,774 3,952 3,983	823 849 906 838 882	279 270 279 289 283
2000-01 2001-02 2002-03 2003-04 2004-05	580,555,718 596,246,894 612,088,421 628,809,546 644,431,482	42,092,986 47,109,157 52,175,518 57,057,071 59,203,412	288,694,012 293,562,151 298,007,832 295,856,131 301,970,389	249,768,721 255,575,586 261,905,070 275,896,344 283,257,681	191,769,123 200,542,235 206,543,826 218,576,624 221,846,505	44,680,878 41,111,456 41,137,540 43,077,131 46,815,559	13,318,719 13,921,895 14,223,704 14,242,589 14,595,616	12,299 12,507 12,703 12,954 13,207	892 988 1,083 1,175 1,213	6,116 6,158 6,185 6,095 6,188	5,291 5,361 5,436 5,684 5,805	4,063 4,207 4,287 4,503 4,546	947 862 854 887 959	282 292 295 293 299

See notes at end of table.

Table 235.10. Revenues for public elementary and secondary schools, by source of funds: Selected years, 1919-20 through 2016-17-Continued

			Reve	enues (in thousan	ds)			,		Re	evenues per pupil			
				Local (includi	ng intermediate s	ources below the	state level)				Local (including	j intermediate s	ources below the s	tate level)
School year	Total	Federal	State	Total	Property taxes	Other public revenue	Private <sup>1</sup>	Total	Federal	State	Total	Property taxes	Other public revenue	Private <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2005–06	662,623,819	60,524,294	308,198,916	293,900,609	226,905,951	52,324,301	14,670,356	13,492	1,232	6,275	5,984	4,620	1,065	299
2006–07	689,453,964	58,498,370	327,051,595	303,903,999	233,602,501	55,590,007	14,711,491	13,996	1,187	6,639	6,169	4,742	1,128	299
2007–08	699,481,666	57,171,351	338,113,202	304,197,114	235,107,012	54,212,197	14,877,905	14,211	1,162	6,869	6,180	4,777	1,101	302
2008–09	698,979,509	66,863,400	326,263,575	305,852,534	242,842,507	48,605,011	14,405,016	14,197	1,358	6,627	6,212	4,932	987	293
2009–10	696,918,683	88,808,109	302,498,262	305,612,312	246,375,941	45,306,484	13,929,887	14,127	1,800	6,132	6,195	4,994	918	282
2010–11	692,178,940	86,546,307	305,619,320	300,013,313	242,456,821	44,171,294	13,385,197	13,997	1,750	6,180	6,067	4,903	893	271
2011–12	665,415,008	67,802,416	299,430,941	298,181,651	240,207,908	44,840,680	13,133,063	13,439	1,369	6,047	6,022	4,851	906	265
2012–13	660,965,107	61,152,596	299,097,217	300,715,294	242,997,662	45,025,777	12,691,855	13,287	1,229	6,012	6,045	4,885	905	255
2013–14	672,227,138	58,751,568	311,119,679	302,355,891	244,702,191	45,210,053	12,443,648	13,440	1,175	6,220	6,045	4,892	904	249
2014–15	693,081,279	58,858,539	322,666,850	311,555,890	252,405,439	47,061,110	12,089,340	13,787	1,171	6,419	6,198	5,021	936	240
2015–16	719,837,253	59,497,730	337,651,416	322,688,107	262,541,337	47,892,877	12,253,894	14,298	1,182	6,707	6,409	5,215	951	243
2016–17	736,110,640	59,817,043	345,811,613	330,481,984	269,449,637	48,857,016	12,175,331	14,573	1,184	6,846	6,543	5,334	967	241
		1					Percentage	distribution						
1919–20 1929–30 1939–40 1949–50 1959–60 1969–70 1979–80 1989–90	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	0.3 0.4 1.8 2.9 4.4 8.0 9.8 6.1	16.5 16.9 30.3 39.8 39.1 39.9 46.8 47.1	83.2 82.7 68.0 57.3 56.5 52.1 43.4 46.8	35.9			100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	0.3 0.4 1.8 2.9 4.4 8.0 9.8 6.1	16.5 16.9 30.3 39.8 39.1 39.9 46.8 47.1	83.2 82.7 68.0 57.3 56.5 52.1 43.4 46.8	35.9		
1994–95	100.0	6.8	46.8	46.4	35.9	7.9	2.7	100.0	6.8	46.8	46.4	35.9	7.9	2.7
1996–97	100.0	6.6	48.0	45.4	34.9	8.0	2.5	100.0	6.6	48.0	45.4	34.9	8.0	2.5
1997–98	100.0	6.8	48.4	44.8	34.1	8.2	2.5	100.0	6.8	48.4	44.8	34.1	8.2	2.5
1998–99	100.0	7.1	48.7	44.2	34.4	7.3	2.5	100.0	7.1	48.7	44.2	34.4	7.3	2.5
1999–2000	100.0	7.3	49.5	43.2	33.4	7.4	2.4	100.0	7.3	49.5	43.2	33.4	7.4	2.4
2000-01	100.0	7.3	49.7	43.0	33.0	7.7	2.3	100.0	7.3	49.7	43.0	33.0	7.7	2.3
2001-02	100.0	7.9	49.2	42.9	33.6	6.9	2.3	100.0	7.9	49.2	42.9	33.6	6.9	2.3
2002-03	100.0	8.5	48.7	42.8	33.7	6.7	2.3	100.0	8.5	48.7	42.8	33.7	6.7	2.3
2003-04	100.0	9.1	47.1	43.9	34.8	6.9	2.3	100.0	9.1	47.1	43.9	34.8	6.9	2.3
2004-05	100.0	9.2	46.9	44.0	34.4	7.3	2.3	100.0	9.2	46.9	44.0	34.4	7.3	2.3
2005–06	100.0	9.1	46.5	44.4	34.2	7.9	2.2	100.0	9.1	46.5	44.4	34.2	7.9	2.2
2006–07	100.0	8.5	47.4	44.1	33.9	8.1	2.1	100.0	8.5	47.4	44.1	33.9	8.1	2.1
2007–08	100.0	8.2	48.3	43.5	33.6	7.8	2.1	100.0	8.2	48.3	43.5	33.6	7.8	2.1
2008–09	100.0	9.6	46.7	43.8	34.7	7.0	2.1	100.0	9.6	46.7	43.8	34.7	7.0	2.1
2009–10	100.0	12.7	43.4	43.9	35.4	6.5	2.0	100.0	12.7	43.4	43.9	35.4	6.5	2.0
2010–11 2011–12 2012–13 2013–14 2014–15	100.0 100.0 100.0 100.0 100.0	12.5 10.2 9.3 8.7 8.5	44.2 45.0 45.3 46.3 46.6	43.3 44.8 45.5 45.0 45.0	35.0 36.1 36.8 36.4 36.4	6.4 6.7 6.8 6.7 6.8	1.9 2.0 1.9 1.9 1.7	100.0 100.0 100.0 100.0 100.0	12.5 10.2 9.3 8.7 8.5	44.2 45.0 45.3 46.3 46.6	43.3 44.8 45.5 45.0 45.0	35.0 36.1 36.8 36.4 36.4	6.4 6.7 6.8 6.7 6.8	1.9 2.0 1.9 1.9
2015–16	100.0	8.3	46.9	44.8	36.5	6.7	1.7	100.0	8.3	46.9	44.8	36.5	6.7	1.7
2016–17	100.0	8.1	47.0	44.9	36.6	6.6	1.7	100.0	8.1	47.0	44.9	36.6	6.6	1.7

<sup>-</sup>Not available.

NOTE: Beginning in 1989-90, revenues for state education agencies were excluded and new survey collection procedures were initiated; data may not be entirely comparable with figures for earlier years. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of State School Systems, 1959–60 and 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2016–17. (This table was prepared August 2019.)

<sup>#</sup>Rounds to zero.

<sup>&</sup>lt;sup>1</sup>Includes revenues from gifts, and tuition and fees from patrons.

<sup>&</sup>lt;sup>2</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Table 235.20. Revenues for public elementary and secondary schools, by source of funds and state or jurisdiction: 2016-17 [In current dollars]

			Federal		Stat	te		Local (includir	ng intermediate s	ources below t	he state level)	
									Property		Priva	te <sup>2</sup>
State or jurisdiction	Total (in thousands)	Amount (in thousands)	Per pupil	Percent of total	Amount (in thousands)	Percent of total	Amount (in thousands) <sup>1</sup>	Percent of total	Amount (in thousands)	Percent of total	Amount (in thousands)	Percent of total
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	\$705,267,398	\$57,310,693	\$1,135	8.1	\$331,322,010	47.0	\$316,634,696	44.9	\$258,159,622	36.6	\$11,665,181	1.7
Alabama	7,889,120	863,637	1,159	10.9	4,350,890	55.2	2,674,593	33.9	1,223,602	15.5	325,777	4.1
Alaska	2,508,281	354,045	2,667	14.1	1,600,510	63.8	553,726	22.1	319,889	12.8	18,951	0.8
Arizona	10,259,496	1,326,469	1,191	12.9	4,778,454	46.6	4,154,572	40.5	3,182,393	31.0	248,513	2.4
Arkansas	5,619,332	625,993	1,269	11.1	2,950,895	52.5	2,042,443	36.3	1,782,061	31.7	158,048	2.8
California	88,108,864	7,455,046	1,182	8.5	50,841,072	57.7	29,812,746	33.8	24,101,208	27.4	394,460	0.4
Colorado	10,600,561	706,162	780	6.7	4,602,299	43.4	5,292,101	49.9	4,287,369	40.4	393,355	3.7
Connecticut	11,583,918	503,812	941	4.3	4,494,453	38.8	6,585,653	56.9	6,431,528	55.5	92,242	0.8
Delaware	2,729,986	188,717	1,385	6.9	1,323,678	48.5	1,217,591	44.6	646,622	23.7	17,771	0.7
District of Columbia	2,526,099	237,820	2,770	9.4	†	†	2,288,279	90.6	767,117	30.4	11,358	0.4
Florida	28,808,723	3,288,570	1,167	11.4	11,346,675	39.4	14,173,479	49.2	11,738,747	40.7	935,775	3.2
Georgia	20,443,717	1,925,205	1,091	9.4	9,439,804	46.2	9,078,707	44.4	6,020,224	29.4	474,428	2.3
Hawaii	2,844,167	252,145	1,389	8.9	2,534,177	89.1	57,844	2.0	0	0.0	28,852	1.0
Idaho	2,575,178	252,533	850	9.8	1,706,894	66.3	615,751	23.9	517,769	20.1	35,395	1.4
Illinois	35,480,443	2,312,325	1,141	6.5	13,710,764	38.6	19,457,354	54.8	17,082,907	48.1	480,875	1.4
Indiana	11,952,546	974,150	928	8.2	7,087,311	59.3	3,891,085	32.6	3,005,433	25.1	342,023	2.9
lowa	6,904,458	497,385	976	7.2	3,732,324	54.1	2,674,750	38.7	2,187,985	31.7	145,240	2.1
Kansas	6,344,151	537,797	1,088	8.5	4,031,070	63.5	1,775,284	28.0	1,103,725	17.4	152,835	2.4
Kentucky	7,782,860	912,224	1,334	11.7	4,229,780	54.3	2,640,856	33.9	1,975,137	25.4	85,541	1.1
Louisiana	8,949,726	1,168,690	1,632	13.1	3,903,101	43.6	3,877,936	43.3	1,689,558	18.9	50,474	0.6
Maine	2,820,246	195,168	1,081	6.9	1,093,382	38.8	1,531,696	54.3	1,457,658	51.7	36,636	1.3
Maryland	15,045,717	851,860	961	5.7	6,625,703	44.0	7,568,154	50.3	3,703,439	24.6	115,109	0.8
Massachusetts	18,423,533	929,798	964	5.0	6,999,777	38.0	10,493,958	57.0	9,766,156	53.0	273,640	1.5
Michigan	20,163,387	1,734,557	1,135	8.6	12,224,090	60.6	6,204,741	30.8	5,289,166	26.2	273,047	1.4
Minnesota	13,242,082	743,953	850	5.6	8,762,296	66.2	3,735,833	28.2	2,449,514	18.5	350,318	2.6
Mississippi	4,753,225	672,881	1,393	14.2	2,415,769	50.8	1,664,576	35.0	1,393,467	29.3	110,153	2.3
Missouri	11,485,402	1,003,289	1,096	8.7	3,749,129	32.6	6,732,984	58.6	5,286,304	46.0	349,579	3.0
Montana	1,841,286	225,892	1,543	12.3	867,286	47.1	748,107	40.6	476,318	25.9	62,801	3.4
Nebraska	4,470,153	349,144	1,094	7.8	1,450,774	32.5	2,670,235	59.7	2,369,879	53.0	161,587	3.6
Nevada	4,919,401	444,730	939	9.0	1,780,380	36.2	2,694,292	54.8	1,201,302	24.4	28,596	0.6
New Hampshire	3,132,306	173,816	961	5.5	1,007,310	32.2	1,951,180	62.3	1,859,886	59.4	46,040	1.5
New Jersey	30,368,383	1,269,661	900	4.2	12,920,845	42.5	16,177,878	53.3	15,304,628	50.4	581,364	1.9
New Mexico	4,023,795	589,017	1,752	14.6	2,726,305	67.8	708,473	17.6	572,792	14.2	54,087	1.3
New York	69,228,226	3,657,578	1,373	5.3	28,253,045	40.8	37,317,603	53.9	34,657,273	50.1	305,467	0.4
North Carolina	14,481,275	1,641,260	1,059	11.3	9,057,842	62.5	3,782,173	26.1	3,290,986	22.7	166,817	1.2
North Dakota	1,757,100	163,446	1,490	9.3	1,014,779	57.8	578,875	32.9	423,505	24.1	69,564	4.0
Ohio	24,762,785	1,949,822	1,140	7.9	10,538,278	42.6	12,274,685	49.6	10,070,121	40.7	642,876	2.6
Oklahoma	6,361,194	726,159	1,046	11.4	3,007,742	47.3	2,627,292	41.3	2,007,824	31.6	281,400	4.4
Oregon	7,689,411	550,627	951	7.2	4,018,900	52.3	3,119,884	40.6	2,524,905	32.8	137,680	1.8
Pennsylvania	31,353,132	2,152,130	1,246	6.9	12,104,094	38.6	17,096,908	54.5	13,601,256	43.4	385,862	1.2
Rhode Island	2,561,477	192,929	1,357	7.5	1,087,361	42.5	1,281,187	50.0	1,242,366	48.5	25,406	1.0
South Carolina	9,992,973	913,225	1,184	9.1	4,867,687	48.7	4,212,060	42.2	3,195,782	32.0	245,374	2.5
South Dakota	1,580,004	205,299	1,506	13.0	540,408	34.2	834,297	52.8	716,885	45.4	44,816	2.8
Tennessee	10,077,253	1,161,636	1,160	11.5	4,629,304	45.9	4,286,312	42.5	2,008,470	19.9	438,170	4.3
Texas	60,006,975	6,298,581	1,175	10.5	23,339,969	38.9	30,368,425	50.6	27,675,817	46.1	1,022,545	1.7
Utah	5,757,609	459,308	696	8.0	3,183,265	55.3	2,115,036	36.7	1,598,326	27.8	241,408	4.2
Vermont	1,742,206	113,778	1,287	6.5	1,560,743	89.6	67,685	3.9	2,385	0.1	21,859	1.3
Virginia	16,611,639	1,131,683	879	6.8	6,565,661	39.5	8,914,296	53.7	5,399,824	32.5	241,647	1.5
Washington	15,654,623	1,071,035	972	6.8	9,846,364	62.9	4,737,224	30.3	4,056,493	25.9	299,337	1.9
West Virginia	3,526,416	404,295	1,476	11.5	1,917,056	54.4	1,205,066	34.2	1,115,409	31.6	19,618	0.6
Wisconsin	11,591,278	832,985	964	7.2	5,360,746	46.2	5,397,548	46.6	4,891,353	42.2	224,031	1.9
Wyoming	1,931,277	118,429	1,258	6.1	1,141,567	59.1	671,281	34.8	486,856	25.2	16,436	0.9
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	73,876 332,552 87,683 2,819,791 193,314	62,906 60,166 39,503 935,887 26,259	1,956 — 2,563 1,990	85.2 18.1 45.1 33.2 13.6	10,738 0 47,227 1,883,850 0	14.5 0.0 53.9 66.8 0.0	232 272,386 953 55 167,056	0.3 81.9 1.1 # 86.4	0 0 0 0	0.0 0.0 0.0 0.0 0.0	14 147 711 55 5	# # 0.8 #

NOTE: Excludes revenues for state education agencies. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2016–17. (This table was prepared August 2019.)

Not available.†Not applicable.#Rounds to zero.

<sup>\*\*</sup>Includes other categories of revenue not separately shown.
\*\*Includes revenues from gifts, and tuition and fees from patrons.

Table 235.40. Public elementary and secondary revenues and expenditures, by locale, source of revenue, and purpose of expenditure: 2016-17

Source of revenue and purpose of expenditure	Total	City, large	City, midsize	City, small	Suburban, large	Suburban, midsize	Suburban, small	Town, fringe	Town, distant	Town, remote	Rural, fringe	Rural, distant	Rural, remote
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Revenue amounts (in millions of current dollars) Total revenue' Federal Title I Child Nutrition Act Children with disabilities (IDEA) Impact aid Bilingual education Indian education	\$708,834 56,838 14,602 16,553 11,473 1,363 338 98	\$135,044 13,752 4,392 3,849 1,983 122 93 11	\$50,112 5,051 1,289 1,396 991 78 37 3	\$48,905 4,236 1,098 1,235 880 64 30 4	\$266,735 16,072 3,597 4,850 4,192 165 122 7	\$23,599 1,650 401 520 369 27 8 2	\$13,138 945 214 272 230 8 6 3	\$16,533 1,225 272 366 249 67 6 2	\$33,777 3,155 812 992 615 45 11	\$19,814 2,278 531 556 362 232 7 17	\$51,673 4,020 916 1,231 883 139 13	\$35,081 2,854 715 914 525 89 4	\$14,423 1,600 366 371 194 329 2 27
Math, science, and professional development Safe and drug-free schools Vocational and technical education Other and unclassified	1,470 70 556 10,313	338 16 119 2,828	134 4 46 1,074	114 6 42 762	369 16 169 2,588	44 2 17 260	30 # 12 171	32 2 12 219	97 5 36 533	67 5 24 477	105 9 47 671	91 3 23 481	49 2 10 249
State Special education programs Compensatory and basic skills Bilingual education Gifted and talented Vocational education Other <sup>2</sup>	331,912 20,889 5,282 1,185 1,193 1,241 302,122	59,083 4,365 824 108 42 47 53,698	25,082 1,619 407 67 100 82 22,808	24,371 1,421 476 68 53 85 22,267	115,524 8,132 1,910 784 749 497 103,451	11,817 650 263 36 19 49 10,800	6,493 304 79 10 10 27 6,063	8,828 445 99 6 11 22 8,245	18,350 921 281 32 34 93 16,989	10,340 505 130 12 9 56	25,694 1,418 418 47 131 159 23,521	19,058 815 286 10 28 91 17,829	7,271 293 110 4 7 33 6,823
Local <sup>1</sup> Property tax <sup>3</sup> Parent government contribution <sup>3</sup> Private <sup>4</sup> Other <sup>5</sup>	320,084 203,125 57,983 13,905 45,071	62,209 29,852 21,085 1,519 9,753	19,978 12,357 3,298 862 3,461	20,299 13,070 2,732 809 3,688	135,139 92,794 21,882 5,897 14,565	10,132 5,741 2,565 486 1,340	5,700 3,998 557 263 883	6,480 4,635 389 361 1,095	12,272 8,490 871 727 2,184	7,196 5,242 190 443 1,320	21,960 13,839 3,126 1,276 3,718	13,168 9,126 986 892 2,163	5,553 3,983 301 369 900
Percentage distribution of revenue Total revenue Federal State Local	100.0 8.0 46.8 45.2	100.0 10.2 43.8 46.1	100.0 10.1 50.1 39.9	100.0 8.7 49.8 41.5	100.0 6.0 43.3 50.7	100.0 7.0 50.1 42.9	100.0 7.2 49.4 43.4	100.0 7.4 53.4 39.2	100.0 9.3 54.3 36.3	100.0 11.5 52.2 36.3	100.0 7.8 49.7 42.5	100.0 8.1 54.3 37.5	100.0 11.1 50.4 38.5
Expenditure amounts (in millions of current dollars)  Total expenditures  Current expenditures for schools Instruction Student supporte Instructional staff support services <sup>7</sup> General and school administration Operation and maintenance Student transportation Food services Other	\$725,239 609,072 368,949 35,605 28,706 46,120 56,489 25,523 23,723 23,957	\$138,911 113,540 70,341 5,372 5,189 7,784 11,066 4,363 4,481 4,943	\$51,060 42,997 25,043 2,848 2,605 3,252 3,861 1,627 1,761 1,999	\$50,310 42,147 25,301 2,705 2,239 3,110 3,858 1,509 1,691 1,734	\$272,398 229,779 140,942 14,707 10,614 16,823 20,662 9,529 7,762 8,739	\$23,958 20,522 12,287 1,255 1,032 1,497 1,936 849 811 855	\$13,265 11,486 6,878 734 530 880 1,059 498 439 469	\$17,379 14,338 8,656 798 614 1,165 1,343 642 580 539	\$34,861 29,453 17,563 1,623 1,372 2,471 2,728 1,262 1,393 1,041	\$20,411 17,223 10,110 1,008 802 1,483 1,702 667 821 629	\$52,621 44,769 26,782 2,550 1,953 3,581 4,126 2,275 1,920 1,583	\$35,254 30,367 17,917 1,462 1,225 2,814 2,866 1,672 1,450 961	\$14,811 12,451 7,128 542 531 1,260 1,283 630 612 464
Other current expenditures Interest on school debt Capital outlay	33,921 18,271 63,975	9,361 4,076 11,935	2,568 1,270 4,225	2,215 1,209 4,738	11,967 7,021 23,632	858 508 2,070	424 324 1,030	617 500 1,924	1,231 755 3,421	671 388 2,128	2,064 1,328 4,459	1,328 690 2,869	615 202 1,543
Percentage distribution of current expenditures for schools All current expenditures for schools Instruction Support services General and school administration Operation and maintenance Student transportation Food service and other	100.0 60.6 10.6 7.6 9.3 4.2 7.8	100.0 62.0 9.3 6.9 9.7 3.8 8.3	100.0 58.2 12.7 7.6 9.0 3.8 8.7	100.0 60.0 11.7 7.4 9.2 3.6 8.1	100.0 61.3 11.0 7.3 9.0 4.1 7.2	100.0 59.9 11.1 7.3 9.4 4.1 8.1	100.0 59.9 11.0 7.7 9.2 4.3 7.9	100.0 60.4 9.8 8.1 9.4 4.5 7.8	100.0 59.6 10.2 8.4 9.3 4.3 8.3	100.0 58.7 10.5 8.6 9.9 3.9 8.4	100.0 59.8 10.1 8.0 9.2 5.1 7.8	100.0 59.0 8.8 9.3 9.4 5.5 7.9	100.0 57.3 8.6 10.1 10.3 5.1 8.6
Per student amounts (in current dollars) Current expenditure per student Instruction expenditure per student	\$12,089 7,323	\$12,980 8,041	\$11,648 6,784	\$11,869 7,125	\$12,397 7,604	\$11,550 6,915	\$11,698 7,005	\$11,523 6,957	\$11,083 6,609	\$10,801 6,340	\$11,301 6,760	\$11,336 6,689	\$12,954 7,416

<sup>#</sup>Rounds to zero.

<sup>6</sup>Includes expenditures for guidance, health, attendance, social work, student accounting, counseling, student appraisal, information, record maintenance, placement services, and medical, dental, nursing, psychological, and speech pathology services.

Includes expenditures for curriculum development, staff training, supervision of instruction service improvements, academic assessment, and media, library, and instruction-related

technology services.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (F33), Fiscal year 2017"; and Education Demographic and Geographic Estimates (EDGE) program, "Public Local Education Agency Geocode File," 2016–17. (This table was prepared April 2020.)

<sup>&</sup>lt;sup>1</sup>Excludes revenues from other in-state school systems.

<sup>&</sup>lt;sup>2</sup>Includes general formula assistance, staff improvement programs, school lunch programs, capital outlay and debt service programs, transportation programs, all other revenues from state sources, state payments on behalf of the local education agency, Census state NCES

local revenue, and unspecified state revenue.

Property tax and parent government contributions are determined on the basis of independence or dependence of the local school system and are mutually

exclusive.

Includes tuition fees, transportation fees, textbook sales and rentals, school lunch revenues, district activity receipts, other student fees, and private contributions.

<sup>&</sup>lt;sup>5</sup>Includes revenues from other taxes, rents and royalties, sales and services, interest earnings, and other local revenues.

Table 236.10. Summary of expenditures for public elementary and secondary education and other related programs, by purpose: Selected years, 1919-20 through 2016-17

	1										
			Current ex	xpenditures for pu	ıblic elementary	and secondary	education		Current expenditures		
Cabaal	Total	Tatal	Admin-	la atau ati a a	Plant	Plant main-	Fixed	Other school	for other	Capital	Interest on
School year 1	expenditures 2	Total 3	istration 4	Instruction 5	operation 6	tenance 7	charges 8	services <sup>3</sup>	programs <sup>1</sup>	outlay <sup>2</sup>	school debi
-		3		3		ousands of curr	-		10	11	12
1919–20	\$1,036,151	\$861,120	\$36,752	\$632,556	\$115,707	\$30.432	\$9.286	\$36,387	\$3,277	\$153,543	\$18,212
1929–30 1939–40	2,316,790 2,344,049	1,843,552 1,941,799	78,680 91,571	1,317,727 1,403,285	216,072 194,365	78,810 73,321	50,270 50,116	101,993 129,141	9,825 13,367	370,878 257,974	92,536 130,909
1949–50 1959–60	5,837,643 15,613,254	4,687,274 12,329,388	220,050 528,408	3,112,340 8,350,738	427,587 1,085,036	214,164 422,586	261,469 909,323	451,663 1,033,297	35,614 132,566	1,014,176 2,661,786	100,578 489,514
1969–70	40,683,429	34,217,773	1,606,646	23.270.158	2,537,257	974,941	3,266,920	2,561,856	635,803	4,659,072	1,170,782
1979-80	95,961,561	86,984,142	4.263.757	53,257,937 113,550,405 <sup>5</sup>	9,744,785	(4)	11,793,934	7,923,729	597,585	6,506,167	1,873,666
1989–90 1999–2000	212,769,564 381,838,155	188,229,359 323,888,508	16,346,991 <sup>5</sup> 25,079,298 <sup>5</sup>	199,968,1385	20,261,415 <sup>5</sup> 31,190,295 <sup>5</sup>	(4) (4) (4)		38,070,548 <sup>5</sup> 67,650,776 <sup>5</sup>	2,982,543 5,457,015	17,781,342 43,357,186	3,776,321 9,135,445
2000–01	410,811,185	348,360,841	26,689,1825	214,333,0035	34,034,1585	(4)	_	73,304,4985	6,063,700	46,220,704	10,165,940
2006–07 2007–08	562,194,807 597,313,726	476,814,206 506,884,219	36,213,814 <sup>5</sup> 38,203,341 <sup>5</sup>	290,678,482 <sup>5</sup> 308,238,664 <sup>5</sup>	46,828,916 <sup>5</sup> 49,362,661 <sup>5</sup>	(4) (4) (4) (4) (4)	_	103,092,995 <sup>5</sup> 111,079,554 <sup>5</sup>	7,804,253 8,307,720	62,863,465 66,426,299	14,712,882 15,695,488
2008–09 2009–10	610,326,007 607,018,292	518,922,842 524,715,242	38,811,325 <sup>5</sup> 38,972,700 <sup>5</sup>	316,075,710 <sup>5</sup> 321,213,401 <sup>5</sup>	50,559,027 <sup>5</sup> 50,023,919 <sup>5</sup>	(4) (4)		113,476,779 <sup>5</sup> 114,505,223 <sup>5</sup>	8,463,793 8,355,761	65,890,367 56,714,992	17,049,004 17,232,297
2010–11	604,355,852	527,291,339	39,154,833 <sup>5</sup>	322,536,9835	50,214,709 <sup>5</sup>	( <sup>4</sup> )	_	115,384,813 <sup>5</sup>	8,161,474	50,968,815	17,934,224
2011–12 2012–13	601,993,584 606,813,352	527,207,246 535,795,823	39,491,926 <sup>5</sup> 40,349,598 <sup>5</sup>	320,994,474 <sup>5</sup> 325,682,380 <sup>5</sup>	49,834,165 <sup>5</sup> 50,674,499 <sup>5</sup>	( <sup>4</sup> )		116,886,681 <sup>5</sup> 119,089,346 <sup>5</sup>	8,188,640 8,031,416	48,793,436 45,720,570	17,804,262 17,265,542
2013-14	625,018,277	553,501,209	41,538,0425	336.426.9275	53,051,1415	(4) (4)	_	122,485,1005	7,926,285	46,438,323	17,152,459
2014–15 2015–16	651,135,383 677,605,095	596,201,554	43,328,198 <sup>5</sup> 45,252,877 <sup>5</sup>	349,453,258 <sup>5</sup> 363,106,915 <sup>5</sup>	54,200,172 <sup>5</sup> 55,045,039 <sup>5</sup>	(4)	_	128,350,197 <sup>5</sup> 132,796,722 <sup>5</sup>	7,713,966 7,913,839	50,610,125 55,989,128	17,479,466 17,500,574
2016–17	707,601,350	619,164,572	46,874,1325	376,069,486 <sup>5</sup>	57,433,468 <sup>5</sup> ounts in thousand	de of constant (	0019 10 dollars	138,787,485 <sup>5</sup>	8,660,874	61,441,963	18,333,942
1919–20	\$13,769,750	\$11,443,706	\$488,409	\$8,406,244	\$1,537,668	\$404.421	\$123,405	\$483,559	\$43,549	\$2,040,483	\$242,025
1929–30 1939–40	34,279,884 42,481,045	27,277,720 35,191,095	1,164,172 1,659,535	19,497,463 25,431,641	3,197,063 3,522,464	1,166,095 1,328,792	743,809 908,249	1,509,117 2,340,414	145,373 242,249	5,487,616 4,675,246	1,369,189 2,372,455
1949-50	62,428,247	50,126,093	2,353,233	33,283,627	4,572,651	2,290,288	2,796,172	4,830,122	380,859	10,845,684	1,075,590
1959–60 1969–70	134,579,097 272,767,987	106,273,677	4,554,635 10,771,993	71,979,536 156,018,170	9,352,513 17.011.410	3,642,498 6,536,634	7,837,948 21,903,542	8,906,547 17,176,337	1,142,658 4,262,834	22,943,376 31,237,428	4,219,386 7.849.679
1979-80	313,062,649	283,774,937	13,909,977	173,747,391	31,791,148		38,476,242	25,850,180	1,949,547	21,225,560	6,112,602
1989–90 1999–2000	424,396,314 571,246,047	375,447,713 484,550,921	32,606,180 <sup>5</sup> 37,519,692 <sup>5</sup>	226,490,915 <sup>5</sup> 299,160,801 <sup>5</sup>	40,414,003 <sup>5</sup> 46,662,001 <sup>5</sup>	(4) (4) (4) (4)	_	75,936,614 <sup>5</sup> 101,208,425 <sup>5</sup>	5,949,066 8,163,926	35,467,178 64,864,187	7,532,359 13,667,013
2000–01	594,232,331	503,898,830	38,605,5085	310,029,5335	49,229,9095		_	106,033,8775	8,771,053	66,857,568	14,704,882
2006–07 2007–08	697,498,527 714,591,514	591,569,332 606,406,895	44,929,412 <sup>5</sup> 45,704,263 <sup>5</sup>	360,636,225 <sup>5</sup> 368,758,868 <sup>5</sup>	58,099,255 <sup>5</sup> 59,054,626 <sup>5</sup>	(4) (4) (4) (4) (4)	_	127,904,440 <sup>5</sup> 132,889,139 <sup>5</sup>	9,682,507 9,938,874	77,992,848 79,468,573	18,253,840 18,777,172
2008–09 2009–10	720,103,826 709,337,711	612,260,201 613,161,603	45,792,222 <sup>5</sup> 45,541,965 <sup>5</sup>	372,927,461 <sup>5</sup> 375,357,351 <sup>5</sup>	59,652,954 <sup>5</sup> 58,455,985 <sup>5</sup>	(4) (4)		133,887,565 <sup>5</sup> 133,806,302 <sup>5</sup>	9,986,155 9,764,214	77,741,904 66,274,909	20,115,566 20,136,985
2010–11	692,324,731	604,042,855	44,854,135 <sup>5</sup>	369,484,8485	57,523,866 <sup>5</sup>	( <sup>4</sup> )	_	132,180,006 <sup>5</sup>	9,349,442	58,387,738	20,544,696
2011–12 2012–13	669,987,525 664,296,846	586,754,223 586,551,819	43,952,458 <sup>5</sup> 44,171,920 <sup>5</sup>	357,250,142 <sup>5</sup> 356,534,307 <sup>5</sup>	55,462,831 <sup>5</sup> 55,474,900 <sup>5</sup>	( <sup>4</sup> )		130,088,792 <sup>5</sup> 130,370,693 <sup>5</sup>	9,113,530 8,792,233	54,304,555 50,051,685	19,815,217 18,901,109
2013-14	673,702,276	596,614,592	44,773,5285	362,631,9335	57,183,4065	(4) (4) (4) (4)		132,025,7245	8,543,681	50,055,503	18,488,500
2014–15 2015–16	696,779,814 720,248,149	615,662,446 633,721,719	46,365,494 <sup>5</sup> 48,100,732 <sup>5</sup>	373,949,847 <sup>5</sup> 385,957,965 <sup>5</sup>	57,999,590 <sup>5</sup> 58,509,134 <sup>5</sup>	(4) (4) (4)	_	137,347,514 <sup>5</sup> 141,153,887 <sup>5</sup>	8,254,713 8,411,873	54,157,883 59,512,637	18,704,773 18,601,920
2016–17	738,546,661	646,242,305	48,924,0645	392,516,0175	59,945,188 <sup>5</sup>			144,857,0355	9,039,637	64,128,985	19,135,734
1919–20	100.0	83.1	3.5	61.0	11.2	ntage distributi 2.9	0.9	3.5	0.3	14.8	1.8
1929–30 1939–40	100.0 100.0	79.6 82.8	3.4 3.9	56.9 59.9	9.3 8.3	3.4 3.1	2.2 2.1	4.4 5.5	0.4 0.6	16.0 11.0	4.0 5.6
1949–50	100.0	80.3	3.8	53.3	7.3	3.7	4.5	7.7	0.6	17.4	1.7
1959–60	100.0	79.0	3.4	53.5	6.9	2.7	5.8	6.6	0.8	17.0	3.1
1979-80	100.0 100.0	84.1 90.6	3.9 4.4	57.2 55.5	6.2 10.2	2.4 ( <sup>4</sup> )	8.0 12.3	6.3 8.3	1.6 0.6	11.5 6.8	2.9 2.0 1.8
1989–90 1999–2000	100.0 100.0	88.5 84.8	7.7 <sup>5</sup> 6.6 <sup>5</sup>	53.4 <sup>5</sup> 52.4 <sup>5</sup>	9.5 <sup>5</sup> 8.2 <sup>5</sup>	( <sup>4</sup> )	_	17.9 <sup>5</sup> 17.7 <sup>5</sup>	1.4	8.4 11.4	1.8 2.4 2.5
2000–01	100.0	84.8	6.55	52.25	8.35	(4) (4)	_	17.85	1.5	11.3	
2006–07 2007–08	100.0 100.0	84.8 84.9	6.4 <sup>5</sup> 6.4 <sup>5</sup>	51.7 <sup>5</sup> 51.6 <sup>5</sup>	8.3 <sup>5</sup> 8.3 <sup>5</sup>	(4) (4)		18.3 <sup>5</sup> 18.6 <sup>5</sup>	1.4	11.2 11.1	2.6 2.6
2008–09 2009–10	100.0 100.0	85.0 86.4	6.4 <sup>5</sup> 6.4 <sup>5</sup>	51.8 <sup>5</sup> 52.9 <sup>5</sup>	8.3 <sup>5</sup> 8.2 <sup>5</sup>	(4) (4) (4)		18.6 <sup>5</sup> 18.9 <sup>5</sup>	1.4	10.8	2.8 2.8 3.0
2010–11	100.0	87.2	6.5 <sup>5</sup>	53.4 <sup>5</sup>	8.35	( <sup>4</sup> )		19.15	1.4	8.4	3.0
2011–12 2012–13	100.0 100.0	87.6 88.3	6.6 <sup>5</sup>	53.3 <sup>5</sup> 53.7 <sup>5</sup>	8.3 <sup>5</sup> 8.4 <sup>5</sup>	(4) (4)	-	19.4 <sup>5</sup> 19.6 <sup>5</sup>	1.4 1.3	8.1 7.5	3.0 2.8 2.7
2013-14	100.0	88.6	6.65	53.85	8.55	(*) (*)		19.6⁵	1.3	7.4	2.8 2.7
2014–15 2015–16	100.0 100.0	88.4 88.0	6.7 <sup>5</sup> 6.7 <sup>5</sup>	53.7 <sup>5</sup> 53.6 <sup>5</sup>	8.3 <sup>5</sup> 8.1 <sup>5</sup>	(4) (4) (4) (4) (4) (4)	_	19.7 <sup>5</sup> 19.6 <sup>5</sup>	1.2 1.2	7.8 8.3 8.7	2.7 2.6 2.6
2016–17	100.0	87.5	6.65	53.1 <sup>5</sup>	8.15	(4)		19.65	1.2	8.7	2.6

<sup>-</sup>Not available

NOTE: Beginning in 1959–60, includes Alaska and Hawaii. Beginning in 1989–90, state administration expenditures were excluded from both "total" and "current" expenditures. Beginning in 1989–90, extensive changes were made in the data collection procedures. Detail may not sum to totals because of rounding. Some data have been revised from

Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919–20 through 1949–50; Statistics of State School Systems, 1959–60 and 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979–80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2016–17. (This table was prepared August 2019.)

<sup>&</sup>lt;sup>1</sup>Includes expenditures for summer schools, adult education, community colleges, and community services.

2Prior to 1969–70, excludes capital outlay by state and local school housing authorities.

<sup>\*</sup>Prior to 1959–60, items included under "other school services" were listed under "auxiliary services," a more comprehensive classification that also included community services. \*Plant operation also includes plant maintenance. \*Data not comparable to figures prior to 1989–90. \*Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Table 236.15. Current expenditures and current expenditures per pupil in public elementary and secondary schools: 1989-90 through 2029-30

					Currei	nt expenditures in co	nstant 2018–19 dollai	rS <sup>2</sup>	
	Current expe	enditures in unadjus	ted dollars <sup>1</sup>	Total current e	expenditures	Per pupil in fall	enrollment	Per pupil in a daily attendar	
School year	Total, in billions	Per pupil in fall enrollment	Per pupil in average daily attendance (ADA)	In billions	Annual percentage change	Per pupil enrolled	Annual percentage change	Per pupil in ADA	Annual percentage change
1	2	3	4	5	6	7	8	9	10
1989–90	\$188.2	\$4,643	\$4,980	\$375.4	3.8	\$9,261	2.9	\$9,933	2.3
1990–91	202.0	4,902	5,258	382.1	1.8	9,271	0.1	9,944	0.1
1991–92	211.2	5,023	5,421	387.0	1.3	9,205	-0.7	9,934	-0.1
1992–93	220.9	5,160	5,584	392.6	1.4	9,169	-0.4	9,922	-0.1
1993–94	231.5	5,327	5,767	401.1	2.1	9,227	0.6	9,990	0.7
1994–95	243.9	5,529	5,989	410.7	2.4	9,310	0.9	10,085	0.9
1995–96	255.1	5,689	6,147	418.2	1.8	9,326	0.2	10,076	-0.1
1996–97	270.2	5,923	6,393	430.6	3.0	9,441	1.2	10,189	1.1
1997–98	285.5	6,189	6,676	447.0	3.8	9,691	2.7	10,453	2.6
1998–99	302.9	6,508	7,013	466.2	4.3	10,017	3.4	10,795	3.3
1999–2000	323.9	6,912	7,394	484.6	3.9	10,341	3.2	11,061	2.5
2000–01	348.4	7,380	7,904	503.9	4.0	10,675	3.2	11,433	3.4
2001–02	368.4	7,727	8,259	523.6	3.9	10,983	2.9	11,738	2.7
2002–03	387.6	8,044	8,610	539.0	3.0	11,188	1.9	11,974	2.0
2003–04	403.4	8,310	8,900	549.0	1.8	11,310	1.1	12,112	1.2
2004–05	425.0	8,711	9,316	561.6	2.3	11,509	1.8	12,309	1.6
2005–06	449.1	9,145	9,778	571.6	1.8	11,639	1.1	12,445	1.1
2006–07	476.8	9,679	10,336	591.6	3.5	12,009	3.2	12,823	3.0
2007–08	506.9	10,298	10,982	606.4	2.5	12,320	2.6	13,138	2.5
2008–09	518.9	10,540	11,239	612.3	1.0	12,435	0.9	13,260	0.9
2009–10	524.7	10,636	11,427	613.2	0.1	12,429	-0.1	13,353	0.7
2010–11	527.3	10,663	11,433	604.0	-1.5	12,215	-1.7	13,098	-1.9
2011–12	527.2	10,648	11,362	586.8	-2.9	11,850	-3.0	12,645	-3.5
2012–13	535.8	10,771	11,509	586.6	#	11,791	-0.5	12,599	-0.4
2013–14	553.5	11,066	11,819	596.6	1.7	11,928	1.2	12,740	1.1
2014–15	575.3	11,445	12,224	615.7	3.2	12,247	2.7	13,081	2.7
2015–16	596.2	11,842	12,619	633.7	2.9	12,587	2.8	13,413	2.5
2016–17	619.2	12,258	13,094	646.2	2.0	12,794	1.6	13,667	1.9
2017–18 <sup>3</sup>	643.8	12,700	13,590	657.1	1.7	12,970	1.4	13,870	1.5
2018–19 <sup>3</sup>	669.6	13,220	14,140	669.6	1.9	13,220	1.9	14,140	1.9
2019–20 <sup>3</sup> 2020–21 <sup>3</sup> 2021–22 <sup>3</sup> 2022–23 <sup>3</sup> 2023–24 <sup>3</sup>	691.8 709.2 731.5 757.1 783.4	13,660 14,000 14,440 14,930 15,430	14,610 14,980 15,450 15,970 16,500	678.4 684.1 690.1 696.9 703.6	1.3 0.8 0.9 1.0	13,400 13,500 13,630 13,740 13,860	1.3 0.8 0.9 0.8 0.9	14,330 14,450 14,570 14,700 14,820	1.3 0.8 0.9 0.8 0.9
2024–25³ 2025–26³ 2026–27³ 2027–28³ 2028–29³ 2029–30³	810.9 838.8 867.2 898.4 932.7 959.0	15,980 16,540 17,110 17,710 18,330 18,780	17,090 17,690 18,310 18,940 19,610 20,090	711.2 718.5 725.7 734.8 746.0 754.6	1.1 1.0 1.0 1.3 1.5	14,010 14,170 14,320 14,480 14,660 14,780	1.1 1.1 1.1 1.1 1.2 0.8	14,990 15,160 15,320 15,490 15,680 15,810	1.1 1.1 1.1 1.1 1.2 0.8

<sup>#</sup>Rounds to zero.

NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2016–17; National Elementary and Secondary Enrollment Projection Model, 1972 through 2029; and Public Elementary and Secondary Education Current Expenditure Projection Model, 1973–74 through 2029–30. (This table was prepared December 2019.)

<sup>&</sup>quot;Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.

Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Table 236.20. Total expenditures for public elementary and secondary education and other related programs, by function and subfunction: Selected years, 1990–91 through 2016–17

			Expend	litures (in thous	ands of current d	lollars)				Perc	entage distribu	tion of current	expenditures	for public sch	ools	
Function and subfunction	1990–91	2000-01	2006-07	2010–11	2013–14	2014–15	2015–16	2016–17	1990–91	2000-01	2006-07	2010–11	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total expenditures	\$229,429,715	\$410,811,185	\$562,194,807	\$604,355,852	\$625,018,277	\$651,135,383	\$677,605,095	\$707,601,350	t	t	t	t	t	t	†	t
Current expenditures for public schools	202,037,752	348,360,841	476,814,206	527,291,339	553,501,209	575,331,825	596,201,554	619,164,572	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Salaries	132,730,931 <sup>1</sup> 33,954,456 <sup>1</sup> 16,380,643 <sup>1</sup> 1,192,505 <sup>1</sup> 14,805,956 <sup>1</sup> 2,973,261 <sup>1</sup>	224,305,806	288,146,674	311,541,792	318,705,822	328,252,700	339,731,757	349,913,306	65.70	64.39	60.43	59.08	57.58	57.05	56.98	56.51
Employee benefits		57,976,490	95,308,994	111,750,200	123,655,529	130,868,877	136,788,690	145,381,103	16.81	16.64	19.99	21.19	22.34	22.75	22.94	23.48
Purchased services		31,778,754	46,266,516	53,498,786	58,171,703	61,118,818	64,572,861	66,905,790	8.11	9.12	9.70	10.15	10.51	10.62	10.83	10.81
Tuition		2,458,366	3,951,411	4,988,203	5,296,241	5,572,087	5,743,719	6,135,308	0.59	0.71	0.83	0.95	0.96	0.97	0.96	0.99
Supplies		28,262,078	38,378,936	40,417,163	42,895,737	43,793,547	43,774,032	44,771,753	7.33	8.11	8.05	7.67	7.75	7.61	7.34	7.23
Other		3,579,347	4,761,675	5,095,195	4,776,178	5,725,796	5,590,495	6,057,312	1.47	1.03	1.00	0.97	0.86	1.00	0.94	0.98
Instruction Salaries Employee benefits Purchased services Tuition Supplies Textbooks Other	122,223,362 90,742,284 22,347,524 2,722,639 1,192,505 4,584,754 — 633,656	214,333,003 154,512,089 39,522,678 6,430,708 2,458,366 10,377,554 — 1,031,608	290,678,482 196,900,968 64,153,369 10,997,609 3,951,411 13,359,899 2,779,800 1,315,226	322,536,983 212,998,609 75,248,811 14,694,620 4,988,203 13,135,284 2,324,846 1,471,457	336,426,927 217,274,753 83,946,609 15,177,204 5,296,241 13,344,523 2,321,424 1,387,596	349,453,258 223,044,251 88,840,559 16,559,278 5,572,087 14,060,733 2,438,331 1,376,350	363,106,915 230,477,780 92,808,865 18,048,424 5,743,719 14,602,677 2,540,299 1,425,450	376,069,486 236,792,085 98,321,490 18,476,414 6,135,308 14,900,908 2,636,445 1,443,281	60.50 44.91 11.06 1.35 0.59 2.27 — 0.31	61.53 44.35 11.35 1.85 0.71 2.98 —	60.96 41.30 13.45 2.31 0.83 2.80 0.58 0.28	61.17 40.39 14.27 2.79 0.95 2.49 0.44 0.28	60.78 39.25 15.17 2.74 0.96 2.41 0.42 0.25	60.74 38.77 15.44 2.88 0.97 2.44 0.42 0.24	60.90 38.66 15.57 3.03 0.96 2.45 0.43 0.24	60.74 38.24 15.88 2.98 0.99 2.41 0.43 0.23
Student support <sup>2</sup> Salaries Employee benefits Purchased services Supplies Other	8,926,010	17,292,756	25,207,881	29,368,646	30,754,056	32,363,375	34,013,896	35,946,038	4.42	4.96	5.29	5.57	5.56	5.63	5.71	5.81
	6,565,965	12,354,464	16,868,875	19,367,865	19,823,136	20,658,101	21,598,398	22,550,036	3.25	3.55	3.54	3.67	3.58	3.59	3.62	3.64
	1,660,082	3,036,037	5,352,820	6,533,691	7,315,689	7,872,711	8,360,099	9,135,154	0.82	0.87	1.12	1.24	1.32	1.37	1.40	1.48
	455,996	1,328,600	2,141,301	2,583,714	2,850,087	3,024,871	3,202,463	3,390,784	0.23	0.38	0.45	0.49	0.51	0.53	0.54	0.55
	191,482	421,838	521,050	521,729	564,419	599,269	628,105	645,129	0.09	0.12	0.11	0.10	0.10	0.10	0.11	0.10
	52,485	151,817	323,835	361,647	200,727	208,422	224,831	224,936	0.03	0.04	0.07	0.07	0.04	0.04	0.04	0.04
Instructional staff services <sup>3</sup> Salaries Employee benefits Purchased services Supplies Other	8,467,142	15,926,856	23,156,534	24,893,140	25,354,104	26,953,637	28,015,976	29,169,348	4.19	4.57	4.86	4.72	4.58	4.68	4.70	4.71
	5,560,129	9,790,767	13,753,355	14,490,521	14,685,427	15,490,102	16,082,881	16,712,372	2.75	2.81	2.88	2.75	2.65	2.69	2.70	2.70
	1,408,217	2,356,440	4,225,114	4,933,118	5,234,451	5,640,401	5,899,056	6,354,157	0.70	0.68	0.89	0.94	0.95	0.98	0.99	1.03
	622,487	2,003,598	3,071,613	3,438,979	3,444,243	3,659,324	3,942,599	3,966,323	0.31	0.58	0.64	0.65	0.62	0.64	0.66	0.64
	776,863	1,566,954	1,894,927	1,810,950	1,786,877	1,950,698	1,875,189	1,920,987	0.38	0.45	0.40	0.34	0.32	0.34	0.31	0.31
	99,445	209,097	211,525	219,573	203,106	213,112	216,251	215,509	0.05	0.06	0.04	0.04	0.04	0.04	0.04	0.03
General administration	5,791,253	7,108,291	9,338,308	10,494,526	11,117,393	11,535,748	12,052,726	12,305,191	2.87	2.04	1.96	1.99	2.01	2.01	2.02	1.99
Salaries	2,603,562	3,351,554	4,024,030	4,401,697	4,622,952	4,746,838	4,883,367	5,074,357	1.29	0.96	0.84	0.83	0.84	0.83	0.82	0.82
Employee benefits	777,381	1,000,698	1,560,360	1,856,221	1,915,512	2,036,756	2,089,102	2,243,394	0.38	0.29	0.33	0.35	0.35	0.35	0.35	0.36
Purchased services	1,482,427	2,099,032	2,902,431	3,236,857	3,585,418	3,735,708	4,037,348	3,903,190	0.73	0.60	0.61	0.61	0.65	0.65	0.68	0.63
Supplies	172,898	206,137	227,885	228,417	237,184	249,401	265,647	276,833	0.09	0.06	0.05	0.04	0.04	0.04	0.04	0.04
Other	754,985	450,870	623,601	771,334	756,327	767,045	777,262	807,418	0.37	0.13	0.13	0.15	0.14	0.13	0.13	0.13
School administration	11,695,344	19,580,890	26,875,507	28,660,307	30,420,650	31,792,450	33,200,151	34,568,941	5.79	5.62	5.64	5.44	5.50	5.53	5.57	5.58
Salaries	8,935,903	14,817,213	19,209,872	20,191,545	21,132,933	21,921,938	22,759,806	23,536,654	4.42	4.25	4.03	3.83	3.82	3.81	3.82	3.80
Employee benefits	2,257,783	3,689,689	6,092,292	6,972,708	7,718,180	8,194,129	8,633,567	9,222,994	1.12	1.06	1.28	1.32	1.39	1.42	1.45	1.49
Purchased services	247,750	611,638	947,665	931,765	973,307	1,067,751	1,159,015	1,145,693	0.12	0.18	0.20	0.18	0.18	0.19	0.19	0.19
Supplies	189,711	369,257	481,794	426,864	435,766	443,385	475,970	485,616	0.09	0.11	0.10	0.08	0.08	0.08	0.08	0.08
Other	64,197	93,093	143,884	137,426	160,463	165,248	171,794	177,984	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03
Operation and maintenance	21,290,655	34,034,158	46,828,916	50,214,709	53,051,141	54,200,172	55,045,039	57,433,468	10.54	9.77	9.82	9.52	9.58	9.42	9.23	9.28
Salaries	8,849,559	13,461,242	16,837,148	17,604,634	17,846,272	18,205,576	18,735,694	19,288,241	4.38	3.86	3.53	3.34	3.22	3.16	3.14	3.12
Employee benefits	2,633,075	3,778,520	6,276,703	7,195,927	7,694,270	8,024,419	8,293,750	8,794,259	1.30	1.08	1.32	1.36	1.39	1.39	1.39	1.42
Purchased services	5,721,125	9,642,217	12,650,704	13,351,922	15,022,138	15,514,037	15,895,748	16,881,488	2.83	2.77	2.65	2.53	2.71	2.70	2.67	2.73
Supplies	3,761,738	6,871,845	10,648,015	11,638,187	12,078,609	12,047,041	11,728,040	12,075,145	1.86	1.97	2.23	2.21	2.18	2.09	1.97	1.95
Other	325,157	280,334	416,345	424,039	409,852	409,098	391,807	394,335	0.16	0.08	0.09	0.08	0.07	0.07	0.07	0.06
Student transportation	8,678,954	14,052,654	19,979,068	22,370,807	23,845,036	23,961,692	24,325,727	25,350,286	4.30	4.03	4.19	4.24	4.31	4.16	4.08	4.09
Salaries	3,285,127	5,406,092	7,080,752	7,527,611	7,683,616	7,897,110	8,198,056	8,513,080	1.63	1.55	1.49	1.43	1.39	1.37	1.38	1.37
Employee benefits	892,985	1,592,127	2,719,742	3,124,937	3,296,150	3,412,883	3,599,805	3,808,782	0.44	0.46	0.57	0.59	0.60	0.59	0.60	0.62
Purchased services	3,345,232	5,767,462	8,085,392	9,153,621	9,926,270	10,063,360	10,392,864	10,819,968	1.66	1.66	1.70	1.74	1.79	1.75	1.74	1.75
Supplies	961,447	1,159,350	1,937,360	2,370,182	2,695,508	2,356,982	1,886,842	1,955,427	0.48	0.33	0.41	0.45	0.49	0.41	0.32	0.32
Other	194,163	127,623	155,822	194,456	243,492	231,357	248,160	253,029	0.10	0.04	0.03	0.04	0.04	0.04	0.04	0.04

See notes at end of table.

Table 236.20. Total expenditures for public elementary and secondary education and other related programs, by function and subfunction: Selected years, 1990–91 through 2016–17—Continued

			Expend	itures (in thousa	nds of current do	ollars)				Perc	entage distribu	tion of current	expenditures	for public sch	ools	
Function and subfunction	1990–91	2000-01	2006-07	2010–11	2013–14	2014–15	2015–16	2016–17	1990–91	2000-01	2006-07	2010–11	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Other support services <sup>4</sup> Salaries Employee benefits Purchased services Supplies Other	5,587,837 2,900,394 980,859 798,922 294,527 613,135	11,439,134 5,521,381 1,594,540 2,783,176 626,889 913,148	15,514,445 7,140,671 2,658,808 3,664,598 874,764 1,175,605	17,246,807 8,139,084 3,295,052 3,876,650 876,293 1,059,728	19,034,045 8,618,767 3,694,720 4,671,337 1,097,951 951,270	20,885,114 9,104,041 3,912,721 4,853,416 1,163,493 1,851,443	21,595,016 9,565,073 4,061,850 5,120,351 1,241,221 1,606,520	22,981,403 9,879,480 4,313,953 5,442,999 1,337,399 2,007,572	2.77 1.44 0.49 0.40 0.15 0.30	3.28 1.58 0.46 0.80 0.18 0.26	3.25 1.50 0.56 0.77 0.18 0.25	3.27 1.54 0.62 0.74 0.17 0.20	3.44 1.56 0.67 0.84 0.20 0.17	3.63 1.58 0.68 0.84 0.20 0.32	3.62 1.60 0.68 0.86 0.21 0.27	3.71 1.60 0.70 0.88 0.22 0.32
Food services Salaries Employee benefits Purchased services Supplies Other	8,430,490 — — — — —	13,816,635 4,966,092 1,381,923 923,091 6,420,201 125,327	18,150,488 6,092,744 2,186,495 1,558,949 8,123,362 188,937	20,394,768 6,482,085 2,492,673 2,058,018 9,118,886 243,105	22,342,085 6,699,499 2,731,484 2,335,017 10,333,931 242,155	23,064,706 6,873,015 2,818,033 2,460,967 10,628,481 284,209	23,643,250 7,098,376 2,923,479 2,566,875 10,753,015 301,505	24,095,216 7,215,563 3,055,407 2,671,160 10,843,608 309,478	4.17 — — — —	3.97 1.43 0.40 0.26 1.84 0.04	3.81 1.28 0.46 0.33 1.70 0.04	3.87 1.23 0.47 0.39 1.73 0.05	4.04 1.21 0.49 0.42 1.87 0.04	4.01 1.19 0.49 0.43 1.85 0.05	3.97 1.19 0.49 0.43 1.80 0.05	3.89 1.17 0.49 0.43 1.75 0.05
Enterprise operations <sup>5</sup> Salaries Employee benefits Purchased services Supplies Other	946,705 — — — — —	776,463 124,913 23,837 189,230 242,052 196,430	1,084,578 238,259 83,290 246,253 309,881 206,895	1,110,646 338,141 97,063 172,641 290,372 212,430	1,155,773 318,467 108,464 186,682 320,969 221,191	1,121,673 311,727 116,266 180,106 294,064 219,510	1,202,858 332,327 119,116 207,176 317,326 226,914	1,245,194 351,440 131,513 207,769 330,702 223,771	0.47 — — — —	0.22 0.04 0.01 0.05 0.07 0.06	0.23 0.05 0.02 0.05 0.06 0.04	0.21 0.06 0.02 0.03 0.06 0.04	0.21 0.06 0.02 0.03 0.06 0.04	0.19 0.05 0.02 0.03 0.05 0.04	0.20 0.06 0.02 0.03 0.05 0.04	0.20 0.06 0.02 0.03 0.05 0.04
Current expenditures for other programs Community services Private school programs Adult education Community colleges Other	3,295,717 964,370 527,609 1,365,523 5,356 432,858	6,063,700 2,426,189 1,026,695 1,838,265 351 772,200	7,804,253 3,105,955 1,445,984 2,047,409 31,352 1,173,552	8,161,474 3,269,802 1,427,539 2,013,156 34,045 1,416,931	7,926,285 3,187,692 1,431,807 1,804,646 30,906 1,471,234	7,713,966 3,279,485 1,590,684 1,815,963 28,238 999,597	7,913,839 3,426,859 1,662,359 1,946,215 29,113 849,293	8,660,874 3,576,730 1,674,995 2,039,281 10,659 1,359,209	† † † †							
Capital outlay <sup>6</sup> Public schools Other current expenditures	19,771,478 19,655,496 115,982	46,220,704 46,078,494 142,210	62,863,465 62,763,411 100,054	50,968,815 50,888,951 79,864	46,438,323 46,297,257 141,066	50,610,125 50,448,404 161,722	55,989,128 55,841,211 147,917	61,441,963 61,280,584 161,379	† † †							
Interest on school debt	4,324,768	10,165,940	14,712,882	17,934,224	17,152,459	17,479,466	17,500,574	18,333,942	†	†	†	†	†	†	†	<u> </u>

<sup>—</sup>Not available.

<sup>5</sup>Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time). Includes very small amounts for direct program support made by state education agencies for local school districts. <sup>6</sup>Includes expenditures for property and for buildings and alterations completed by school district staff or contractors. NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1990–91 through 2016–17. (This table was prepared August 2019.)

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>Includes estimated data for subfunctions of food services and enterprise operations.

<sup>&</sup>lt;sup>2</sup>Includes expenditures for guidance, health, attendance, and speech pathology services.

<sup>&</sup>lt;sup>3</sup>Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.

Includes business support services concerned with paying, transporting, exchanging, and maintaining goods and services for local education agencies; central support services, including planning, research, evaluation, information, staff, and data processing services; and other support services.

Table 236.25. Current expenditures for public elementary and secondary education, by state or jurisdiction: Selected years, 1969-70 through 2016-17

[In thousands of current dollars]

State or jurisdiction	1969–70	1979–80	1989–90	1999–2000	2004-05	2006-07	2007–08	2008-09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	\$34,217,773	\$86,984,142	\$188,229,359	\$323,888,508	\$425,047,565	\$476,814,206	\$506,884,219	\$518,922,842	\$524,715,242	. , ,	\$527,207,246	\$535,795,823	\$553,501,209	\$575,331,825	\$596,201,554	\$619,164,572
Alabama	422,730	1,146,713	2,275,233	4,176,082	5,164,406	6,245,031	6,832,439	6,683,843	6,670,517	6,592,925	6,386,517	6,532,358	6,742,829	6,806,467	6,885,677	7,097,472
Alaska	81,374	377,947	828,051	1,183,499	1,442,269	1,634,316	1,918,375	2,007,319	2,084,019	2,201,270	2,292,205	2,395,354	2,418,000	2,648,552	2,319,662	2,367,707
Arizona	281,941	949,753	2,258,660	4,288,739	6,579,957	7,815,720	8,403,221	8,726,755	8,482,552	8,340,211	7,976,089	8,164,529	8,187,607	8,370,884	8,551,673	8,966,684
Arkansas	235,083	666,949	1,404,545	2,380,331	3,546,999	3,997,701	4,156,368	4,240,839	4,459,910	4,578,136	4,606,995	4,637,169	4,778,074	4,813,321	4,872,214	4,936,465
California	3,831,595	9,172,158	21,485,782	38,129,479	50,918,654	57,352,599	61,570,555	60,080,929	58,248,662	57,526,835	57,975,189	58,323,458	61,050,894	65,953,946	72,003,129	76,663,731
Colorado	369,218	1,243,049	2,451,833	4,401,010	5,994,440	6,579,053	7,338,766	7,187,267	7,429,302	7,409,462	7,341,585	7,506,978	7,924,319	8,260,461	8,648,369	8,913,931
Connecticut	588,710	1,227,892	3,444,520	5,402,836	7,080,396	7,855,459	8,336,789	8,708,294	8,853,337	9,094,036	9,344,999	9,543,010	10,050,439	10,321,511	10,551,327	10,664,567
Delaware	108,747	269,108	520,953	937,630	1,299,349	1,437,707	1,489,594	1,518,786	1,549,812	1,613,304	1,751,143	1,761,559	1,816,383	1,860,732	1,941,408	2,029,229
District of Columbia	141,138	298,448	639,983	780,192	1,067,500	1,130,006	1,282,437	1,352,905	1,451,870	1,482,202	1,466,888	1,557,117	1,605,030	1,668,528	1,778,057	1,936,852
Florida	961,273	2,766,468	8,228,531	13,885,988	19,042,877	22,887,024	24,224,114	23,328,028	23,349,314	23,870,090	22,732,752	23,214,634	24,363,817	25,123,548	25,621,239	26,404,135
Georgia	599,371	1,608,028	4,505,962	9,158,624	12,528,856	14,828,715	16,030,039	15,976,945	15,730,409	15,527,907	15,623,633	15,536,733	15,921,673	16,530,506	17,283,295	18,126,272
Hawaii	141,324	351,889	700,012	1,213,695	1,648,086	2,045,198	2,122,779	2,225,438	2,136,144	2,141,561	2,187,480	2,178,284	2,316,586	2,344,496	2,502,117	2,600,074
Idaho	103,107	313,927	627,794	1,302,817	1,618,215	1,777,491	1,891,505	1,957,740	1,961,857	1,881,746	1,854,556	1,925,676	1,949,963	2,015,654	2,107,693	2,245,167
Illinois	1,896,067	4,579,355	8,125,493	14,462,773	18,658,428	20,326,591	21,874,484	23,495,271	24,695,773	24,554,467	25,012,915	25,783,911	27,289,963	28,545,089	29,253,457	31,449,028
Indiana	809,105	1,851,292	4,074,578	7,110,930	9,108,931	9,497,077	9,281,709	9,680,895	9,921,243	9,687,949	9,978,491	9,811,166	9,841,337	9,970,350	10,140,639	10,309,827
lowa	527,086	1,186,659	2,004,742	3,264,336	3,808,200	4,231,932	4,499,236	4,731,463	4,794,308	4,855,871	4,971,944	5,143,771	5,354,843	5,526,877	5,663,444	5,840,808
Kansas	362,593	830,133	1,848,302	2,971,814	3,718,153	4,339,477	4,633,517	4,806,603	4,731,676	4,741,372	4,871,381	4,895,863	5,083,374	5,136,532	5,065,968	5,154,894
Kentucky	353,265	1,054,459	2,134,011	3,837,794	4,812,591	5,424,621	5,822,550	5,886,890	6,091,814	6,211,453	6,360,799	6,354,306	6,375,119	6,583,287	6,750,052	6,897,155
Louisiana	503,217	1,303,902	2,838,283	4,391,189	5,554,766	6,040,368	6,814,455	7,276,651	7,393,452	7,522,098	7,544,782	7,492,539	7,721,469	7,960,448	8,027,058	8,150,463
Maine	155,907	385,492	1,048,195	1,604,438	2,056,266	2,258,764	2,308,071	2,350,447	2,370,085	2,377,878	2,330,842	2,357,739	2,441,064	2,538,313	2,579,299	2,641,420
Maryland	721,794	1,783,056	3,894,644	6,545,135	8,682,586	10,210,303	11,211,176	11,591,965	11,883,677	11,885,333	11,850,634	12,108,546	12,314,446	12,620,036	12,774,063	13,233,589
Massachusetts	907,341	2,638,734	4,760,390	8,564,039	11,357,857	12,383,447	13,182,987	13,937,097	13,356,373	13,962,366	14,151,659	14,627,898	15,183,018	15,723,617	16,374,676	17,089,142
Michigan	1,799,945	4,642,847	8,025,621	13,994,294	16,353,921	17,013,259	17,053,521	17,217,584	17,227,515	16,786,444	16,485,178	16,354,807	16,493,575	16,849,135	16,977,163	17,206,122
Minnesota	781,243	1,786,768	3,474,398	6,140,442	7,310,284	8,060,410	8,426,264	9,182,281	8,927,288	8,944,867	9,053,021	9,354,376	9,723,759	10,222,017	10,687,048	11,056,128
Mississippi	262,760	756,018	1,472,710	2,510,376	3,243,888	3,692,358	3,898,401	3,967,232	3,990,876	3,887,981	3,972,787	4,006,798	4,071,006	4,145,632	4,234,977	4,229,767
Missouri	642,030	1,504,988	3,288,738	5,655,531	7,115,207	7,957,705	8,526,641	8,827,224	8,923,448	8,691,887	8,719,925	8,905,756	9,125,949	9,390,061	9,545,816	9,776,478
Montana	127,176	358,118	641,345	994,770	1,193,182	1,320,112	1,392,449	1,436,062	1,498,252	1,518,818	1,504,531	1,523,696	1,576,937	1,601,097	1,652,848	1,688,944
Nebraska	231,612	581,615	1,233,431	1,926,500	2,512,914	2,825,608	2,970,323	3,053,575	3,213,646	3,345,530	3,462,575	3,563,939	3,654,376	3,805,871	3,911,805	4,041,479
Nevada	87,273	281,901	712,898	1,875,467	2,722,264	3,311,471	3,515,004	3,606,035	3,592,994	3,676,997	3,574,233	3,577,346	3,738,777	3,880,472	4,092,457	4,320,504
New Hampshire	101,370	295,400	821,671	1,418,503	2,021,144	2,246,692	2,399,330	2,490,623	2,576,956	2,637,911	2,643,256	2,655,077	2,720,225	2,764,233	2,833,893	2,886,649
New Jersey	1,343,564	3,638,533	8,119,336	13,327,645	19,669,576	22,448,262	24,357,079	23,446,911	24,261,392	23,639,281	24,391,278	25,417,320	25,733,921	25,993,208	26,825,114	27,622,861
New Mexico	183,736	515,451	1,020,148	1,890,274	2,554,638	2,904,474	3,057,061	3,186,252	3,217,328	3,127,463	3,039,461	3,099,308	3,189,842	3,309,622	3,343,152	3,345,338
New York	4,111,839	8,760,500	18,090,978	28,433,240	38,866,853	43,679,908	46,443,426	48,635,363	50,251,461	51,574,134	52,460,494	52,938,586	55,080,662	56,862,010	59,161,439	60,905,055
North Carolina	676,193	1,880,862	4,342,826	7,713,293	9,835,550	11,248,336	11,482,912	12,598,382	12,200,362	12,322,555	12,303,426	12,666,607	12,685,461	13,210,839	13,466,942	13,943,070
North Dakota	97,895	228,483	459,391	638,946	832,157	838,221	886,317	928,528	1,000,095	1,049,772	1,098,090	1,174,364	1,287,133	1,373,266	1,451,309	1,510,292
Ohio	1,639,805	3,836,576	7,994,379	12,974,575	17,167,866	18,251,361	18,892,374	19,387,318	19,801,670	19,988,921	19,701,810	19,506,123	19,714,149	20,231,423	20,484,182	21,494,254
Oklahoma	339,105	1,055,844	1,905,332	3,382,581	4,161,024	4,750,536	4,932,913	5,082,062	5,192,124	5,036,031	5,170,978	5,329,897	5,451,048	5,560,047	5,606,044	5,496,402
Oregon	403,844	1,126,812	2,297,944	3,896,287	4,458,028	5,039,632	5,409,630	5,529,831	5,401,667	5,430,888	5,389,273	5,395,742	5,647,470	5,969,321	6,238,574	6,514,334
Pennsylvania	1,912,644	4,584,320	9,496,788	14,120,112	18,711,100	20,404,304	21,157,430	21,831,816	22,733,518	23,485,203	23,190,198	23,712,931	24,264,551	25,109,991	26,045,127	27,263,106
Rhode Island	145,443	362,046	801,908	1,393,143	1,825,900	2,039,633	2,134,609	2,139,317	2,136,582	2,149,366	2,167,450	2,121,403	2,182,976	2,242,486	2,283,927	2,362,463
South Carolina	367,689	997,984	2,322,618	4,087,355	5,312,739	6,023,043	6,453,817	6,626,763	6,566,165	6,465,486	6,619,072	6,950,410	7,163,995	7,437,182	7,727,135	8,035,426
South Dakota	109,375	238,332	447,074	737,998	916,563	977,006	1,037,875	1,080,054	1,115,861	1,126,503	1,100,100	1,125,929	1,182,721	1,211,080	1,253,268	1,379,026
Tennessee	473,226	1,319,303	2,790,808	4,931,734	6,446,691	6,975,099	7,540,306	7,768,063	7,894,661	8,225,374	8,345,584	8,531,675	8,606,624	8,736,367	8,886,994	9,260,615
Texas	1,518,181	4,997,689	12,763,954	25,098,703	31,919,107	36,105,784	39,033,235	40,688,181	42,621,886	42,864,291	41,067,619	42,066,035	44,330,579	47,527,971	49,577,688	51,033,537
Utah	179,981	518,251	1,130,135	2,102,655	2,627,022	2,987,810	3,444,936	3,638,775	3,635,085	3,704,133	3,779,760	3,944,736	4,094,074	4,290,876	4,539,291	4,754,714
Vermont	78,921	189,811	546,901	870,198	1,177,478	1,300,149	1,356,165	1,413,329	1,432,683	1,424,507	1,497,093	1,549,228	1,602,256	1,638,720	1,671,433	1,722,621
Virginia	704,677	1,881,519	4,621,071	7,757,598	10,705,162	12,465,858	13,125,666	13,505,290	13,193,633	12,968,457	13,403,576	13,868,587	13,955,249	14,384,705	14,677,698	15,296,646
Washington	699,984	1,825,782	3,550,819	6,399,885	7,870,979	8,752,007	9,331,539	9,940,325	9,832,913	10,040,312	10,040,607	10,216,676	10,911,929	11,470,245	12,483,668	13,188,097
West Virginia	249,404	678,386	1,316,637	2,086,937	2,527,767	2,742,344	2,841,962	2,998,657	3,328,177	3,388,294	3,275,246	3,188,181	3,194,770	3,226,918	3,169,684	3,216,323
Wisconsin	777,288	1,908,523	3,929,920	6,852,178	8,435,359	9,029,660	9,366,134	9,696,228	9,966,244	10,333,016	9,704,932	9,758,650	9,920,370	10,054,346	10,122,041	10,340,697
Wyoming	69,584	226,067	509,084	683,918	863,423	1,124,564	1,191,736	1,268,407	1,334,655	1,398,444	1,432,216	1,439,041	1,466,579	1,509,532	1,556,321	1,555,016
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	16,652 —	=	21,838 101,130 20,476 1,045,407 128,065	42,395 — 49,832 2,086,414 135,174	58,163 58,400 2,865,945 137,793	57,093 219,881 55,048 3,268,200 157,446	63,105 229,243 51,241 3,433,229 196,533	65,436 235,711 62,787 3,502,757 201,326	70,305 235,639 62,210 3,464,044 220,234	75,355 266,952 84,657 3,519,547 204,932	80,105 290,575 68,775 3,351,423 183,333	65,039 279,077 61,029 3,676,880 161,955	71,709 286,844 62,502 3,510,706 175,022	63,693 293,713 65,304 3,247,136 158,652	58,675 298,708 75,562 2,970,386 160,559	65,490 298,340 87,920 2,789,459 171,521

<sup>—</sup>Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979–80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2016–17. (This table was prepared August 2019.)

NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Beginning in 1989–90, expenditures for state administration are excluded. Data are not adjusted for changes in the purchasing power of the dollar due to inflation. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

Table 236.30. Total expenditures for public elementary and secondary education and other related programs, by function and state or jurisdiction: 2016–17

[In thousands of current dollars]

							•	Total expe								
						Current expend	itures for eleme	ntary and secon	dary programs							
		Elementary/					Support	services						_		
State or jurisdiction	Total	secondary current expendi- tures, total	Instruction	Support services, total	Student support <sup>4</sup>	Instructional staff <sup>5</sup>	General adminis- tration	School adminis- tration	Operation and maintenance	Student transpor- tation	Other support services	Food services	Enterprise operations <sup>3</sup>	Current expenditures for other programs <sup>1</sup>	Capital outlay <sup>2</sup>	Interest on school debt
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	\$707,601,350	\$619,164,572		\$217,754,675	\$35,946,038	\$29,169,348	\$12,305,191		\$57,433,468	\$25,350,286	\$22,981,403	\$24,095,216	\$1,245,194	\$8,660,874	\$61,441,963	\$18,333,942
Alabama	8,030,225	7,097,472	4,049,192	2,563,159	446,175	298,519	182,443	442,733	660,054	366,671	166,563	485,121	0	122,765	637,471	172,517
Alaska	2,582,582	2,367,707	1,266,042	1,013,894	183,607	196,525	33,856	144,766	283,842	80,673	90,624	76,820	10,952	7,959	169,582	37,334
Arizona	10,530,826	8,966,684	4,828,965	3,669,286	687,666	434,553	173,941	502,905	1,098,094	371,832	400,295	467,132	1,301	92,293	1,220,401	251,447
Arkansas	5,622,673	4,936,465	2,769,224	1,898,530	266,940	415,124	124,843	258,857	500,434	181,436	150,896	263,084	5,627	30,111	529,540	126,558
California	87,968,218	76,663,731	45,442,062	28,155,354	4,598,429	4,880,880	753,775	5,082,339	7,573,197	1,679,133	3,587,603	2,878,381	187,935	924,523	7,470,798	2,909,165
Colorado	10,632,736	8,913,931	4,989,814	3,570,698	502,458	513,143	144,538	679,279	814,583	265,301	651,397	305,496	47,923	77,653	1,183,120	458,032
Connecticut	11,573,665	10,664,567	6,722,928	3,614,923	684,769	335,452	239,206	624,118	915,695	537,460	278,224	234,506	92,211	146,121	641,349	121,628
Delaware	2,247,039	2,029,229	1,269,553	691,907	90,650	37,248	31,895	128,691	216,676	100,560	86,188	67,769	0	53,793	141,956	22,062
District of Columbia	2,625,829	1,936,852	1,039,933	826,686	86,016	97,241	141,543	134,950	190,735	117,259	58,942	69,429	804	39,350	510,487	139,140
Florida	29,875,971	26,404,135	16,305,281	8,782,010	1,161,081	1,660,734	242,525	1,470,634	2,548,825	1,017,779	680,431	1,316,843	0	566,061	2,292,633	613,143
Georgia	20,344,480	18,126,272	11,061,068	6,035,059	943,009	941,356	231,190	1,144,159	1,361,543	847,547	566,256	977,222	52,922	33,899	1,959,953	224,356
Hawaii	2,778,688	2,600,074	1,520,054	949,131	244,802	87,772	13,048	186,738	289,131	63,216	64,424	130,889	0	16,960	161,655	0
Idaho	2,560,406	2,245,167	1,323,118	811,616	125,438	130,399	56,390	129,058	212,304	97,989	60,038	109,263	1,170	4,852	251,888	58,499
Illinois	34,588,140	31,449,028	19,603,947	11,068,443	2,214,977	1,134,511	1,182,158	1,638,178	2,440,415	1,334,997	1,123,207	776,639	0	162,530	2,018,535	958,047
Indiana	11,866,554	10,309,827	5,939,926	3,872,427	537,800	414,873	212,946	671,823	1,161,592	623,109	250,283	497,474	0	167,568	1,095,237	293,922
lowa	6,809,987	5,840,808	3,524,206	2,050,887	341,231	364,865	148,834	330,146	484,172	205,084	176,556	258,951	6,764	38,180	813,457	117,542
Kansas	6,279,467	5,154,894	3,074,527	1,836,380	328,022	212,934	138,347	299,424	503,876	209,520	144,257	243,986	0	4,285	877,514	242,774
Kentucky	7,878,382	6,897,155	3,954,611	2,472,297	336,798	384,692	155,583	401,723	614,507	393,211	185,782	451,699	18,548	77,289	721,214	182,724
Louisiana	8,983,530	8,150,463	4,551,129	3,169,566	495,861	406,228	211,453	523,649	822,880	465,492	244,002	429,670	99	28,511	690,293	114,263
Maine	2,838,337	2,641,420	1,545,474	989,537	180,995	149,247	89,805	139,360	265,690	129,800	34,641	106,085	324	27,954	123,321	45,642
Maryland	14,669,628	13,233,589	8,432,187	4,424,391	595,713	610,473	128,514	893,341	1,116,465	691,807	388,078	377,011	0	39,956	1,237,379	158,705
Massachusetts	17,909,571	17,089,142	10,912,548	5,698,222	1,270,086	788,946	275,981	731,675	1,437,462	776,589	417,483	478,372	0	76,127	507,504	236,798
Michigan	19,612,463	17,206,122	9,875,810	6,695,573	1,360,804	871,777	386,016	960,612	1,510,634	720,147	885,583	634,739	0	290,037	1,393,502	722,803
Minnesota	14,127,456	11,056,128	7,153,109	3,388,197	323,867	565,322	415,002	444,288	746,716	625,079	267,924	467,516	47,304	513,373	2,160,797	397,158
Mississippi	4,673,532	4,229,767	2,400,216	1,570,271	224,419	196,756	142,223	257,398	433,815	202,096	113,565	259,057	223	29,715	360,550	53,501
Missouri	11,189,561	9,776,478	5,767,922	3,552,049	441,238	447,079	362,602	573,398	977,605	505,638	244,489	456,507	0	259,729	841,235	312,118
Montana	1,908,339	1,688,944	991,332	619,787	115,746	59,838	53,622	94,081	169,682	79,292	47,525	75,187	2,638	10,712	185,247	23,436
Nebraska	4,844,039	4,041,479	2,616,805	1,150,951	154,575	129,927	118,339	191,203	345,168	119,441	92,298	168,307	105,416	2,062	704,266	96,233
Nevada	4,987,380	4,320,504	2,554,828	1,597,247	237,070	238,700	69,977	317,085	400,038	169,077	165,299	168,244	185	25,125	477,784	163,967
New Hampshire	3,082,887	2,886,649	1,839,343	977,914	222,126	94,964	103,951	160,992	231,303	127,292	37,285	69,392	0	6,427	144,183	45,629
New Jersey	29,839,108	27,622,861	16,589,382	10,140,298	2,858,018	864,829	563,247	1,369,401	2,686,395	1,139,284	659,124	617,300	275,881	248,666	1,301,715	665,866
New Mexico	3,901,217	3,345,338	1,914,568	1,268,925	337,928	91,409	79,625	198,495	349,245	103,752	108,472	159,640	2,205	1,959	553,767	152
New York	67,194,754	60,905,055	42,389,679	17,303,620	1,950,611	1,567,910	984,799	2,332,684	5,600,964	3,073,409	1,793,244	1,211,757	0	2,236,181	2,588,199	1,465,319
North Carolina	15,389,536	13,943,070	8,718,633	4,488,163	758,525	479,501	241,840	826,515	1,146,436	568,542	466,805	736,274	0	65,366	1,359,657	21,444
North Dakota	1,824,684	1,510,292	906,313	491,975	60,781	51,919	65,204	78,090	129,557	60,165	46,259	70,245	41,759	11,520	270,221	32,651
Ohio	24,503,675	21,494,254	12,703,608	8,083,921	1,454,986	856,705	674,296	1,188,192	1,840,935	1,020,880	1,047,926	705,533	1,192	468,613	1,921,438	619,370
Oklahoma	6,228,822	5,496,402	3,072,797	2,004,138	374,211	221,748	164,623	306,275	576,296	173,226	187,759	363,634	55,833	28,946	637,138	66,337
Oregon	7,731,996	6,514,334	3,807,508	2,478,957	494,587	262,616	91,127	415,589	516,505	286,763	411,770	224,745	3,123	32,995	827,259	357,408
Pennsylvania	30,765,985	27,263,106	16,871,795	9,385,807	1,538,734	976,882	823,115	1,214,207	2,495,880	1,297,216	1,039,772	889,644	115,861	568,044	1,992,715	942,120
Rhode Island	2,591,928	2,362,463	1,428,107	869,618	248,744	90,506	35,431	112,808	183,344	102,335	96,450	64,216	522	57,258	132,829	39,378
South Carolina	9,721,717	8,035,426	4,455,636	3,147,018	619,625	497,997	78,239	520,441	788,674	303,877	338,165	412,078	20,694	61,891	1,286,658	337,743
South Dakota	1,571,670	1,379,026	816,490	484,102	76,803	48,890	46,268	66,995	143,576	49,059	52,510	71,486	6,948	7,171	152,374	33,099
Tennessee	10,418,228	9,260,615	5,652,110	3,091,904	416,268	546,464	192,701	560,592	767,734	347,912	260,232	516,601	0	82,703	849,531	225,379
Texas	64,601,315	51,033,537	29,431,662	18,755,366	2,515,067	2,622,675	750,018	2,926,014	5,379,370	1,485,564	3,076,659	2,846,509	0	349,734	9,830,252	3,387,792
Utah	5,813,157	4,754,714	3,019,473	1,485,927	185,373	190,712	53,508	312,558	432,719	140,222	170,835	238,818	10,496	10,557	929,100	118,786

Table 236.30. Total expenditures for public elementary and secondary education and other related programs, by function and state or jurisdiction: 2016–17—Continued

[In thousands of current dollars]

								Total expe	enditures							
						Current expendi	tures for eleme	ntary and secor	dary programs							
		Elementary/					Support	services								
State or jurisdiction	Total	secondary current expendi- tures, total	Instruction	Support services, total	Student support <sup>4</sup>	Instructional staff <sup>5</sup>	General adminis- tration	School adminis- tration	Operation and maintenance	Student transpor- tation	Other support services	Food services	Enterprise operations <sup>3</sup>	Current expenditures for other programs <sup>1</sup>	Capital outlay <sup>2</sup>	Interest on school debt
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Vermont Virginia Washington West Virginia Wisconsin Wyoming	1,797,465 16,798,809 16,007,632 3,487,741 11,876,059 1,913,258	1,722,621 15,296,646 13,188,097 3,216,323 10,340,697 1,555,016	1,107,391 9,313,749 7,646,339 1,842,144 6,136,689 920,260	570,073 5,390,585 5,018,087 1,167,027 3,824,345 588,428	133,216 774,800 967,929 166,921 516,870 93,676	71,370 1,013,488 854,897 127,203 545,466 86,084	36,224 247,977 225,675 55,147 298,849 32,731	108,604 897,282 800,156 172,428 521,086 82,920	128,666 1,365,285 1,118,968 346,891 958,276 150,621	56,760 787,814 493,731 238,828 438,470 77,950	35,234 303,939 556,730 59,608 545,329 64,448	43,217 588,958 401,398 207,152 379,585 45,637	1,940 3,354 122,273 0 78 691	10,448 77,176 50,814 46,028 363,949 4,935	55,204 1,328,791 2,329,122 210,863 1,011,285 350,996	9,193 96,197 439,599 14,527 160,128 2,312
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	76,797 361,502 92,633 2,891,749 172,940	65,490 298,340 87,920 2,789,459 171,521	31,446 142,210 41,483 1,128,669 100,419	14,110 136,084 33,459 1,262,150 59,708	35 28,008 6,742 317,681 14,841	7,235 16,535 8,246 166,391 4,219	891 4,802 1,727 79,112 8,199	4,188 18,225 4,276 121,196 9,465	0 38,523 7,083 407,424 6,854	531 7,948 1,443 93,059 7,536	1,231 22,043 3,942 77,287 8,592	19,934 20,046 12,977 398,641 11,236	0 0 0 0 158	1,800 0 2,993 67,690 1,303	9,507 50,806 1,720 34,600 116	12,356 0 0

¹Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

<sup>&</sup>lt;sup>2</sup>Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.

<sup>3</sup>Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).

Also includes small amounts for direct program support made by state education agencies for local school districts.

<sup>&</sup>lt;sup>4</sup>Includes expenditures for guidance, health, attendance, and speech pathology services.

<sup>&</sup>lt;sup>5</sup>Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.

NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2016–17. (This table was prepared August 2019.)

Table 236.50. Expenditures for instruction in public elementary and secondary schools, by subfunction and state or jurisdiction: 2015–16 and 2016–17

						In thousands of	current dollars					
			2015-	16					2016-	-17		
			Employee	Purchased					Employee	Purchased		
State or jurisdiction	Total	Salaries	benefits	services <sup>2</sup>	Supplies		Total	Salaries	benefits	services <sup>2</sup>	Supplies	Tuition and other
1	2	3	4	5	6	7	8	9	10	11	12	13
United States Alabama	\$363,106,915	\$230,477,780 2.477,404	<b>\$92,808,865</b> 965,949	<b>\$18,048,424</b> 169,353	<b>\$14,602,677</b> 285,000	<b>\$7,169,169</b> 21,950	<b>\$376,069,486</b> 4,049,192	<b>\$236,792,085</b> 2,582,189	<b>\$98,321,490</b> 996,372	<b>\$18,476,414</b> 177,983	<b>\$14,900,908</b> 270,097	<b>\$7,578,589</b>
Alaska	3,919,656 1,251,726	2,477,404 711,182	414.485	58,577	56,348	11,134	1,266,042	721,744	414,054	61,383	57,179	22,552 11,682
Arizona Arkansas	4,596,134 2,734,078	3,126,187 1,846,357	934,003 524,988	309,608 126,960	194,855 197,711	31,482 38,062	4,828,965 2,769,224	3,260,105 1,876,614	972,152 530,842	338,868 124,196	221,550 201,653	36,290 35,919
California Colorado	42,606,846 4,872,737	27,148,052 3.348.613	10,154,297 953.906	2,228,377	2,185,023 304 275	891,098 132,690	45,442,062 4.989.814	28,385,595 3,421,045	11,385,176 1,004,243	2,364,304	2,359,697 298,385	947,290 130,982
Connecticut Delaware	6,654,475 1,217,984	3,909,375 732,116	1,885,230 382,812 139,236	133,253 220,157	304,275 112,589 55,002	132,690 527,124	6,722,928 1,269,553 1,039,933 16,305,281	3,963,987 758,279	1,899,984 419,882	135,159 217,458 17,908	298,385 103,922 51,864 22,171 529,449	537,577 21,620
District of Columbia	985,046 15,763,102	687.092	139,236	13,611 42,456	24,852 487,810	34,444 91,410	1,039,933	/09.164	167.435	48 003	22,171	93,159 125,854
Florida Georgia	10 690 729	9,227,638 6,932,398	2,794,944 2,674,848	3,131,946	625 381	120,763 58,319	11 061 068	9,375,840	2,907,840 2,824,024	3,366,298	529,449 620 321	
Hawaii Idaho	1,466,292 1,249,823 18,155,294	948,100 854,488	381,962 300,346	399,785 55,103 45,711 1,024,980	71,682 47,744	9,444 1,533	1,520,054 1,323,118 19,603,947	7,297,731 955,344 902,280 10,142,329	420,171	258,060 53,923 50,903	80,064 51,567	60,934 10,552 1,448
Illinois	18,155,294	10,057,461	6,270,188	1,024,980	444,020	358,645	19,603,947	10,142,329	316,921 7,673,293	1,007,196	620,321 80,064 51,567 423,696 218,550	357,434 9,334
Indiana Iowa	5,829,338 3,431,757	3,622,089 2.414.681	1,891,038 786,969	104,080 90.387	202,779 104.827	9,352 34,894	5,939,926 3,524,206	3,687,499 2,487,050	1,911,384 812,850	113,159 81,752	106.932	9,334 35.622
Kansas Kentucky	3,027,649 3,909,722	2,153,182 2,653,544	786,969 624,906 1,049,594	89,900 61,715	104,827 135,838 130,899 206,561	34,894 23,823 13,970	3,074,527 3,954,611	2,173,096 2,678,619	633.067	81,752 94,200 63,738	106,932 147,246 136,607 215,036	35,622 26,919 13,878
Louisiana	4,518,231	2,781,019	1,326,846	144,108 39,953	206,561	59,697	4,551,129	2,786,077	1,061,769 1,331,231	63,738 152,312 42,733	215,036 35,655	66,472
Maine Maryland	1,516,283 8,028,897	964,407 5,029,476	394,300 2,283,910		36,233 187,431	81,389 278,008	1,545,474 8,432,187	993,471 5,256,375	386,470 2,387,876			87,145 289.589
Massachusetts Michigan	10,492,714 9,766,683	6,656,111 5,176,562	2,641,926 3,368,889	250,071 95,886 947,726	277,803 254,201	820,988 19,306	10,912,548 9,875,810	6.823.131	2,863,534 3,414,023	299,548 99,994 976,162	198,799 273,503 261,915	289,589 852,386 20,522
Minnesota Mississippi	6,949,478 2,414,582	4,641,312 1,667,459	1,642,237 552,238	367,612 72,636	207,138 102,866	91,179 19,384	7,153,109 2,400,216	5,203,188 4,835,058 1,658,005	1,613,811 549,816	378,176 70,947	224,881 100,228	101,184 21,220
Missouri	5,651,864	3,890,461	1,178,624	191,790	358,768	32,221	5,767,922	3,973,411	1,213,296	185,357	365,050	30,808
Montana Nebraska	970,897 2,486,681	643,783 1,637,339	195,581 583,658	58,266 131,445	68,008 112,253	5,259 21,987	991,332 2,616,805	660,424 1,679,453	201,945 660,061	59,733 134,212	63,835 119,991	5,395 23,089
Nevada New Hampshire	2,398,324 1,804,284	1,565,794 1,070,727	640,137 499,636	47,619 48,479	140,144 35,651	4,631 149,791	2,554,828 1,839,343	1,648,455 1,085,209	669,525 510,293	48,597 50,275	182,143 35,204	6,108 158,362
New Jersey	16,132,662	9,674,517	4.594.280	636,802	455,518	771,545	16,589,382	9,803,635	4,888,507	660,988	443.100	793,153 280
New Mexico New York	1,902,034 41,924,498	1,284,541 24,955,914	443,881 13,224,238	67,436 2,330,671	105,846 729,050	331 684,624	1,914,568 42,389,679	1,282,898 25,538,666	450,510 13,445,451	74,019 1,947,701	106,860 752,814	705,047
North Carolina North Dakota	8,395,193 869,633	5,810,078 590,288	1,895,980 221,357	284,479 23,072	404,208 28,732	449 6,183	8,718,633 906,313	5,972,552 616,846	2,014,735 231,438	295,971 22,323	435,369 29,926	5,780
Ohio	11,954,341	7,526,394	2,775,349	725,767	459.953	466,877	12,703,608	7,852,213	2,868,220	934,872	475.638	572,665
Oklahoma Oregon	3,125,438 3,650,480	2,163,799 2,144,702	696,168 1.138.171	59,181 130,150	193,959 197,142	12,330 40,315	3,072,797 3,807,508	2,124,218 2,239,094	695,511 1,186,291	58,739 139,382	182,005 202,781	12,324 39.959
Pennsylvania Rhode Island	16,083,136 1,393,738	9,192,617 870,708	5,305,250 420,972	783,388 11,913	474,936 23,693	326,944 66,453	16,871,795 1,428,107	9,396,615 892,529	5,724,229 433,087	833,924 14,093	541,482 23,157	375,546 65,241
South Carolina	4.294.386	2.842.958	1.027.856	174.223	225.632	23,717	4.455.636	2.922.021	1.075.491	192.972	240.425	24.728
South Dakota Tennessee	730,833 5,465,563	492,308 3,665,541	148,723 1,205,593	28,656 127,147	48,482 454.033	12,665 13,249	816,490 5,652,110	552,513 3,791,470	162,846 1,258,410	32,537 126,009	54,046 461.240	14,549 14,980
Texas Utah	28,970,556 2,868,057	22,035,575 1,748,837	3,664,960 810,108	1,003,668 101,254	1,928,691 192,319	337,661 15,539	29,431,662 3,019,473	22,537,224 1,831,170	3,794,495 846,311	1,058,061 105,540	1,687,197 217,834	354,685 18,617
Vermont	1,061,379	599,678	291,342	61,557	21,518	87,283	1,107,391	613,350	317,302	58,196	20,116	98,428
Virginia Washington	8,944,628 7,211,513	6,054,755 4,685,619	2,366,965 1,732,671	188,634 445,329	321,229 284,788	13,045 63,107	9,313,749 7,646,339	6,256,908 5,000,463	2,499,818 1,826,380	206,591 471,563	342,165 283,814	8,266 64,118
West Virginia Wisconsin	1,824,705 6,018,974	1,122,269 3,856,289	526,003 1,623,439	39,033 90,922	131,236 225,236	6,164 223,087	1,842,144 6,136,689	1,104,748 3,898,231	558,286 1,631,245	38,753 100,318	132,865 248,504	7,492 258,391
Wyoming	923,865	585,983	257,877	33,597	42,785	3,623	920,260	583,957	259,585	31,325	42,383	3,010
Other jurisdictions American Samoa	29,612	21,780	4,591	450	985	1,806	31,446	22,500	4,691	1,230	1,193	1,831
Guam Northern Marianas	143,897 36,419	105,474 25.031	36,814 4.666	166 3.424	1,441 2.054	1,244	142,210 41,483	104,755 24,861	36,469 6,288	479 3.828	507 4,502	0 2,004
Puerto Rico	1,194,926	886,323	240,157	51,266	16,900	280	1,128,669	836,793	225,101	53,047	13,402	326
U.S. Virgin Islands	94,624	63,079	26,493	2,136	2,915	0	100,419	66,997	28,139	2,249	3,034	0

See notes at end of table.

Table 236.50. Expenditures for instruction in public elementary and secondary schools, by subfunction and state or jurisdiction: 2015–16 and 2016–17—Continued

					In	thousands of consta	ant 2018–19 dollar	S <sup>1</sup>				
			2015-	-16			2010 10 00		2016	<b>–17</b>		
Obstance to death the co	Tabal	0.1	Employee	Purchased	0	T 200 1 - 10	T-1-1	0.1. (	Employee	Purchased	0	T 92
State or jurisdiction	Total 14	Salaries 15	benefits 16	services <sup>2</sup>	Supplies 18	Tuition and other	Total 20	Salaries 21	benefits 22	services <sup>2</sup>	Supplies 24	Tuition and other 25
United States	\$385,957,965	\$244,982,211	\$98,649,514	\$19,184,248	\$15,521,653	\$7,620,340	\$392,516,017	\$247,147,640	\$102,621,354	\$19,284,438	\$15,552,565	\$7,910,021
Alabama	4,166,328	2,633,312	1,026,738	180,011	302,936	23,332	4,226,274	2,695,115	1,039,946	185,766	281,909	23,538
Alaska	1,330,499	755,938	440,569	62,263	59,894	11,835	1,321,409	753,308	432,161	64,068	59,679	12,192
Arizona	4,885,378	3,322,924	992,781	329,092	207,118	33,463	5,040,149	3,402,678	1,014,667	353,687	231,239	37,877
Arkansas	2,906,139	1,962,552	558,027	134,950	210,153	40,457	2,890,329	1,958,683	554,057	129,627	210,472	37,490
California	45,288,181	28,856,533	10,793,328	2,368,613	2,322,530	947,176	47,429,366	29,626,973	11,883,080	2,467,702	2,462,893	988,718
Colorado	5,179,389	3,559,348	1,013,937	141,639	323,424	141,040	5,208,032	3,570,657	1,048,161	141,070	311,434	136,710
Connecticut	7,073,254	4,155,400	2,003,871	234,012	119,675	560,297	7,016,939	4,137,343	1,983,075	226,968	108,466	561,087
Delaware	1,294,634	778,189	406,903	14,467	58,463	36,611	1,325,074	791,440	438,244	18,691	54,132	22,565
District of Columbia	1,047,037	730,332	147,999	45,128	26,416	97,163	1,085,412	740,178	174,758	50,103	23,141	97,233
Florida	16,755,105	9,808,352	2,970,836	3,329,046	518,508	128,363	17,018,355	9,785,871	3,035,008	3,513,516	552,603	131,358
Georgia	11,363,519	7,368,667	2,843,181	424,944	664,737	61,989	11,544,799	7,616,880	2,947,526	269,346	647,449	63,598
Hawaii	1,558,568	1,007,766	405,999	58,571	76,194	10,039	1,586,530	997,124	438,546	56,281	83,565	11,014
Haho	1,328,476	908,263	319,248	48,588	50,748	1,630	1,380,982	941,739	330,781	53,129	53,822	1,511
Illinois	19,297,843	10,690,398	6,664,784	1,089,484	471,963	381,215	20,461,280	10,585,880	8,008,866	1,051,243	442,225	373,065
Indiana	6,196,190	3,850,034	2,010,045	110,630	215,540	9,941	6,199,695	3,848,764	1,994,974	118,108	228,107	9,742
lowa	3,647,724	2,566,641	836,495	96,075	111,424	37,090	3,678,329	2,595,816	848,398	85,327	111,608	37,180
Kansas	3,218,185	2,288,686	664,233	95,557	144,386	25,322	3,208,984	2,268,131	660,753	98,319	153,685	28,096
Kentucky	4,155,769	2,820,536	1,115,648	65,599	139,137	14,849	4,127,557	2,795,762	1,108,203	66,526	142,581	14,485
Louisiana	4,802,572	2,956,034	1,410,347	153,177	219,560	63,454	4,750,162	2,907,920	1,389,450	158,973	224,440	69,378
Maine	1,611,705	1,025,099	419,114	42,467	38,514	86,511	1,613,062	1,036,918	403,372	44,602	37,214	90,956
Maryland	8,534,171	5,345,991	2,427,641	265,808	199,227	295,504	8,800,949	5,486,250	2,492,304	312,649	207,493	302,253
Massachusetts	11,153,042	7,074,993	2,808,188	101,920	295,286	872,654	11,389,783	7,121,525	2,988,764	104,367	285,464	889,663
Michigan	10,381,320	5,502,333	3,580,900	1,007,369	270,198	20,521	10,307,706	5,430,738	3,563,327	1,018,852	273,369	21,419
Minnesota	7,386,822	4,933,399	1,745,586	390,747	220,174	96,917	7,465,934	5,046,508	1,684,387	394,714	234,715	105,609
Mississippi	2,566,537	1,772,396	586,991	77,207	109,339	20,604	2,505,184	1,730,514	573,861	74,050	104,611	22,148
Missouri	6,007,548	4,135,296	1,252,797	203,860	381,346	34,249	6,020,168	4,147,178	1,266,357	193,463	381,015	32,155
Montana	1,031,997	684,298	207,889	61,932	72,288	5,590	1,034,685	689,306	210,776	62,345	66,626	5,631
Nebraska	2,643,173	1,740,380	620,388	139,717	119,317	23,370	2,731,245	1,752,900	688,928	140,081	125,238	24,099
Nevada	2,549,256	1,664,333	680,422	50,615	148,963	4,922	2,666,558	1,720,546	698,805	50,723	190,109	6,375
New Hampshire	1,917,832	1,138,110	531,079	51,530	37,894	159,218	1,919,782	1,132,668	532,609	52,474	36,743	165,287
New Jersey	17,147,923	10,283,354	4,883,407	676,877	484,185	820,100	17,314,880	10,232,374	5,102,294	689,894	462,478	827,840
New Mexico	2,021,733	1,365,379	471,815	71,680	112,507	352	1,998,297	1,339,003	470,212	77,256	111,533	293
New York	44,562,891	26,526,440	14,056,466	2,477,345	774,931	727,709	44,243,493	26,655,540	14,033,456	2,032,879	785,737	735,881
North Carolina	8,923,519	6,175,718	2,015,298	302,382	429,645	477	9,099,922	6,233,748	2,102,845	308,915	454,408	6
North Dakota	924,360	627,436	235,288	24,524	30,541	6,572	945,948	643,823	241,559	23,299	31,235	6,033
Ohio	12,706,652	8,000,045	2,950,007	771,441	488,899	496,259	13,259,171	8,195,612	2,993,655	975,756	496,439	597,710
Oklahoma	3,322,128	2,299,971	739,980	62,906	206,165	13,106	3,207,179	2,217,116	725,927	61,307	189,965	12,863
Oregon	3,880,212	2,279,673	1,209,798	138,340	209,548	42,852	3,974,021	2,337,015	1,238,171	145,478	211,650	41,707
Pennsylvania	17,095,280	9,771,127	5,639,120	832,689	504,825	347,520	17,609,644	9,807,554	5,974,565	870,393	565,162	391,970
Rhode Island	1,481,449	925,503	447,465	12,662	25,184	70,635	1,490,562	931,562	452,027	14,710	24,170	68,094
South Carolina	4,564,641	3,021,871	1,092,541	185,188	239,832	25,209	4,650,493	3,049,809	1,122,525	201,411	250,939	25,809
South Dakota	776,826	523,289	158,082	30,459	51,533	13,462	852,197	576,676	169,968	33,960	56,410	15,185
Tennessee	5,809,522	3,896,221	1,281,463	135,149	482,606	14,083	5,899,292	3,957,281	1,313,444	131,520	481,412	15,635
Texas	30,793,731	23,422,318	3,895,603	1,066,831	2,050,068	358,911	30,718,788	23,522,838	3,960,438	1,104,332	1,760,983	370,196
Utah	3,048,549	1,858,895	861,090	107,626	204,422	16,517	3,151,523	1,911,252	883,323	110,156	227,361	19,431
Vermont	1,128,174	637,417	309,677	65,431	22,873	92,776	1,155,820	640,173	331,178	60,741	20,996	102,732
Virginia	9,507,532	6,435,793	2,515,923	200,505	341,445	13,866	9,721,064	6,530,540	2,609,142	215,626	357,129	8,627
Washington	7,665,348	4,980,495	1,841,711	473,354	302,710	67,078	7,980,734	5,219,147	1,906,253	492,186	296,226	66,922
West Virginia	1,939,537	1,192,896	559,105	41,489	139,495	6,552	1,922,706	1,153,062	582,702	40,447	138,676	7,820
Wisconsin	6,397,760	4,098,973	1,725,605	96,644	239,411	237,126	6,405,063	4,068,711	1,702,584	104,705	259,372	269,691
Wyoming	982,005	622,861	274,106	35,711	45,477	3,851	960,506	609,495	270,937	32,695	44,236	3,142
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	31,476 152,952 38,711 1,270,125 100,578	23,151 112,112 26,607 942,101 67,049	4,880 39,131 4,959 255,271 28,161	479 176 3,639 54,492 2,270	1,047 1,532 2,183 17,963 3,098	1,919 2 1,322 297 0	32,821 148,429 43,297 1,178,028 104,811	23,484 109,336 25,948 873,388 69,927	4,896 38,063 6,563 234,945 29,369	1,284 500 3,995 55,367 2,348	1,245 529 4,699 13,988 3,167	1,912 0 2,091 340 0

'Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state. For more information about adjusting for differences in the cost of living from state to state, see the American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT) at <a href="https://nces.ed.gov/programs/edge/Docs/EDGE\_ACS\_CWIFT2015">https://nces.ed.gov/programs/edge/Docs/EDGE\_ACS\_CWIFT2015</a> FILEDOC.pdf.

<sup>&</sup>lt;sup>2</sup>Includes purchased professional services of teachers or others who provide instruction for students.

NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2015–16 and 2016–17. (This table was prepared November 2019.)

Table 236.55. Total and current expenditures per pupil in public elementary and secondary schools: Selected years, 1919-20 through 2016-17

	Expen	diture per pupil in a	verage daily attend	lance		Expenditur	e per pupil in fall er	nrollment <sup>1</sup>	
	Unadjuste	ed dollars <sup>2</sup>	Constant 2018	3–19 dollars³	Unadjuste	ed dollars <sup>2</sup>	Cons	stant 2018–19 dol	lars <sup>3</sup>
School year	Total expenditure <sup>4</sup>	Current expenditure	Total expenditure <sup>4</sup>	Current expenditure	Total expenditure <sup>4</sup>	Current expenditure	Total expenditure <sup>4</sup>	Current expenditure	Annual percent change in current expenditure
1	2	3	4	5	6	7	8	9	10
1919–20	\$64	\$53	\$850	\$709	\$48	\$40	\$636	\$530	=======================================
1929–30	108	87	1,605	1,283	90	72	1,329	1,062	
1931–32	97	81	1,702	1,424	82	69	1,441	1,206	
1933–34	76	67	1,458	1,291	65	57	1,239	1,097	
1935–36	88	74	1,621	1,369	74	63	1,371	1,158	
1937–38 1939–40 1941–42 1943–44 1945–46	100 106 110 125 146	84 88 98 117 136	1,763 1,916 1,787 1,812 2,025	1,483 1,597 1,597 1,700 1,894	86 92 94 105 124	72 76 84 99 116	1,513 1,661 1,530 1,527 1,725	1,273 1,384 1,367 1,433 1,613	_ _ _ _
1947–48 1949–50 1951–52 1953–54 1955–56	205 260 314 351 387	181 210 246 265 294	2,227 2,784 3,030 3,305 3,646	1,973 2,249 2,371 2,494 2,772	179 231 275 312 354	158 187 215 236 269	1,945 2,471 2,653 2,939 3,333	1,723 1,996 2,076 2,218 2,534	_ _ _ _
1957–58 1959–60 1961–62 1963–64 1965–66	447 471 517 559 654	341 375 419 460 538	3,968 4,060 4,357 4,588 5,190	3,025 3,234 3,530 3,780 4,268	408 440 485 520 607	311 350 393 428 499	3,619 3,793 4,089 4,270 4,818	2,759 3,021 3,313 3,518 3,962	_ _ _
1967–68 1969–70 1970–71 1971–72 1972–73	786 955 1,049 1,128 1,211	658 816 911 990 1,077	5,857 6,403 6,691 6,941 7,162	4,903 5,471 5,809 6,091 6,371	732 879 970 1,034 1,117	612 751 842 908 993	5,448 5,895 6,186 6,366 6,607	4,560 5,037 5,370 5,587 5,877	6.6 4.0 5.2
1973–74	1,364	1,207	7,409	6,558	1,244	1,101	6,756	5,979	1.7
1974–75	1,545	1,365	7,554	6,673	1,423	1,257	6,959	6,147	2.8
1975–76	1,697	1,504	7,751	6,867	1,563	1,385	7,137	6,323	2.9
1976–77	1,816	1,638	7,838	7,066	1,674	1,509	7,222	6,512	3.0
1977–78	2,002	1,823	8,097	7,371	1,842	1,677	7,447	6,779	4.1
1978–79 1979–80 1980–81 1981–82 1982–83	2,210 2,491 2,742 <sup>5</sup> 2,973 <sup>5</sup> 3,203 <sup>5</sup>	2,020 2,272 2,502 2,726 2,955	8,171 8,125 8,018 <sup>5</sup> 8,002 <sup>5</sup> 8,266 <sup>5</sup>	7,470 7,411 7,314 7,336 7,626	2,029 2,290 2,529 <sup>5</sup> 2,754 <sup>5</sup> 2,966 <sup>5</sup>	1,855 2,088 2,307 2,525 2,736	7,504 7,470 7,395 <sup>5</sup> 7,413 <sup>5</sup> 7,654 <sup>5</sup>	6,860 6,813 6,746 6,795 7,061	0.7 3.9
1983–84	3,471 <sup>5</sup>	3,173	8,638 <sup>5</sup>	7,896	3,216 <sup>5</sup>	2,940	8,002 <sup>5</sup>	7,315	3.6
1984–85	3,722 <sup>5</sup>	3,470	8,912 <sup>5</sup>	8,310	3,456 <sup>5</sup>	3,222	8,275 <sup>5</sup>	7,716	5.5
1985–86	4,020 <sup>5</sup>	3,756	9,356 <sup>5</sup>	8,741	3,724 <sup>5</sup>	3,479	8,668 <sup>5</sup>	8,098	5.0
1986–87	4,308 <sup>5</sup>	3,970	9,809 <sup>5</sup>	9,040	3,995 <sup>5</sup>	3,682	9,096 <sup>5</sup>	8,383	3.5
1987–88	4,654 <sup>5</sup>	4,240	10,175 <sup>5</sup>	9,270	4,310 <sup>5</sup>	3,927	9,423 <sup>5</sup>	8,585	2.4
1988–89	5,108	4,645	10,674	9,707	4,737	4,307	9,899	9,001	4.8
1989–90	5,547	4,980	11,064	9,933	5,172	4,643	10,316	9,261	2.9
1990–91	5,882	5,258	11,124	9,944	5,484	4,902	10,371	9,271	0.1
1991–92	6,072	5,421	11,127	9,934	5,626	5,023	10,310	9,205	-0.7
1992–93	6,279	5,584	11,158	9,922	5,802	5,160	10,311	9,169	-0.4
1993–94	6,489	5,767	11,240	9,990	5,994	5,327	10,382	9,227	0.6
1994–95	6,723	5,989	11,320	10,085	6,206	5,529	10,450	9,310	0.9
1995–96	6,959	6,147	11,408	10,076	6,441	5,689	10,559	9,326	0.2
1996–97	7,297	6,393	11,630	10,189	6,761	5,923	10,776	9,441	1.2
1997–98	7,701	6,676	12,058	10,453	7,139	6,189	11,179	9,691	2.7
1998–99	8,115	7,013	12,492	10,795	7,531	6,508	11,592	10,017	3.4
1999–2000	8,589	7,394	12,849	11,061	8,030	6,912	12,013	10,341	3.2
2000–01	9,180	7,904	13,278	11,433	8,572	7,380	12,399	10,675	3.2
2001–02	9,611	8,259	13,661	11,738	8,993	7,727	12,782	10,983	2.9
2002–03	9,950	8,610	13,838	11,974	9,296	8,044	12,929	11,188	1.9
2003–04	10,308	8,900	14,029	12,112	9,625	8,310	13,100	11,310	1.1
2004–05	10,779	9,316	14,241	12,309	10,078	8,711	13,316	11,509	1.8
2005–06	11,338	9,778	14,430	12,445	10,603	9,145	13,495	11,639	1.1
2006–07	12,015	10,336	14,907	12,823	11,252	9,679	13,960	12,009	3.2
2007–08	12,759	10,982	15,264	13,138	11,965	10,298	14,314	12,320	2.6
2008–09	13,033	11,239	15,377	13,260	12,222	10,540	14,421	12,435	-0.5
2009–10	13,035	11,427	15,232	13,353	12,133	10,636	14,178	12,429	
2010–11	12,926	11,433	14,807	13,098	12,054	10,663	13,809	12,215	
2011–12	12,796	11,362	14,241	12,645	11,991	10,648	13,346	11,850	
2012–13	12,859	11,509	14,077	12,599	12,033	10,771	13,173	11,791	
2013–14	13,174	11,819	14,201	12,740	12,335	11,066	13,296	11,928	1.2
2014–15	13,668	12,224	14,626	13,081	12,796	11,445	13,693	12,247	2.7
2015–16	14,171	12,619	15,063	13,413	13,299	11,842	14,136	12,587	2.8
2016–17	14,778	13,094	15,424	13,667	13,834	12,258	14,439	12,794	1.6

services, food services, and enterprise operations. Total expenditures include current expenditures, capital outlay, and interest on debt. Beginning in 1988-89, extensive changes were made in the data collection procedures. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919–20 through 1955–56; Statistics of State School Systems, 1957–58 through 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970–71 through 1986–87; and Common Core of Data (CCD), "National Public Education Financial Survey," 1987–88 through 2016–17. (This table was prepared August 2019.)

<sup>&</sup>lt;sup>1</sup>Data for 1919–20 to 1953–54 are based on school-year enrollment. <sup>2</sup>Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.

<sup>&</sup>lt;sup>3</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor

Statistics, U.S. Department of Labor, adjusted to a school-year basis.

<sup>4</sup>Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools. <sup>5</sup>Estimated.

NOTE: Beginning in 1980-81, state administration expenditures are excluded from both "total" and "current" expenditures. Current expenditures include instruction, support

Table 236.60. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and subfunction: Selected years, 1990–91 through 2016–17

			Exp	oenditures p	er pupil in c	urrent dollar	S					Expendit	ures per pu	pil in constar	nt 2018–19 (	dollars1		
Function and subfunction	1990-91	2000-01	2006-07	2010-11	2012–13	2013–14	2014–15	2015–16	2016–17	1990–91	2000-01	2006-07	2010-11	2012–13	2013-14	2014–15	2015–16	2016–1
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	1
Total expenditures	\$5,484	\$8,572	\$11,252	\$12,054	\$12,033	\$12,335	\$12,796	\$13,299	\$13,834	\$10,371	\$12,399	\$13,960	\$13,809	\$13,173	\$13,296	\$13,693	\$14,136	\$14,43
Current expenditures for public schools	4,902	7,380	9,679	10,663	10,771	11,066	11,445	11,842	12,258	9,271	10,675	12,009	12,215	11,791	11,928	12,247	12,587	12,79
Salaries Employee benefits Purchased services Tuition Supplies Other	3,220 <sup>2</sup> 824 <sup>2</sup> 397 <sup>2</sup> 29 <sup>2</sup> 359 <sup>2</sup> 72 <sup>2</sup>	4,752 1,228 673 52 599 76	80 779	6,300 2,260 1,082 101 817 103	6,265 2,372 1,121 102 817 93	6,372 2,472 1,163 106 858 95	6,530 2,603 1,216 111 871 114	6,748 2,717 1,283 114 869 111	6,927 2,878 1,325 121 886 120	6,090 <sup>2</sup> 1,558 <sup>2</sup> 752 <sup>2</sup> 55 <sup>2</sup> 679 <sup>2</sup> 136 <sup>2</sup>	6,874 1,777 974 75 866 110	7,257 2,400 1,165 100 967 120	7,217 2,589 1,239 116 936 118	6,858 2,596 1,228 112 895 102	6,868 2,665 1,254 114 924 103	6,987 2,786 1,301 119 932 122	7,173 2,888 1,363 121 924 118	7,23 3,00 1,38 12 92 12
Instruction Salaries Employee benefits Purchased services Tuition Supplies Textbooks Other	2,965 2,202 542 66 29 111 — 15	4,541 3,273 837 136 52 220 — 22	1,302 223 80 271	6,522 4,307 1,522 297 101 266 47 30	6,547 4,273 1,598 297 102 250 43 27	6,726 4,344 1,678 303 106 267 46 28	6,951 4,437 1,767 329 111 280 49	7,212 4,578 1,843 358 114 290 50 28	7,445 4,688 1,946 366 121 295 52 29	5,608 4,164 1,025 125 55 210 — 29	6,568 4,735 1,211 197 75 318 —	7,321 4,959 1,616 277 100 336 — 33	7,471 4,934 1,743 340 116 304 54 34	7,167 4,678 1,750 325 112 273 47 30	7,250 4,682 1,809 327 114 288 50 30	7,439 4,748 1,891 352 119 299 52 29	7,666 4,866 1,959 381 121 308 54	7,77 4,89 2,03 38 12 30 5
Student support <sup>3</sup> Salaries Employee benefits Purchased services Supplies Other	217 159 40 11 5	366 262 64 28 9	342 109 43	594 392 132 52 11 7	601 389 142 56 11 4	615 396 146 57 11 4	644 411 157 60 12 4	676 429 166 64 12 4	712 446 181 67 13	410 301 76 21 9 2	530 379 93 41 13	635 425 135 54 13 8	680 449 151 60 12 8	658 425 155 61 12 4	663 427 158 61 12 4	689 440 168 64 13	718 456 177 68 13	74 46 18 7
Instructional staff services <sup>4</sup> Salaries Employee benefits Purchased services Supplies Other	205 135 34 15 19 2	337 207 50 42 33 4		503 293 100 70 37 4	501 291 102 70 33 4	507 294 105 69 36 4	536 308 112 73 39 4	556 319 117 78 37 4	577 331 126 79 38 4	389 255 65 29 36 5	488 300 72 61 48 6	583 346 106 77 48 5	577 336 114 80 42 5	549 319 112 77 37 5	546 316 113 74 39 4	574 330 120 78 42 5	591 340 125 83 40 5	60 34 13 8
General administration Salaries Employee benefits Purchased services Supplies Other	141 63 19 36 4 18	151 71 21 44 4 10	190 82 32 59 5	212 89 38 65 5	218 90 39 69 5	222 92 38 72 5 15	229 94 41 74 5 15	239 97 41 80 5	244 100 44 77 5 16	266 119 36 68 8 35	218 103 31 64 6	235 101 39 73 6 16	243 102 43 75 5 18	238 98 43 76 5	240 100 41 77 5 16	246 101 43 80 5 16	254 103 44 85 6 16	25 10 4 8
School administration Salaries Employee benefits Purchased services Supplies Other	284 217 55 6 5	415 314 78 13 8 2	390 124 19 10	580 408 141 19 9 3	593 414 149 19 9	608 423 154 19 9	632 436 163 21 9 3	659 452 171 23 9 3	684 466 183 23 10 4	537 410 104 11 9	600 454 113 19 11	677 484 153 24 12 4	664 468 162 22 10 3	650 453 163 21 10 3	656 455 166 21 9	677 467 174 23 9 4	701 481 182 24 10 4	71 48 19 2 1
Operation and maintenance Salaries Employee benefits Purchased services Supplies Other	517 215 64 139 91 8	721 285 80 204 146 6	951 342 127 257 216 8	1,015 356 146 270 235	1,019 351 150 282 228 7	1,061 357 154 300 241 8	1,078 362 160 309 240 8	1,093 372 165 316 233 8	1,137 382 174 334 239	977 406 121 263 173	1,043 413 116 295 211	1,179 424 158 319 268 10	1,163 408 167 309 270	1,115 384 164 308 250 8	1,143 385 166 324 260	1,154 388 171 330 256	1,162 396 175 336 248	1,18 39 18 34 25

See notes at end of table.

Table 236.60. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and subfunction: Selected years, 1990–91 through 2016–17—Continued

			Ex	penditures p	er pupil in c	urrent dollar	S					Expendit	ures per pup	oil in constar	nt 2018–19	dollars1		
Function and subfunction	1990-91	2000-01	2006-07	2010-11	2012–13	2013–14	2014–15	2015–16	2016–17	1990-91	2000-01	2006-07	2010-11	2012–13	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Student transportation Salaries Employee benefits Purchased services Supplies Other	211 80 22 81 23 5	298 115 34 122 25 3	406 144 55 164 39 3	452 152 63 185 48 4	467 151 65 193 53	477 154 66 198 54	477 157 68 200 47 5	483 163 72 206 37 5	502 169 75 214 39 5	398 151 41 153 44 9	431 166 49 177 36 4	503 178 68 204 49 4	518 174 72 212 55 5	511 166 72 211 58 5	514 166 71 214 58 5	510 168 73 214 50 5	514 173 76 219 40 5	524 176 79 224 40 5
Other support services <sup>5</sup> Salaries Employee benefits Purchased services Supplies Other	136 70 24 19 7 15	242 117 34 59 13	315 145 54 74 18 24	349 165 67 78 18 21	363 167 70 87 19	381 172 74 93 22 19	415 181 78 97 23 37	429 190 81 102 25 32	455 196 85 108 26 40	256 133 45 37 14 28	351 169 49 85 19 28	391 180 67 92 22 30	400 189 76 90 20 25	397 183 77 95 21 21	410 186 80 101 24 21	445 194 83 103 25 39	456 202 86 108 26 34	475 204 89 112 28 41
Food services Salaries Employee benefits Purchased services Supplies Other	205 — — — — —	293 105 29 20 136 3	368 124 44 32 165	412 131 50 42 184 5	439 133 52 46 203 5	447 134 55 47 207 5	459 137 56 49 211 6	470 141 58 51 214 6	477 143 60 53 215	387 — — — — —	423 152 42 28 197 4	457 153 55 39 205 5	472 150 58 48 211 6	481 145 57 50 223 5	481 144 59 50 223 5	491 146 60 52 226 6	499 150 62 54 227 6	498 149 63 55 224
Enterprise operations <sup>6</sup> Salaries Employee benefits Purchased services Supplies Other	23 — — — —	16 3 1 4 5	22 5 2 5 6 4	22 7 2 3 6 4	22 6 2 4 6 4	23 6 2 4 6 4	22 6 2 4 6 4	24 7 2 4 6 5	25 7 3 4 7 4	43 	24 4 1 6 7 6	27 6 2 6 8 5	26 8 2 4 7 5	24 7 2 4 7 5	25 7 2 4 7 5	24 7 2 4 6 5	25 7 3 4 7 5	26 7 3 4 7 5
Capital outlay <sup>7</sup>	477	976	1,274	1,029	916	926	1,004	1,109	1,213	902	1,412	1,581	1,179	1,003	998	1,074	1,179	1,266
Interest on school debt	105	215	299	363	347	343	348	348	363	198	312	371	415	380	370	372	369	379

<sup>-</sup>Not available.

<sup>6</sup>Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time). <sup>7</sup>Includes expenditures for property and for buildings and alterations completed by school district staff or contractors. NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1990–91 through 2016–17. (This table was prepared August 2019.)

<sup>&</sup>lt;sup>1</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

<sup>&</sup>lt;sup>2</sup>Includes estimated data for subfunctions of food services and enterprise operations.

<sup>&</sup>lt;sup>3</sup>Includes expenditures for guidance, health, attendance, and speech pathology services.

<sup>&</sup>lt;sup>4</sup>Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.

<sup>&</sup>lt;sup>5</sup>Includes business support services concerned with paying, transporting, exchanging, and maintaining goods and services for local education agencies; central support services, including planning, research, evaluation, information, staff, and data processing services; and other support services.

Table 236.65. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969–70 through 2016–17

							Un	adjusted dollars	1						
State or jurisdiction	1969–70	1979-80	1989–90	1999–2000	2006-07	2007-08	2008-09	2009–10	2010-11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	\$751	\$2,088	\$4,643	\$6,912	\$9,679	\$10,298	\$10,540	\$10,636	\$10,663	\$10,648	\$10,771	\$11,066	\$11,445	\$11,842	\$12,258
Alabama	512	1,520	3,144	5,638	8,398	9,197	8,964	8,907	8,726	8,577	8,773	9,036	9,146	9,258	9,528
Alaska	1,059	4,267	7,577	8,806	12,324	14,641	15,363	15,829	16,663	17,475	18,217	18,466	20,191	17,510	17,838
Arizona	674	1,865	3,717	5,030	7,316	7,727	8,022	7,870	7,782	7,383	7,495	7,427	7,590	7,772	8,053
Arkansas	511	1,472	3,229	5,277	8,391	8,677	8,854	9,281	9,496	9,536	9,538	9,752	9,805	9,900	10,004
California	833	2,227	4,502	6,314	8,952	9,706	9,503	9,300	9,146	9,220	9,258	9,671	10,449	11,420	12,151
Colorado	686	2,258	4,357	6,215	8,286	9,152	8,782	8,926	8,786	8,594	8,693	9,036	9,292	9,619	9,849
Connecticut	911	2,167	7,463	9,753	13,659	14,610	15,353	15,698	16,224	16,855	17,321	18,401	19,020	19,615	19,929
Delaware	833	2,587	5,326	8,310	11,760	12,153	12,109	12,222	12,467	13,580	13,653	13,793	13,882	14,397	14,892
District of Columbia	947	2,811	7,872	10,107	15,511	16,353	19,698	20,910	20,793	19,847	20,451	20,537	20,610	21,161	22,561
Florida	683	1,834	4,597	5,831	8,567	9,084	8,867	8,863	9,030	8,520	8,623	8,955	9,113	9,176	9,374
Georgia	539	1,491	4,000	6,437	9,102	9,718	9,649	9,432	9,259	9,272	9,121	9,236	9,476	9,835	10,274
Hawaii	792	2,086	4,130	6,530	11,316	11,800	12,400	11,855	11,924	11,973	11,790	12,400	12,855	13,748	14,322
Idaho	573	1,548	2,921	5,315	6,648	6,951	7,118	7,100	6,821	6,626	6,761	6,577	6,929	7,211	7,554
Illinois	816	2,241	4,521	7,133	9,596	10,353	11,097	11,739	11,742	12,011	12,443	13,213	13,935	14,327	15,517
Indiana	661	1,708	4,270	7,192	9,080	8,867	9,254	9,479	9,251	9,588	9,421	9,396	9,529	9,688	9,823
lowa	798	2,164	4,190	6,564	8,791	9,520	9,704	9,748	9,795	10,027	10,291	10,647	10,938	11,148	11,456
Kansas	699	1,963	4,290	6,294	9,243	9,894	10,204	9,972	9,802	10,021	10,011	10,240	10,329	10,216	10,428
Kentucky	502	1,557	3,384	5,921	7,941	8,740	8,786	8,957	9,228	9,327	9,274	9,411	9,560	9,831	10,083
Louisiana	589	1,629	3,625	5,804	8,937	10,006	10,625	10,701	10,799	10,726	10,539	10,853	11,106	11,169	11,379
Maine	649	1,692	4,903	7,667	11,644	11,761	12,183	12,525	12,576	12,335	12,694	13,267	13,976	14,202	14,633
Maryland	809	2,293	5,573	7,731	11,989	13,257	13,737	14,007	13,946	13,875	14,086	14,217	14,431	14,523	14,933
Massachusetts	791	2,548	5,766	8,816	12,784	13,690	14,534	13,956	14,612	14,844	15,321	15,886	16,450	16,986	17,718
Michigan	841	2,495	5,090	8,110	9,876	10,075	10,373	10,447	10,577	10,477	10,515	10,649	10,956	11,051	11,256
Minnesota	855	2,296	4,698	7,190	9,589	10,060	10,983	10,665	10,674	10,781	11,065	11,427	11,924	12,364	12,635
Mississippi	457	1,568	2,934	5,014	7,459	7,890	8,064	8,104	7,926	8,097	8,117	8,265	8,445	8,692	8,755
Missouri	596	1,724	4,071	6,187	8,848	9,532	9,617	9,721	9,461	9,514	9,702	9,938	10,231	10,385	10,684
Montana	728	2,264	4,240	6,314	9,191	9,786	10,120	10,565	10,719	10,569	10,662	10,941	11,078	11,374	11,538
Nebraska	700	2,025	4,553	6,683	10,068	10,565	10,846	11,339	11,704	11,492	11,743	11,877	12,174	12,379	12,662
Nevada	706	1,908	3,816	5,760	7,796	8,187	8,321	8,376	8,411	8,130	8,026	8,275	8,451	8,753	9,120
New Hampshire	666	1,732	4,786	6,860	11,036	11,951	12,583	13,072	13,548	13,774	14,050	14,601	14,969	15,535	15,958
New Jersey	924	2,825	7,546	10,337	16,163	17,620	16,973	17,379	16,855	17,982	18,523	18,780	18,559	19,041	19,585
New Mexico	665	1,870	3,446	5,825	8,849	9,291	9,648	9,621	9,250	9,013	9,164	9,403	9,724	9,959	9,949
New York	1,194	2,950	7,051	9,846	15,546	16,794	17,746	18,167	18,857	19,396	19,529	20,156	20,744	22,231	22,861
North Carolina	570	1,635	4,018	6,045	7,878	7,798	8,463	8,225	8,267	8,160	8,342	8,287	8,529	8,717	8,995
North Dakota	662	1,941	3,899	5,667	8,671	9,324	9,802	10,519	10,898	11,246	11,615	12,383	12,884	13,358	13,767
Ohio	677	1,894	4,531	7,065	9,937	10,340	10,669	11,224	11,395	11,323	11,276	11,434	11,730	11,933	12,569
Oklahoma	554	1,810	3,293	5,395	7,430	7,683	7,878	7,929	7,631	7,763	7,914	7,995	8,075	8,091	7,921
Oregon	843	2,412	4,864	7,149	8,958	9,565	9,611	9,268	9,516	9,485	9,572	9,959	10,457	10,823	11,252
Pennsylvania	815	2,328	5,737	7,772	10,905	11,741	12,299	12,729	13,096	13,091	13,445	13,824	14,405	15,165	15,782
Rhode Island	807	2,340	5,908	8,904	13,453	14,459	14,719	14,723	14,948	15,172	14,889	15,372	15,797	16,082	16,620
South Carolina	567	1,597	3,769	6,130	8,507	9,060	9,228	9,080	8,908	9,102	9,444	9,608	9,831	10,120	10,419
South Dakota	656	1,781	3,511	5,632	8,064	8,535	8,543	9,020	8,931	8,593	8,630	9,036	9,103	9,335	10,117
Tennessee	531	1,523	3,405	5,383	7,129	7,820	7,992	8,117	8,330	8,348	8,588	8,662	8,776	8,876	9,246
Texas	551	1,740	3,835	6,288	7,850	8,350	8,562	8,788	8,685	8,213	8,285	8,602	9,081	9,352	9,520
Utah	595	1,556	2,577	4,378	5,709	5,978	6,612	6,452	6,440	6,312	6,432	6,546	6,751	7,006	7,206
Vermont	790	1,930	5,770	8,323	13,629	14,421	15,096	15,666	14,707	16,651	17,286	18,066	18,769	19,023	19,480
Virginia	654	1,824	4,690	6,841	10,214	10,664	10,928	10,594	10,363	10,656	10,960	10,955	11,235	11,435	11,885
Washington	853	2,387	4,382	6,376	8,524	9,058	9,585	9,497	9,619	9,604	9,714	10,305	10,684	11,484	11,971
West Virginia	621	1,749	4,020	7,152	9,727	10,059	10,606	11,774	11,978	11,579	11,264	11,371	11,512	11,424	11,745
Wisconsin	793	2,225	5,020	7,806	10,372	10,791	11,183	11,507	11,947	11,233	11,186	11,345	11,538	11,664	11,962
Wyoming	805	2,369	5,239	7,425	13,266	13,856	14,628	15,232	15,815	15,988	15,815	15,903	16,047	16,431	16,513
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	766		1,781 3,817 3,356 1,605 6,043	2,739 5,120 3,404 6.478	3,481 4,707 6,006 9,669	4,535 6,520 12,358	5,753 6,955 12,768	5,676 7,021 14,215	8,443 7,623 7,429 13,226	9,300 6,246 7,403 11,669	8,949 5,733 8,460 10,661	8,585 5,875 8,281 11,705	9,431 7,902	9,692 7,821 11.631	9,700 7,639 13,000

See notes at end of table.

Table 236.65. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2016-17-Continued

							Constan	+ 2010 10 40	lloro?						
State or jurisdiction	1969–70	1979–80	1989–90	1999–2000	2006-07	2007-08	2008-09	t 2018–19 do 2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1	17	18	1903-30	20	21	22	23	24	25	26	27	28	29	30	31
United States	\$5,037	\$6,813	\$9,261	\$10,341	\$12,009	\$12,320	\$12,435	\$12,429	\$12,215	\$11,850	\$11,791	\$11,928	\$12,247	\$12,587	\$12,794
Alabama	3,430	4,960	6,271	8,434	10,419	11,002	10,576	10,409	9,996	9,546	9,604	9,740	9,788	9,840	9,944
Alaska	7,101	13,921	15,114	13,175	15,291	17,515	18,126	18,497	19,089	19,449	19,943	19,904	21,606	18,612	18,618
Arizona	4,522	6,084	7,415	7,525	9,077	9,245	9,465	9,197	8,915	8,217	8,205	8,005	8,122	8,261	8,405
Arkansas	3,426	4,802	6,441	7,895	10,411	10,381	10,447	10,845	10,878	10,613	10,442	10,511	10,492	10,523	10,442
California	5,587	7,264	8,981	9,446	11,106	11,612	11,212	10,867	10,478	10,262	10,136	10,425	11,181	12,139	12,683
Colorado	4,600	7,366	8,690	9,298	10,280	10,949	10,361	10,430	10,065	9,565	9,517	9,740	9,943	10,224	10,280
Connecticut	6,106	7,070	14,885	14,590	16,947	17,478	18,115	18,344	18,585	18,759	18,962	19,834	20,353	20,849	20,801
Delaware	5,588	8,439	10,624	12,432	14,590	14,539	14,287	14,283	14,282	15,114	14,946	14,868	14,855	15,303	15,543
District of Columbia	6,349	9,172	15,701	15,120	19,245	19,564	23,241	24,435	23,819	22,088	22,388	22,137	22,055	22,493	23,548
Florida	4,577	5,984	9,170	8,723	10,629	10,867	10,461	10,357	10,345	9,482	9,440	9,652	9,752	9,753	9,784
Georgia	3,612	4,864	7,978	9,630	11,293	11,626	11,385	11,022	10,607	10,319	9,985	9,955	10,140	10,454	10,723
Hawaii	5,310	6,807	8,238	9,769	14,040	14,117	14,630	13,853	13,660	13,325	12,907	13,366	13,756	14,613	14,948
Idaho	3,843	5,051	5,826	7,951	8,248	8,316	8,398	8,297	7,814	7,375	7,401	7,089	7,415	7,665	7,885
Illinois	5,469	7,312	9,017	10,671	11,905	12,386	13,093	13,717	13,451	13,368	13,622	14,242	14,912	15,229	16,196
Indiana	4,433	5,572	8,518	10,760	11,265	10,608	10,918	11,077	10,598	10,671	10,314	10,128	10,197	10,297	10,253
lowa	5,351	7,060	8,357	9,820	10,907	11,389	11,450	11,391	11,220	11,159	11,266	11,476	11,704	11,850	11,957
Kansas	4,685	6,404	8,556	9,416	11,467	11,837	12,039	11,653	11,229	11,153	10,959	11,037	11,053	10,859	10,884
Kentucky	3,366	5,080	6,749	8,858	9,852	10,456	10,366	10,467	10,571	10,380	10,153	10,144	10,230	10,450	10,524
Louisiana	3,952	5,314	7,230	8,683	11,088	11,971	12,536	12,505	12,371	11,938	11,538	11,698	11,884	11,872	11,876
Maine	4,352	5,520	9,780	11,471	14,446	14,070	14,374	14,636	14,407	13,728	13,896	14,300	14,956	15,096	15,273
Maryland	5,425	7,480	11,117	11,566	14,874	15,860	16,208	16,368	15,976	15,442	15,420	15,325	15,443	15,436	15,586
Massachusetts	5,301	8,312	11,501	13,189	15,861	16,378	17,149	16,308	16,739	16,520	16,772	17,124	17,603	18,055	18,493
Michigan	5,642	8,141	10,152	12,132	12,253	12,053	12,238	12,208	12,117	11,660	11,511	11,478	11,724	11,747	11,748
Minnesota	5,731	7,492	9,371	10,756	11,897	12,036	12,958	12,463	12,227	11,998	12,113	12,317	12,760	13,142	13,188
Mississippi	3,062	5,117	5,851	7,501	9,254	9,439	9,515	9,470	9,080	9,012	8,886	8,908	9,037	9,240	9,137
Missouri	3,996	5,625	8,119	9,256	10,977	11,404	11,347	11,359	10,838	10,588	10,621	10,712	10,948	11,038	11,151
Montana	4,878	7,385	8,457	9,446	11,404	11,708	11,941	12,346	12,279	11,763	11,672	11,793	11,854	12,090	12,043
Nebraska	4,692	6,605	9,081	9,998	12,491	12,639	12,797	13,250	13,408	12,790	12,855	12,802	13,027	13,158	13,215
Nevada	4,732	6,225	7,611	8,617	9,672	9,794	9,818	9,788	9,636	9,048	8,787	8,919	9,043	9,304	9,519
New Hampshire	4,466	5,651	9,546	10,263	13,692	14,297	14,846	15,275	15,520	15,330	15,381	15,738	16,018	16,512	16,656
New Jersey	6,194	9,217	15,051	15,465	20,053	21,080	20,026	20,308	19,308	20,013	20,278	20,243	19,860	20,239	20,441
New Mexico	4,459	6,102	6,873	8,715	10,979	11,115	11,384	11,242	10,596	10,031	10,032	10,135	10,405	10,586	10,384
New York	8,008	9,625	14,064	14,730	19,288	20,092	20,938	21,229	21,602	21,587	21,379	21,726	22,198	23,630	23,861
North Carolina	3,824	5,335	8,015	9,044	9,774	9,329	9,985	9,611	9,470	9,081	9,132	8,932	9,127	9,265	9,389
North Dakota	4,441	6,334	7,777	8,478	10,758	11,155	11,565	12,292	12,485	12,516	12,715	13,347	13,787	14,199	14,369
Ohio	4,536	6,180	9,037	10,569	12,328	12,370	12,588	13,115	13,054	12,602	12,344	12,325	12,552	12,684	13,118
Oklahoma	3,713	5,904	6,569	8,071	9,218	9,191	9,295	9,266	8,742	8,640	8,664	8,617	8,642	8,600	8,267
Oregon	5,654	7,870	9,703	10,695	11,114	11,443	11,339	10,830	10,901	10,556	10,479	10,734	11,190	11,504	11,744
Pennsylvania	5,466	7,596	11,444	11,628	13,530	14,047	14,512	14,874	15,002	14,570	14,719	14,901	15,415	16,120	16,472
Rhode Island	5,409	7,635	11,785	13,321	16,691	17,298	17,367	17,205	17,123	16,886	16,299	16,570	16,904	17,095	17,346
South Carolina	3,803	5,211	7,519	9,171	10,554	10,839	10,888	10,611	10,204	10,130	10,338	10,356	10,520	10,757	10,874
South Dakota	4,399	5,809	7,003	8,426	10,005	10,210	10,079	10,540	10,231	9,564	9,447	9,740	9,741	9,923	10,560
Tennessee	3,559	4,969	6,791	8,053	8,845	9,355	9,430	9,486	9,543	9,291	9,401	9,337	9,391	9,435	9,651
Texas	3,695	5,676	7,649	9,407	9,739	9,989	10,102	10,269	9,949	9,140	9,069	9,272	9,718	9,940	9,936
Utah	3,991	5,077	5,140	6,550	7,083	7,152	7,802	7,540	7,377	7,025	7,042	7,056	7,224	7,447	7,521
Vermont	5,294	6,297	11,510	12,451	16,909	17,253	17,811	18,307	16,848	18,532	18,923	19,473	20,084	20,220	20,332
Virginia	4,388	5,951	9,354	10,234	12,672	12,758	12,894	12,380	11,871	11,859	11,998	11,809	12,022	12,155	12,405
Washington	5,720	7,787	8,741	9,539	10,575	10,836	11,310	11,098	11,019	10,689	10,635	11,107	11,432	12,207	12,494
West Virginia	4,166	5,704	8,018	10,699	12,068	12,034	12,514	13,759	13,721	12,886	12,331	12,257	12,319	12,143	12,258
Wisconsin	5,317	7,258	10,012	11,679	12,868	12,910	13,195	13,447	13,686	12,502	12,245	12,229	12,347	12,398	12,486
Wyoming	5,397	7,729	10,450	11,109	16,459	16,576	17,259	17,800	18,117	17,794	17,313	17,142	17,172	17,465	17,235
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	5,139 — — —	_ _ _ _	3,553 7,614 6,694 3,202 12,053	4,098 7,660 5,092 9,692	4,319 — 5,840 7,452 11,996	5,425 7,800 14,785	6,788 8,206 15,065	 6,632 8,204 16,611	9,672 8,733 8,511 15,151	10,351 6,952 8,239 12,987	9,796 6,276 9,262 11,670	9,253 6,333 8,926 12,617	10,092 8,455 11,921	10,302 	10,124 7,973 13,568

<sup>-</sup>Not available.

NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Expenditures for state administration are excluded in all years except 1969–70 and 1979–80. Beginning in 1989–90, extensive changes were made in the data collection procedures. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics of State School Systems, 1969–70; Revenues and Expenditures for Public Elementary and Secondary Schools, 1979–80; and Common Core of Data (CCD),

"National Public Education Financial Survey," 1989-90 through through 2016-17. (This table was prepared August 2019.)

<sup>&</sup>lt;sup>1</sup>Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.

<sup>&</sup>lt;sup>2</sup>Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

Table 236.70. Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969–70 through 2016–17

							Una	djusted dollars¹							
State or jurisdiction	1969–70	1979-80	1989–90	1999–2000	2006-07	2007-08	2008-09	2009-10	2010-11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	\$816	\$2,272	\$4,980	\$7,394	\$10,336	\$10,982	\$11,239	\$11,427	\$11,433	\$11,362	\$11,509	\$11,819	\$12,224	\$12,619	\$13,094
Alabama	544	1,612	3,327	5,758	8,743	9,345	9,385	9,554	9,296	8,927	9,486	9,543	9,690	9,870	10,161
Alaska	1,123	4,728	8,431	9,668	13,508	16,002	16,822	17,350	18,352	19,134	19,982	20,254	22,161	19,242	19,550
Arizona	720	1,971	4,053	5,478	8,038	8,630	8,732	8,756	8,646	8,224	8,388	8,278	8,426	8,572	8,867
Arkansas	568	1,574	3,485	5,628	9,152	9,460	9,651	10,237	10,332	10,397	9,853	10,622	10,756	10,837	10,968
California	867	2,268	4,391	6,401	9,029	9,673	9,439	9,680	9,540	9,608	9,686	10,094	10,924	11,937	12,730
Colorado	738	2,421	4,720	6,702	9,110	9,977	9,611	9,747	9,709	9,415	9,572	9,924	10,349	10,619	10,946
Connecticut	951	2,420	7,837	10,122	14,143	15,063	15,840	16,133	16,932	17,472	17,859	19,029	19,731	20,380	20,731
Delaware	900	2,861	5,799	8,809	12,612	12,789	12,753	12,928	13,228	14,253	14,129	14,203	14,556	15,150	15,824
District of Columbia	1,018	3,259	8,955	11,935	18,285	20,807	19,766	21,283	21,304	20,399	20,333	21,629	21,362	22,340	23,632
Florida	732	1,889	4,997	6,383	9,055	9,711	9,452	9,363	9,394	8,825	8,925	9,189	9,295	9,337	9,571
Georgia	588	1,625	4,275	6,903	9,615	10,263	10,178	9,855	9,577	9,492	9,437	9,529	9,809	10,185	10,722
Hawaii	841	2,322	4,448	7,090	12,364	12,774	13,397	12,887	12,603	12,735	12,585	13,219	13,849	14,728	15,325
Idaho	603	1,659	3,078	5,644	7,074	7,402	7,567	7,481	7,155	7,041	7,273	7,215	7,409	7,642	8,024
Illinois	909	2,587	5,118	8,084	10,816	11,624	12,489	13,083	13,180	13,459	13,808	14,682	15,473	15,909	17,332
Indiana	728	1,882	4,606	7,652	9,727	9,569	9,946	10,160	9,924	10,220	10,037	10,078	10,202	10,368	10,472
lowa	844	2,326	4,453	6,925	8,789	9,128	10,482	10,524	10,565	10,748	10,915	11,359	11,698	11,846	12,167
Kansas	771	2,173	4,752	6,962	10,280	11,065	11,485	10,859	10,700	10,712	10,789	11,180	11,106	10,815	11,159
Kentucky	545	1,701	3,745	6,784	9,303	9,940	10,054	10,376	10,469	10,700	10,269	10,248	10,659	10,912	11,193
Louisiana	648	1,792	3,903	6,256	9,650	10,797	11,410	11,492	11,500	11,352	11,118	11,415	11,697	11,775	12,051
Maine	692	1,824	5,373	8,247	12,628	13,177	13,558	14,090	14,406	14,000	14,347	14,926	15,839	16,060	16,103
Maryland	918	2,598	6,275	8,273	12,836	14,122	14,612	14,937	14,876	14,746	15,010	15,109	15,403	15,478	15,982
Massachusetts	859	2,819	6,237	9,375	13,263	14,373	15,249	14,632	15,334	15,607	16,111	16,646	17,311	18,026	18,853
Michigan	904	2,640	5,546	8,886	10,932	11,155	11,493	11,661	11,560	11,462	11,495	11,678	12,048	12,243	12,448
Minnesota	904	2,387	4,971	7,499	10,185	10,663	11,602	11,366	11,368	11,424	11,754	12,140	12,707	13,169	13,496
Mississippi	501	1,664	3,094	5,356	7,988	8,448	8,610	8,670	8,436	8,623	8,685	8,926	9,129	9,380	9,467
Missouri	709	1,936	4,507	6,764	9,266	10,007	10,341	10,468	10,348	10,370	10,555	10,764	11,079	11,233	11,527
Montana	782	2,476	4,736	6,990	10,244	10,541	10,881	11,463	11,599	11,290	11,493	11,840	11,999	12,379	12,489
Nebraska	736	2,150	4,842	7,360	10,711	11,217	11,457	11,920	12,324	12,114	12,374	12,502	12,825	13,700	14,062
Nevada	769	2,088	4,117	6,148	8,372	8,891	8,865	8,869	9,035	8,677	8,525	8,734	8,939	9,233	9,620
New Hampshire	723	1,916	5,304	7,082	11,347	12,280	12,912	13,424	13,964	14,215	14,463	15,013	15,380	15,934	16,360
New Jersey	1,016	3,191	8,139	10,903	16,650	18,174	17,466	18,060	17,654	18,197	19,020	19,282	19,296	20,055	20,735
New Mexico	707	2,034	3,515	5,835	8,876	9,377	9,727	9,716	9,356	9,069	9,230	9,546	9,891	9,954	9,978
New York	1,327	3,462	8,062	10,957	17,182	18,423	19,373	19,965	20,517	20,881	21,172	22,048	22,771	23,678	24,480
North Carolina	612	1,754	4,290	6,505	8,373	8,415	9,167	8,930	8,943	8,828	9,041	8,948	9,245	9,347	9,708
North Dakota	690	1,920	4,189	6,078	9,203	9,637	10,113	10,976	11,356	11,643	12,090	12,952	13,552	14,002	14,443
Ohio	730	2,075	5,045	7,816	10,792	11,374	11,905	12,307	12,484	12,271	12,284	12,447	12,285	12,488	13,019
Oklahoma	604	1,926	3,508	5,770	7,968	8,270	8,423	8,511	8,165	8,281	8,450	8,526	8,633	8,624	8,469
Oregon	925	2,692	5,474	8,129	9,762	10,487	10,673	10,476	10,497	10,386	10,370	10,739	11,356	11,856	12,320
Pennsylvania	882	2,535	6,228	8,380	11,995	12,493	12,989	13,678	14,072	13,973	14,378	14,789	15,405	15,997	16,828
Rhode Island	891	2,601	6,368	9,646	14,674	15,843	16,211	16,243	16,346	16,498	16,187	16,702	17,151	17,332	17,929
South Carolina	613	1,752	4,082	6,545	9,226	9,823	10,007	9,887	9,735	9,823	10,200	10,408	10,670	10,910	11,306
South Dakota	690	1,908	3,731	6,037	8,506	9,047	9,457	9,683	9,431	9,095	9,138	9,539	9,637	9,897	10,905
Tennessee	566	1,635	3,664	5,837	7,843	8,459	8,676	8,810	9,146	9,235	9,370	9,431	9,549	9,719	10,106
Texas	624	1,916	4,150	6,771	8,484	9,029	9,260	9,528	9,418	8,862	8,951	9,273	9,789	10,067	10,264
Utah	626	1,657	2,764	4,692	6,116	6,841	7,081	6,877	6,851	6,787	7,023	7,156	7,375	7,659	7,892
Vermont	807	1,997	6,227	8,799	14,219	15,089	16,073	16,586	16,661	17,575	18,372	19,032	19,793	20,196	20,929
Virginia	708	1,970	4,672	6,491	10,913	11,410	11,696	11,383	11,123	11,385	11,748	11,716	11,810	12,022	12,535
Washington	915	2,568	4,702	6,914	9,233	9,846	10,423	10,242	10,402	10,413	10,553	11,199	11,648	12,533	13,099
West Virginia	670	1,920	4,360	7,637	10,080	10,605	11,122	12,378	12,505	11,982	11,665	11,800	12,414	12,299	12,649
Wisconsin	883	2,477	5,524	8,299	10,813	11,370	11,773	12,194	12,515	11,750	11,768	11,963	12,227	12,312	12,716
Wyoming	856	2,527	5,577	7,944	14,219	14,936	15,658	16,535	17,126	17,228	17,135	17,165	17,445	17,796	17,950
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	820 	=	1,908 4,234 3,007 1,750 6,767	2,807 5,720 3,859 7,238	3,909 7,450 5,356 6,152 10,548	4,309 8,084 5,162 6,937 12,358	4,468 8,264 6,397 7,329 12,768	4,881 8,393 6,284 7,426 14,215	4,877 9,280 8,495 8,560 13,014	5,154 10,112 7,068 7,798 11,669	4,870 9,431 6,381 8,701 10,661	5,504 9,914 6,548 8,822 14,372	5,120 10,120 6,921 8,025 14,849	5,235 9,983 8,127 8,124 15,805	5,817 9,939 9,529 7,697 16,117

See notes at end of table.

Table 236.70. Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2016-17-Continued

				-			Consta	nt 2018–19 do	llars <sup>2</sup>						
State or jurisdiction	1969–70	1979-80	1989–90	1999–2000	2006-07	2007-08	2008-09	2009–10	2010-11	2011–12	2012–13	2013-14	2014–15	2015–16	2016–17
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
United States	\$5,471	\$7,411	\$9,933	\$11,061	\$12,823	\$13,138	\$13,260	\$13,353	\$13,098	\$12,645	\$12,599	\$12,740	\$13,081	\$13,413	\$13,667
Alabama	3,647	5,258	6,636	8,615	10,847	11,179	11,073	11,164	10,649	9,935	10,385	10,286	10,369	10,491	10,605
Alaska	7,526	15,423	16,817	14,464	16,759	19,144	19,847	20,274	21,023	21,295	21,875	21,832	23,714	20,453	20,405
Arizona	4,828	6,430	8,085	8,196	9,972	10,325	10,303	10,232	9,904	9,153	9,182	8,923	9,017	9,111	9,255
Arkansas	3,806	5,136	6,951	8,419	11,355	11,318	11,387	11,962	11,835	11,571	10,786	11,450	11,510	11,519	11,448
California	5,814	7,398	8,758	9,575	11,202	11,572	11,137	11,312	10,929	10,693	10,603	10,880	11,690	12,688	13,287
Colorado	4,947	7,898	9,415	10,026	11,303	11,936	11,339	11,390	11,122	10,479	10,479	10,697	11,075	11,287	11,424
Connecticut	6,378	7,895	15,632	15,143	17,547	18,021	18,689	18,852	19,396	19,446	19,551	20,511	21,115	21,662	21,637
Delaware	6,035	9,334	11,566	13,178	15,648	15,300	15,047	15,107	15,154	15,863	15,468	15,309	15,576	16,104	16,516
District of Columbia	6,827	10,632	17,862	17,855	22,686	24,892	23,321	24,871	24,405	22,703	22,260	23,314	22,859	23,746	24,665
Florida	4,910	6,163	9,968	9,549	11,235	11,618	11,152	10,942	10,761	9,822	9,771	9,905	9,947	9,925	9,989
Georgia	3,942	5,302	8,526	10,328	11,929	12,278	12,009	11,516	10,971	10,564	10,331	10,271	10,496	10,826	11,191
Hawaii	5,635	7,574	8,873	10,607	15,340	15,282	15,806	15,059	14,437	14,174	13,777	14,249	14,819	15,654	15,995
Idaho	4,045	5,413	6,139	8,444	8,776	8,856	8,928	8,742	8,196	7,837	7,962	7,777	7,928	8,123	8,374
Illinois	6,098	8,438	10,208	12,094	13,419	13,906	14,735	15,289	15,098	14,980	15,116	15,825	16,557	16,910	18,090
Indiana	4,881	6,141	9,188	11,448	12,068	11,448	11,735	11,873	11,368	11,375	10,988	10,863	10,917	11,021	10,930
lowa	5,660	7,590	8,882	10,360	10,904	10,920	12,367	12,297	12,103	11,962	11,949	12,243	12,518	12,592	12,699
Kansas	5,169	7,089	9,478	10,416	12,754	13,238	13,551	12,689	12,257	11,922	11,811	12,051	11,884	11,496	11,647
Kentucky	3,655	5,550	7,470	10,150	11,542	11,892	11,862	12,125	11,993	11,909	11,242	11,046	11,406	11,598	11,683
Louisiana	4,345	5,846	7,786	9,359	11,973	12,917	13,462	13,429	13,174	12,634	12,171	12,304	12,517	12,516	12,578
Maine	4,643	5,949	10,717	12,337	15,667	15,764	15,997	16,465	16,502	15,582	15,706	16,089	16,949	17,071	16,807
Maryland	6,157	8,475	12,517	12,377	15,925	16,895	17,240	17,455	17,041	16,411	16,432	16,286	16,483	16,452	16,681
Massachusetts	5,760	9,198	12,441	14,025	16,455	17,195	17,992	17,099	17,566	17,370	17,637	17,943	18,524	19,161	19,678
Michigan	6,061	8,614	11,063	13,294	13,563	13,345	13,560	13,627	13,243	12,756	12,584	12,588	12,893	13,014	12,993
Minnesota	6,058	7,787	9,914	11,219	12,636	12,757	13,689	13,282	13,023	12,715	12,868	13,086	13,597	13,997	14,087
Mississippi	3,358	5,428	6,171	8,012	9,910	10,107	10,158	10,131	9,664	9,597	9,508	9,621	9,769	9,970	9,881
Missouri	4,751	6,317	8,990	10,119	11,496	11,971	12,201	12,232	11,854	11,541	11,555	11,602	11,856	11,940	12,031
Montana	5,242	8,079	9,447	10,457	12,709	12,610	12,838	13,395	13,287	12,565	12,581	12,762	12,840	13,158	13,035
Nebraska	4,937	7,014	9,657	11,010	13,289	13,419	13,517	13,930	14,118	13,482	13,546	13,476	13,724	14,562	14,677
Nevada	5,159	6,813	8,212	9,197	10,387	10,636	10,459	10,365	10,350	9,657	9,332	9,414	9,566	9,814	10,041
New Hampshire	4,848	6,250	10,580	10,596	14,078	14,691	15,235	15,687	15,996	15,821	15,834	16,182	16,458	16,937	17,076
New Jersey	6,813	10,411	16,235	16,311	20,657	21,742	20,608	21,104	20,224	20,253	20,822	20,784	20,649	21,317	21,642
New Mexico	4,740	6,635	7,011	8,729	11,012	11,218	11,477	11,353	10,718	10,093	10,105	10,290	10,584	10,581	10,414
New York	8,895	11,295	16,080	16,392	21,317	22,040	22,857	23,331	23,503	23,240	23,178	23,766	24,368	25,168	25,551
North Carolina	4,105	5,723	8,557	9,732	10,389	10,067	10,816	10,436	10,245	9,826	9,898	9,645	9,894	9,936	10,133
North Dakota	4,623	6,265	8,356	9,093	11,418	11,529	11,932	12,826	13,009	12,959	13,235	13,960	14,502	14,883	15,075
Ohio	4,894	6,768	10,062	11,694	13,389	13,607	14,046	14,381	14,301	13,657	13,448	13,416	13,146	13,273	13,588
Oklahoma	4,053	6,285	6,997	8,632	9,886	9,894	9,938	9,946	9,354	9,217	9,250	9,190	9,238	9,167	8,839
Oregon	6,200	8,782	10,919	12,161	12,111	12,546	12,593	12,241	12,025	11,559	11,352	11,576	12,152	12,602	12,859
Pennsylvania	5,912	8,269	12,423	12,537	14,882	14,946	15,325	15,984	16,120	15,551	15,740	15,941	16,485	17,004	17,564
Rhode Island	5,975	8,485	12,701	14,431	18,206	18,953	19,127	18,981	18,725	18,361	17,720	18,002	18,354	18,422	18,713
South Carolina	4,107	5,716	8,142	9,792	11,447	11,752	11,807	11,553	11,152	10,932	11,166	11,219	11,418	11,596	11,800
South Dakota	4,625	6,224	7,442	9,031	10,553	10,823	11,158	11,315	10,804	10,123	10,003	10,282	10,312	10,520	11,382
Tennessee	3,795	5,335	7,308	8,733	9,731	10,119	10,237	10,295	10,477	10,278	10,258	10,166	10,219	10,330	10,548
Texas	4,185	6,250	8,279	10,130	10,525	10,802	10,926	11,134	10,789	9,863	9,799	9,995	10,475	10,700	10,713
Utah	4,199	5,405	5,513	7,020	7,588	8,184	8,355	8,036	7,848	7,554	7,688	7,714	7,892	8,141	8,237
Vermont	5,412	6,515	12,420	13,164	17,641	18,051	18,964	19,382	19,086	19,560	20,112	20,515	21,181	21,467	21,845
Virginia	4,746	6,427	9,318	9,711	13,539	13,651	13,800	13,301	12,742	12,671	12,861	12,629	12,638	12,778	13,083
Washington	6,137	8,378	9,379	10,343	11,456	11,779	12,297	11,968	11,917	11,589	11,552	12,071	12,464	13,321	13,672
West Virginia	4,492	6,265	8,698	11,425	12,507	12,687	13,122	14,465	14,325	13,335	12,770	12,719	13,284	13,073	13,202
Wisconsin	5,918	8,080	11,018	12,415	13,415	13,602	13,891	14,250	14,337	13,077	12,883	12,895	13,084	13,087	13,272
Wyoming	5,739	8,243	11,125	11,885	17,641	17,869	18,475	19,322	19,619	19,174	18,758	18,502	18,668	18,916	18,735
Other jurisdictions American Samoa Guam Northern Marianas Puerto Rico U.S. Virgin Islands	5,496		3,805 8,446 5,998 3,490 13,498	4,200  8,557 5,773 10,828	4,850 9,243 6,646 7,632 13,086	5,155 9,671 6,175 8,300 14,785	5,271 9,751 7,548 8,647 15,065	5,704 9,808 7,343 8,678 16,611	5,587 10,631 9,732 9,806 14,908	5,737 11,254 7,866 8,678 12,987	5,331 10,325 6,986 9,526 11,670	5,933 10,687 7,058 9,509 15,491	5,479 10,830 7,406 8,588 15,890	5,565 10,611 8,638 8,635 16,799	6,071 10,374 9,945 8,033 16,822

<sup>-</sup>Not available.

were made in the data collection procedures. There are discrepancies in average daily attendance reporting practices from state to state. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems,

¹Unadjusted (or "current") dollars have not been adjusted to compensate for inflation. ²Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state. NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Expenditures for state administration are excluded in all years except 1969-70 and 1979-80. Beginning in 1989-90, extensive changes

<sup>1969-70;</sup> Revenues and Expenditures for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2016-17. (This table was prepared August 2019.)

Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2016–17

					Cı	ırrent expenditu	res, capital exp	enditures, and	interest on sch	ool debt per pup	il				
							Current exp	oenditures							
							Support	services							
State or jurisdiction	Total <sup>1</sup>	Total	Instruction	Total	Student support <sup>4</sup>	Instructional staff <sup>5</sup>	General adminis- tration	School adminis- tration	Operation and maintenance	Student transpor- tation	Other support services	Food services	Enterprise operations <sup>3</sup>	Capital outlay <sup>2</sup>	Interest on school debt
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	\$13,834	\$12,258	\$7,445	\$4,311	\$712	\$577	\$244	\$684	\$1,137	\$502	\$455	\$477	\$25	\$1,213	\$363
Alabama	10,615	9,528	5,436	3,441	599	401	245	594	886	492	224	651	0	856	232
Alaska	19,396	17,838	9,538	7,638	1,383	1,481	255	1,091	2,138	608	683	579	83	1,277	281
Arizona	9,374	8,053	4,337	3,295	618	390	156	452	986	334	360	420	1	1,095	226
Arkansas	11,332	10,004	5,612	3,847	541	841	253	525	1,014	368	306	533	11	1,072	256
California	13,796	12,151	7,203	4,463	729	774	119	806	1,200	266	569	456	30	1,184	461
Colorado Connecticut Delaware District of Columbia Florida	11,662 21,354 16,096 30,115 10,405	9,849 19,929 14,892 22,561 9,374	5,513 12,563 9,317 12,113 5,789	3,945 6,755 5,078 9,629 3,118	555 1,280 665 1,002 412	567 627 273 1,133 590	160 447 234 1,649 86	751 1,166 944 1,572 522	900 1,711 1,590 2,222 905	293 1,004 738 1,366 361	720 520 633 687 242	338 438 497 809 467	53 172 0 9	1,306 1,197 1,042 5,934 813	506 227 162 1,621 218
Georgia	11,512	10,274	6,269	3,421	534	534	131	648	772	480	321	554	30	1,111	127
Hawaii	15,210	14,322	8,373	5,228	1,348	483	72	1,029	1,593	348	355	721	0	889	0
Idaho	8,599	7,554	4,452	2,731	422	439	190	434	714	330	202	368	4	847	197
Illinois	16,985	15,517	9,673	5,461	1,093	560	583	808	1,204	659	554	383	0	995	473
Indiana	11,145	9,823	5,660	3,690	512	395	203	640	1,107	594	238	474	0	1,042	280
lowa	13,282	11,456	6,912	4,023	669	716	292	648	950	402	346	508	13	1,595	231
Kansas	12,694	10,428	6,219	3,715	664	431	280	606	1,019	424	292	494	0	1,775	491
Kentucky	11,404	10,083	5,781	3,614	492	562	227	587	898	575	272	660	27	1,054	267
Louisiana	12,502	11,379	6,354	4,425	692	567	295	731	1,149	650	341	600	0	964	160
Maine	15,568	14,633	8,562	5,482	1,003	827	498	772	1,472	719	192	588	2	682	253
Maryland	16,508	14,933	9,515	4,992	672	689	145	1,008	1,260	781	438	425	0	1,396	179
Massachusetts	18,490	17,718	11,314	5,908	1,317	818	286	759	1,490	805	433	496	0	526	246
Michigan	12,639	11,256	6,460	4,380	890	570	253	628	988	471	579	415	0	910	473
Minnesota	15,554	12,635	8,175	3,872	370	646	474	508	853	714	306	534	54	2,465	454
Mississippi	9,611	8,755	4,968	3,250	464	407	294	533	898	418	235	536	0	746	111
Missouri	11,943	10,684	6,303	3,882	482	489	396	627	1,068	553	267	499	0	917	341
Montana	12,964	11,538	6,773	4,234	791	409	366	643	1,159	542	325	514	18	1,265	160
Nebraska	15,169	12,662	8,198	3,606	484	407	371	599	1,081	374	289	527	330	2,206	301
Nevada	10,475	9,120	5,393	3,372	500	504	148	669	844	357	349	355	0	1,009	346
New Hampshire	17,006	15,958	10,168	5,406	1,228	525	575	890	1,279	704	206	384	0	796	252
New Jersey	20,980	19,585	11,762	7,190	2,026	613	399	971	1,905	808	467	438	196	923	472
New Mexico	11,596	9,949	5,694	3,774	1,005	272	237	590	1,039	309	323	475	7	1,647	0
New York	24,377	22,861	15,911	6,495	732	589	370	876	2,102	1,154	673	455	0	967	550
North Carolina	9,886	8,995	5,625	2,895	489	309	156	533	740	367	301	475	0	877	14
North Dakota	16,526	13,767	8,261	4,484	554	473	594	712	1,181	548	422	640	381	2,462	298
Ohio	14,028	12,569	7,428	4,727	851	501	394	695	1,076	597	613	413	1	1,097	362
Oklahoma	8,935	7,921	4,428	2,888	539	320	237	441	831	250	271	524	80	918	96
Oregon	13,298	11,252	6,577	4,282	854	454	157	718	892	495	711	388	5	1,429	617
Pennsylvania	17,479	15,782	9,767	5,433	891	565	476	703	1,445	751	602	515	67	1,152	545
Rhode Island	17,345	16,620	10,046	6,118	1,750	637	249	794	1,290	720	679	452	4	449	277
South Carolina	12,525	10,419	5,777	4,080	803	646	101	675	1,023	394	438	534	27	1,668	438
South Dakota	11,478	10,117	5,990	3,552	563	359	339	492	1,053	360	385	524	51	1,118	243
Tennessee	10,318	9,246	5,643	3,087	416	546	192	560	767	347	260	516	0	847	225
Texas	11,985	9,520	5,490	3,499	469	489	140	546	1,003	277	574	531	0	1,833	632
Utah	8,794	7,206	4,576	2,252	281	289	81	474	656	213	259	362	16	1,408	180
Vermont	20,207	19,480	12,523	6,447	1,506	807	410	1,228	1,455	642	398	489	22	623	104
Virginia	12,992	11,885	7,237	4,188	602	787	193	697	1,061	612	236	458	3	1,032	75
Washington	14,483	11,971	6,940	4,555	879	776	205	726	1,016	448	505	364	111	2,114	399
West Virginia	12,566	11,745	6,727	4,261	610	464	201	630	1,267	872	218	756	0	768	53
Wisconsin	13,315	11,962	7,099	4,424	598	631	346	603	1,109	507	631	439	0	1,167	185
Wyoming	20,264	16,513	9,772	6,249	995	914	348	881	1,599	828	684	485	7	3,727	25
Other jurisdictions American Samoa Guam Northern Marianas	11,753	9,700	4,624	4,424	911	538	156 217		1,252	258	717	652		1,652	402
Puerto Rico U.S. Virgin Islands	7,731 13,009	7,639 13,000	3,091 7,611	3,456 4,525	870 1,125	456 320	217 621	332 717	1,116 519	255 571	212 651	1,092 852	12	93 9	0

<sup>—</sup>Not available.

¹Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools.

\*Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.

<sup>&</sup>lt;sup>3</sup>Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time). <sup>4</sup>Includes expenditures for guidance, health, attendance, and speech pathology services.

<sup>&</sup>lt;sup>5</sup>Includes expenditures for curriculum development, staff training, libraries, and media and computer centers. NOTE: Excludes expenditures for state education agencies. "0" indicates none or less than \$0.50. Detail may not sum to

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2016–17. (This table was prepared August 2019.)

# CHAPTER 3 Postsecondary Education

Postsecondary education includes academic, career and technical, and continuing professional education programs after high school. American colleges and universities and career/technical institutions offer a diverse array of postsecondary educational experiences. For example, a community college normally offers the first 2 years of a standard college curriculum as well as a selection of terminal career and technical education programs. A university typically offers a full undergraduate course of study leading to a bachelor's degree, as well as programs leading to advanced degrees. A specialized career/technical institution offers training programs of varying lengths that are designed to prepare students for specific careers.

This chapter provides an overview of the latest statistics on postsecondary education, including data on various types of postsecondary institutions and programs. However, to maintain comparability over time, most of the data in the Digest are for degree-granting institutions, which are defined as postsecondary institutions that grant an associate's or higher degree and whose students are eligible to participate in Title IV federal financial aid programs.1 These include almost all 2- and 4-year colleges and universities. Nondegree-granting institutions are those that offer only career and technical programs of less than 2 years' duration and continuing education programs, and therefore do not award associate's or bachelor's degrees. The degree-granting institution classification currently used by the National Center for Education Statistics (NCES) includes approximately the same set of institutions as the higher education institution classification that was used by NCES prior to 1996–97.2 This chapter highlights historical data that enable the reader to observe long-range trends in postsecondary education in America.

Other chapters provide related information on postsecondary education. Data on price indexes and on the number of degrees held by the general population are shown in chapter 1. Chapter 4 contains tabulations on federal

funding for postsecondary education. Information on employment outcomes for college graduates is shown in chapter 5. Chapter 7 contains data on college libraries. Further information on survey methodologies is presented in Appendix A: Guide to Sources and in the publications cited in the table source notes. See chapter 5 for information on adults' participation in nonpostsecondary education, such as adult secondary education classes (e.g., to prepare for the GED test) or English as a Second Language (ESL) classes.

#### **Enrollment**

In 2018, 19.6 million students were enrolled in degree-granting postsecondary institutions. In addition to the students enrolled in degree-granting institutions, about 363,000 students attended non-degree-granting Title IV-eligible postsecondary institutions in fall 2018 (table 303.20). The remainder of this chapter focuses primarily on degree-granting institutions.

### Who Enrolls?—Enrollment and Enrollment Rates

Fall enrollment in degree-granting postsecondary institutions increased 32 percent between 1998 and 2008 (table 303.10 and figure 12). In 2018, fall enrollment in degree-granting postsecondary institutions (19.6 million) was 3 percent higher than in 2008 (19.1 million). However, during this period, enrollment reached a peak in 2010 (21.0 million or 10 percent higher than in 2008), followed by a decrease of 7 percent between 2010 and 2018. Similar patterns held for different groups of students, including by sex and enrollment status. For example, postsecondary enrollment was 3 percent higher in 2018 than in 2008 for both male and female students. For each, this overall increase reflects annual increases during the early part of the period followed by decreases during the most recent part of the period (a decrease of 7 percent for males and 6 percent for females from 2010 to 2018).

Such trends in overall enrollment are shaped both by the size of the college-age population and by rates of enrollment. While the traditional college-age population (18- to 24-year-olds) was about 1 percent higher in 2018 (30.5 million) than in 2008 (30.2 million), the percentage of this age group who enrolled in degree-granting postsecondary institutions (41 percent) was not measurably different from the percentage in 2008 (tables 101.10 and 302.60). However, whereas percentage increases in total enrollment were similar for male and female students, trends in enrollment

<sup>&</sup>lt;sup>1</sup> Title IV programs, which are administered by the U.S. Department of Education, provide financial aid to postsecondary students.

<sup>&</sup>lt;sup>2</sup> Included in the current degree-granting classification are some institutions (primarily 2-year colleges) that were not previously designated as higher education institutions. Excluded from the current degree-granting classification are a few institutions that were previously designated as higher education institutions even though they did not award an associate's or higher degree. The former higher education classification was defined as including institutions that were accredited by an agency or association that was recognized by the U.S. Department of Education or recognized directly by the Secretary of Education. The former higher education institutions offered courses that led to an associate's or higher degree or were accepted for credit toward a degree.

rates differed. Like the general population, the enrollment rate for male 18- to 24-year-olds in 2018 (38 percent) was not measurably different from the rate in 2008. For females, in contrast, the enrollment rate in 2018 (44 percent) was 2 percentage points higher than the rate in 2008 (42 percent). Additional differences in enrollment rates were observed by race. The enrollment rate for Hispanic 18- to 24-year-olds rose from 26 percent in 2008 to 36 percent in 2018. The enrollment rate for Black 18- to 24-year-olds in 2018 (37 percent) was 5 percentage points higher than in 2008 (32 percent). Meanwhile, the rate for White 18- to 24-year-olds in 2018 (42 percent) was 2 percentage points lower than in 2008 (44 percent).

Although 18- to 24-year-olds are our best approximation of the college-age population, not all college students are part of this age group and trends in enrollment differ by age. The number of students under age 25 enrolled in degree-granting institutions was 6 percent higher in 2018 than in 2008, while the number of students age 25 and over decreased 2 percent (table 303.40 and figure 14). A similar pattern is expected to continue in the coming years. NCES projects that enrollment for students under age 25 will increase 5 percent between 2018 and 2029, while the enrollment of students age 25 and over will be 1 percent lower in 2029 than in 2018.

Postsecondary enrollment also differs across states. Overall, fall enrollment in degree-granting institutions declined 4 percent between 2013 and 2018, driven by declines across 40 states (table 304.10 and figure 13). The largest declines were in Alaska (-26 percent) and Iowa (-25 percent). In contrast, enrollment was higher in 2018 than in 2013 in 10 states and the District of Columbia. The largest increases were in New Hampshire (74 percent),<sup>3</sup> followed by Utah (37 percent), Idaho (13 percent), the District of Columbia (10 percent), and Texas (7 percent). The overall enrollment decline in Iowa between 2013 and 2018 resulted primarily from declines among private forprofit institutions, while the enrollment increases in New Hampshire, Utah, and Idaho during the same period resulted primarily from increases among private nonprofit institutions (tables 304.15, 304.21, and 304.22).

#### Characteristics of Enrolled Students

As enrollment has changed at different rates for different groups of students, the composition of colleges and universities has shifted. The percentage of U.S. resident postsecondary students who are Hispanic, Asian/Pacific Islander, and Black has been increasing (table 306.30). From fall 1976 to fall 2018, the percentage of Hispanic students rose from 4 to 20 percent of all U.S. residents enrolled in degree-granting postsecondary institutions, and the percentage of Asian/Pacific Islander students rose from 2 to 7 percent. The percentage of Black students increased

overall from 10 percent in 1976 to 13 percent in 2018, but the 2018 percentage reflects a decrease since 2011, when Black students made up 15 percent of all enrolled U.S. residents. The percentage of American Indian/Alaska Native students in 2018 (0.7 percent) was about the same as in 1976 (0.7 percent). During the same period, the percentage of White students fell from 84 to 55 percent. Four percent of students in 2018 were of Two or more races. Race/ethnicity is not reported for nonresident aliens, who made up 5 percent of total enrollment in 2018 (table 306.10).

Nineteen percent of undergraduates in 2015–16 reported having a disability (table 311.10). In 2015–16, the percentage of undergraduates who reported having a disability was 19 percent for male students and 20 percent for female students. There were some differences in the percentages of undergraduates with disabilities by characteristics such as veteran status, age, dependency status, and race/ethnicity. For example, 26 percent of undergraduates who were veterans reported having a disability, compared with 19 percent of undergraduates who were not veterans. The percentage of undergraduates having a disability was higher among those age 30 and over (23 percent) than among 15- to 23-year-olds (18 percent). Among dependent undergraduates, 17 percent reported having a disability, which was lower than the percentages for independent undergraduates who were married (21 percent) or unmarried (24 percent). A lower percentage of Asian undergraduates (15 percent) had a disability than White, Hispanic, and Black undergraduates (21, 18, and 17 percent, respectively).

Of the 19.6 million students enrolled in degree-granting postsecondary institutions in fall 2018, some 35 percent took at least one distance education course, including 17 percent who took their courses exclusively through distance education programs (table 311.15). Distance learning varied across the level and control of institutions. Twelve percent of students at public institutions took their coursework exclusively through distance education courses, compared with 20 percent of students at private nonprofit institutions and 63 percent of students at private for-profit institutions. Fourteen percent of undergraduates took their coursework exclusively through distance education courses, compared with 31 percent of postbaccalaureate students.

In fall 2018, the five institutions with the highest enrollment (including distance education as well as in-person enrollment) were Western Governors University (121,400 students); Southern New Hampshire University (104,100 students); University of Phoenix, Arizona (95,800 students); Grand Canyon University (90,300 students); and Liberty University (79,200 students; table 312.10). Enrollments in these institutions were predominantly students enrolled in distance learning only. Overall, despite the sizable numbers of small degree-granting postsecondary institutions, most students attend larger colleges and universities. Although only 14 percent of campuses enrolled 10,000 or more students, these institutions accounted for 61 percent of total

<sup>&</sup>lt;sup>3</sup> Enrollment growth in New Hampshire was primarily driven by increases in online enrollment at Southern New Hampshire University.

postsecondary enrollment in fall 2018. In contrast, some 39 percent of institutions had fewer than 1,000 students; however, these campuses enrolled 3 percent of all postsecondary students (table 317.40).

## Changes in Undergraduate and Postbaccalaureate Enrollment

Enrollment trends have differed at the undergraduate and postbaccalaureate levels. Undergraduate enrollment increased 47 percent between fall 1970 and fall 1983, when it reached 10.8 million (table 303.70 and *Digest of Education Statistics 2016*, table 303.70). Undergraduate enrollment dipped to 10.6 million in 1984 and 1985 but then increased each year from 1985 to 1992, rising 18 percent before stabilizing between 1992 and 1998. Undergraduate enrollment increased every year between 1998 and 2008. Undergraduate enrollment was 2 percent higher in 2018 (16.6 million) than in 2008 (16.3 million). This overall change reflects increases in undergraduate enrollment in 2008, 2009, and 2010 (when undergraduate enrollment reached 18.1 million), followed by an 8 percent decrease between 2010 and 2018.

Postbaccalaureate enrollment increased 34 percent between 1970 and 1984, with most of this increase occurring in the early and mid-1970s (table 303.80). Postbaccalaureate enrollment increased between 1985 and 2018, rising a total of 84 percent. During the last decade of this period, between 2008 and 2018, postbaccalaureate enrollment rose 11 percent, from 2.7 million to 3.0 million. Unlike undergraduate enrollment, which was lower in 2018 than in 2010, postbaccalaureate enrollment was higher in 2018 than in 2010.

Since fall 1988, the number of female students in post-baccalaureate programs has exceeded the number of male students (table 303.80). Between 2008 and 2018, the number of full-time male postbaccalaureate students increased 12 percent, compared with an 18 percent increase in the number of full-time female postbaccalaureate students. Among part-time postbaccalaureate students, the number of males enrolled in 2018 was 3 percent higher than in 2008, while the number of females was 6 percent higher.

The percentage of postbaccalaureate students who reported having a disability (12 percent) was lower than the percentage for undergraduates (19 percent).

### Faculty, Staff, and Salaries

#### Characteristics of Faculty and Staff

Approximately 3.9 million people were employed in degree-granting postsecondary institutions in fall 2018, including 1.5 million faculty, 0.4 million graduate assistants, and 2.0 million other staff (table 314.20). Out of the 1.5 million faculty in 2018, about 0.8 million were full-time and 0.7 million were part-time. In 2019, the proportion of

staff who were faculty was 39 percent, about the same as in 2009. During the same period, the proportion of staff who were graduate assistants increased from 9 to 10 percent. The proportion of staff who were not engaged in teaching—that is, staff in any occupational category except the faculty and graduate assistant categories—decreased from 52 percent in 2009 to 51 percent in 2018. The full-time-equivalent (FTE) student/FTE staff ratio at degree-granting institutions in 2018 (4.9) was lower than in 2009 (5.4; table 314.10 and figure 15). Also, the FTE student/FTE faculty ratio was lower in 2018 (13.8) than in 2009 (15.9).

Degree-granting postsecondary institutions differ in their practices of employing part-time and full-time staff. In fall 2018, some 45 percent of the employees at private forprofit 4-year institutions and 49 percent at public 2-year institutions were employed full time, compared with 61 percent at private for-profit 2-year institutions, 68 percent at public 4-year institutions, 69 percent at private nonprofit 4-year institutions, and 70 percent at private nonprofit 2-year institutions (table 314.30). Between 2009 and 2018, the number of full-time staff increased 7 percent, while the number of part-time staff was 2 percent higher in 2018 than in 2009 (table 314.20). For faculty specifically, the percentage employed full time was higher at public 4-year institutions (66 percent) than at private nonprofit 4-year institutions (56 percent), private nonprofit 2-year institutions (46 percent), private for-profit 2-year institutions (41 percent), public 2-year institutions (33 percent), and private for-profit 4-year institutions (18 percent; table 314.30). The number of full-time faculty increased 14 percent between 2009 and 2018, while the number of part-time faculty was less than 1 percent higher in 2018 than in 2009 (table 314.20). The number of part-time graduate assistants increased 12 percent during this period.

In fall 2018, some 9 percent of faculty at degree-granting institutions were Asian (based on a faculty count that excludes nonresident aliens and other persons whose race/ ethnicity was unknown), 8 percent were Black, 6 percent were Hispanic, 1 percent were of Two or more races, 0.5 percent were American Indian/Alaska Native, and 0.2 percent were Pacific Islander (table 314.40). About 76 percent of all faculty were White: 38 percent were White males and 38 percent were White females. Staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/ Alaska Native, or of Two or more races made up 30 percent of graduate assistants and 32 percent of other staff in nonfaculty positions in 2018, compared with 24 percent of faculty. The proportion of total staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races was similar at public 4-year institutions (29 percent), public 2-year institutions (28 percent), and private nonprofit 4-year institutions (27 percent), but the proportion was higher at private forprofit 2-year institutions (43 percent), private nonprofit 2-year institutions (36 percent), and private for-profit 4-year institutions (35 percent).

#### Salary and Tenure

Faculty salaries generally lost purchasing power during the 1970s. In constant 2018–19 dollars, average salaries for faculty on 9-month contracts declined 16 percent during the period from 1970-71 (\$81,000 in constant 2018-19 dollars) to 1980-81 (\$68,100; table 316.10). During the 1980s, average salaries rose and recouped most of the losses. Between 1990-91 and 2018-19, there was a further increase in average faculty salaries, resulting in an average salary in 2018–19 (\$88,700) that was 9 percent higher than the average salary in 1970–71. The average salary for male faculty in 2018-19 (\$96,400) was 2 percent higher than in 2008-09 (\$94,100). The average salary for female faculty in 2018–19 (\$80,000) was 3 percent higher than in 2008–09 (\$77,500). The average salary for male faculty was higher than the average salary for female faculty in all years for which data are available. In 2018-19, average salaries for male faculty were 20 percent higher than for female faculty, nearly the same percentage difference as in 2008–09 (21 percent).

The percentage of faculty with tenure has declined since 1993-94, both because of declines in the percentage of institutions with tenure systems and declines in the percentage of faculty receiving tenure at these institutions. The percentage of institutions with tenure systems in 2018-19 (57 percent) was lower than in 1993–94 (63 percent; table 316.80). Part of this change was due to the expansion in the number of for-profit institutions, relatively few of which have tenure systems (1.3 percent in 2018–19; tables 316.80 and 317.10). Between 1993-94 and 2011-12, the percentage of institutions with tenure systems decreased from 63 to 45 percent, while the number of for-profit institutions increased from 320 to 1,404. In more recent years, the growth of for-profit institutions has reversed, declining to 742 in 2018–19. During the same period as this decline, the percent of institutions with tenure systems increased from 45 percent in 2011–12 to 57 percent in 2018–19. In addition to the compositional change in postsecondary institutions, there was also an increase in the percentage of public institutions with a tenure system, from 71 percent in 2009-10 to 74 percent in 2018–19.

At institutions with tenure systems, the percentage of full-time faculty with tenure decreased from 56 percent in 1993–94 to 45 percent in 2018–19 (table 316.80). Among these institutions, there were differences between males and females in the percentage of full-time instructional faculty having tenure: 54 percent of males had tenure in 2018–19, compared with 40 percent of females. In 2018–19, about 49 percent of full-time instructional faculty had tenure at public institutions with tenure systems, compared with 44 percent at private nonprofit institutions with tenure systems and 13 percent at private for-profit institutions with tenure systems.

#### **Degrees**

During the 2018–19 academic year, 4,042 accredited institutions offered degrees at the associate's level or above (table 317.10). These included 1,636 public institutions, 1,664 private nonprofit institutions, and 742 private forprofit institutions. Of the 4,042 degree-granting institutions, 2,703 were 4-year institutions that awarded degrees at the bachelor's or higher level, and 1,339 were 2-year institutions that offered associate's degrees as their highest award. In 2017–18, associate's degrees were awarded by 2,457 institutions, bachelor's degrees by 2,335 institutions, master's degrees by 1,884 institutions, and doctor's degrees by 1,011 institutions (table 318.60). In addition to degree-granting institutions, 2,096 institutions offered postsecondary education in 2018–19 but did not grant degrees at the associate's level or higher (web-only table 317.30).

A growing number of people are completing postsecondary degrees. Between 2007-08 and 2017-18, the number of associate's, bachelor's, master's, and doctor's degrees that were conferred increased (table 318.10). During this period, the number of associate's degrees increased 35 percent (from 750,000 to 1,011,000), the number of bachelor's degrees increased 27 percent (from 1,564,000 to 1,981,000), the number of master's degrees increased 30 percent (from 631,000 to 820,000), and the number of doctor's degrees increased 23 percent (from 149,000 to 184,000). The doctor's degree total includes most degrees formerly classified as first-professional, such as M.D. (medical), D.D.S. (dental), and J.D. (law) degrees. In addition to degrees awarded at the associate's level or higher, 955,000 certificates were awarded by postsecondary institutions participating in federal Title IV financial aid programs in 2017-18 (table 320.20).

Since the mid-1980s, more females than males have earned associate's, bachelor's, and master's degrees (table 318.10). Beginning in 2005-06, the number of females earning doctor's degrees has also exceeded the number of males. Between 2007-08 and 2017-18, the numbers of associate's and master's degrees awarded to males increased at higher rates than the numbers awarded to females, while the numbers of bachelor's and doctor's degrees have increased by higher percentages for females. The number of associate's degrees awarded to males increased 41 percent during this period, while the number awarded to females increased 31 percent. The number of master's degrees awarded to males increased 31 percent, while the number awarded to females increased 30 percent. In contrast, the number of bachelor's degrees awarded to males increased 26 percent, while the number awarded to females increased 27 percent. Also, the number of doctor's degrees awarded to females increased 30 percent between 2007-08 and 2017-18, while the number awarded to males increased 17 percent.

Of the 1,981,000 bachelor's degrees conferred in 2017-18, the greatest numbers of degrees were conferred in the fields of business (386,000), health professions and related programs (245,000), social sciences and history (160,000), engineering (122,000), biological biomedical sciences (119,000), psychology (116,000), communication, journalism, and related programs (92,000), and visual and performing arts (89,000; table 322.10). At the master's degree level, the greatest numbers of degrees were conferred in the fields of business (192,000), education (146,000), and health professions and related programs (125,000; table 323.10). At the doctor's degree level, the greatest numbers of degrees were conferred in the fields of health professions and related programs (80,300), legal professions and studies (34,500), education (12,800), engineering (10,800), biological and biomedical sciences (8,200), psychology (6,300), and physical sciences and science technologies (6,200; table 324.10).

In recent years, the numbers of bachelor's degrees conferred have followed patterns that differed significantly by field of study. While the number of bachelor's degrees conferred increased 27 percent overall between 2007-08 and 2017-18, there was substantial variation among the different fields of study, as well as shifts in the patterns of change during this time period (table 322.10 and figure 16). For example, the number of degrees conferred in foreign languages, literatures, and linguistics increased 3 percent between 2007-08 and 2012-13 but then decreased 22 percent between 2012-13 and 2017-18. Also, the number of degrees in social sciences and history increased 6 percent between 2007-08 and 2012-13 but then decreased 10 percent between 2012-13 and 2017-18. In a number of other major fields, the number of bachelor's degrees increased by higher percentages in the second half of the 10-year period than in the first half. The number of bachelor's degrees conferred in the combined fields of engineering and engineering technologies increased 23 percent between 2007-08 and 2012-13 and then increased a further 37 percent between 2012-13 and 2017-18. Also, computer and information sciences increased 32 percent between 2007-08 and 2012–13 and then increased 56 percent between 2012–13 and 2017–18. Some other major fields had smaller increases between 2012-13 and 2017-18 than between 2007-08 and 2012-13. For example, the number of degrees conferred in agriculture and natural resources increased 39 percent between 2007-08 and 2012-13 and then 17 percent between 2012-13 and 2017-18. The number of degrees conferred in health professions and related programs increased 62 percent between 2007-08 and 2012-13 and then 35 percent between 2012-13 and 2017-18. Also, the number of degrees conferred in public administration and social services increased 36 percent between 2007–08 and 2012–13 and then 12 percent between 2012-13 and 2017-18. The other field with a large number of degrees (over 10,000 in 2017–18) that showed increases of 25 percent or more between 2012–13 and 2017-18 was parks, recreation, leisure, and fitness studies

(26 percent). Some other fields with sizable numbers of degrees saw decreases during the 2012–13 to 2017–18 period. For example, the number of degrees in philosophy and religious studies decreased 25 percent between 2012–13 and 2017–18. Also, the number of degrees in English language and literature/letters decreased 24 percent; the number of degrees in education decreased 21 percent; and the number of degrees in visual and performing arts decreased 9 percent. Additionally, the number of degrees in liberal arts and sciences, general studies, and humanities was 5 percent lower in 2017–18 than in 2012–13, and the number of degrees in homeland security, law enforcement, and firefighting was 4 percent lower in 2017–18 than in 2012–13.

Among first-time students who were seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2012, about 44 percent completed a bachelor's degree or its equivalent at that institution within 4 years, while 59 percent did so within 5 years, and 62 percent did so within 6 years (web-only table 326.10). These graduation rates were calculated as the total number of completers within the specified time to degree attainment divided by the cohort of students who first enrolled at that institution in 2012. Graduation rates were higher at private nonprofit institutions than at public or private for-profit institutions. For example, the 6-year graduation rate for the 2012 cohort at private nonprofit institutions was 67 percent, compared with 61 percent at public institutions and 25 percent at private for-profit institutions. Graduation rates also varied by race/ethnicity. At 4-year institutions overall, the 6-year graduation rate for Asian students in the 2012 cohort was 75 percent, compared with 66 percent for White students, 58 percent for students of Two or more races, 57 percent for Hispanic students, 49 percent for Pacific Islander students, 42 percent for Black students, and 41 percent for American Indian/Alaska Native students.

#### **Finances and Financial Aid**

For the 2018–19 academic year, annual current dollar prices for undergraduate tuition, fees, room, and board were estimated to be \$18,383 at public institutions, \$47,419 at private nonprofit institutions, and \$27,040 at private forprofit institutions (table 330.10). Between 2008–09 and 2018–19, prices for undergraduate tuition, fees, room, and board at public institutions rose 28 percent, and prices at private nonprofit institutions rose 19 percent, after adjustment for inflation. In contrast, the price for undergraduate tuition, fees, room, and board at private for-profit institutions were 6 percent lower in 2018–19 than in 2008–09, after adjustment for inflation.

In 2015–16, about 86 percent of full-time undergraduate students received financial aid (grants, loans, work-study, or aid of multiple types; table 331.10). About 70 percent of full-time undergraduates received financial aid in 2015–16 from federal sources, and 67 percent received aid from

nonfederal sources. (Many students receive aid from both federal and nonfederal sources.) Section 484(r) of the Higher Education Act of 1965, as amended, suspends a student's eligibility for Title IV federal financial aid if the student is convicted of certain drug-related offenses that were committed while the student was receiving Title IV aid. For 2016–17, less than 0.01 percent of postsecondary students had their eligibility to receive aid suspended due to a conviction (table C).

Table C. Suspension of eligibility for Title IV federal student financial aid due to a drug-related conviction or failure to report conviction status on aid application form: 2007–08 through 2016–17

		Susi	ension of eligit	oility
				ward year
Award year	No suspension of eligibility	For part of award year	Due to conviction	Due to failure to report
2007-08 Number Percent	14,610,371 99.96	361 #	2,832 0.02	2,433 0.02
2008–09 Number Percent	16,410,285 99.99	398 #	1,064 0.01	724 #
2009–10 Number Percent	19,487,370 99.98	666 #	1,751 0.01	879 #
2010–11 Number Percent	21,114,404 99.99	606 #	1,284 0.01	406 #
2011–12 Number Percent	21,947,204 99.99	404 #	968 #	732 #
2012–13 Number Percent	21,803,176 99.99	322 #	778 #	432 #
2013–14 Number Percent	21,192,389 99.99	257 #	572 #	535 #
2014–15 Number Percent	20,560,709 99.99	242	474 #	504 #
2015–16 Number Percent	19,756,619 99.99	273 #	564 #	308 #
2016–17 Number Percent	18,739,769 99.99	254 #	657 #	375 #

<sup>#</sup> Rounds to zero.

NOTE: It is not possible to determine whether a student who lost eligibility due to a drug conviction otherwise would have received Title IV aid, since there are other reasons why an applicant may not receive aid. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Federal Student Aid, Free Application for Federal Student Aid (FAFSA), unpublished data.

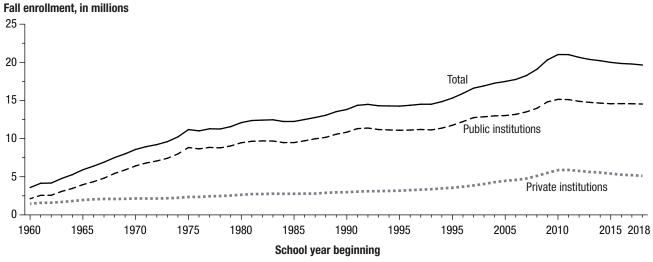
In 2017–18, total revenue was \$409 billion at public institutions, \$248 billion at private nonprofit institutions, and \$13 billion at private for-profit institutions (tables 333.10, 333.40, and 333.55 and figures 17, 18, and 19). The category of student tuition and fees typically accounts for a significant percentage of total revenue and was the largest single revenue source at both private nonprofit and for-profit institutions in 2017–18 (31 and 94 percent, respectively). Tuition and fees accounted for 20 percent of revenue at public institutions in 2017–18. Public institutions typically report Pell grants as revenue from federal grants, while private institutions report Pell grants as revenue

from tuition and fees; this difference in reporting contributes to the smaller percentage of revenue reported as tuition and fees at public institutions compared with private institutions. At public institutions, the share of revenue from tuition and fees in 2017–18 (20 percent) was higher than the share from state appropriations (18 percent), while in 2007-08 the share from tuition and fees (18 percent) was lower than the share from state appropriations (25 percent; table 333.10). In 2017–18, tuition and fees constituted the largest single revenue category at private nonprofit 2-year and 4-year institutions, private for-profit 2-year and 4-year institutions, and public 4-year institutions (tables 333.10, 333.40, and 333.55). At public 2-year institutions, tuition and fees (16 percent) constituted the third-largest revenue category, below state (26 percent) and local (21 percent) appropriations.

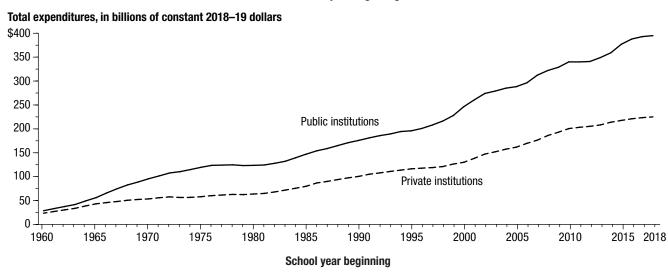
Average total expenditures per full-time-equivalent (FTE) student in 2017–18—shown in constant 2018–19 dollars throughout this paragraph—varied by institution control and level, as did changes in average total expenditures per FTE student between 2009–10 and 2017–18 (after adjustment for inflation). In 2017-18, average total expenditures per FTE student at public degree-granting institutions were \$37,200, reflecting an increase of 22 percent from \$30,600 in 2009–10 (table 334.10). At public 4-year institutions, the average total expenditures per FTE student were \$46,200 in 2017–18, compared with \$16,900 at public 2-year institutions. At private nonprofit institutions, the average total expenditures per FTE student increased 14 percent between 2009–10 and 2017–18, from \$53,600 to \$60,900 (table 334.30). In 2017-18, average total expenditures per FTE student at private nonprofit institutions were \$61,400 at 4-year institutions and \$19,500 at 2-year institutions. The average total expenditures per FTE student at private for-profit institutions in 2017–18 (\$16,500) were 6 percent higher than in 2009–10 (\$15,700; table 334.50). In 2017-18, average total expenditures per FTE student at private for-profit institutions were \$16,400 at 4-year institutions and \$17,000 at 2-year institutions. This difference in expenditures per FTE student between 4-year and 2-year private for-profit institutions was relatively small compared with the differences between 4-year and 2-year institutions in the public and private nonprofit sectors, due to relatively low spending at 4-year private for-profit institutions.

At the end of fiscal year 2018, the market value of the endowment funds of colleges and universities was \$648 billion, reflecting an increase of 9 percent since the beginning of the fiscal year, when the total was \$597 billion (web-only table 333.90). At the end of fiscal year 2018, the 120 institutions with the largest endowments accounted for \$482 billion, or about three-fourths of the national total. The five institutions with the largest endowments at the end of fiscal year 2018 were Harvard University (\$39 billion), the University of Texas System (\$31 billion), Yale University (\$29 billion), Stanford University (\$26 billion), and Princeton University (\$25 billion).

Figure 12. Fall enrollment, degrees conferred, and total expenditures in degree-granting postsecondary institutions: 1960–61 through 2018–19



#### Degrees conferred, in millions 2.0 1.6 Bachelor's 1.2 Associate's 0.8 Master's 0.4 Doctor's 1980 1985 1990 1995 2000 2005 1960 1965 1970 1975 2010 2015 2018 **School year beginning**



NOTE: Expenditure data for the school year beginning in 2018 (2018–19) are estimated. Degree data for the school year beginning in 2018 are projected. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010–11. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Opening Fall Enrollment in Higher Education, 1960 through 1964–65; Financial Statistics of Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education" surveys,

Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education, surveys, 1965–66 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99), "Completions Survey" (IPEDS-C:87–99), and "Finance Survey" (IPEDS-F:FY87–99); IPEDS Fall 2000 through Fall 2018, Completions components; and IPEDS Spring 2001 through Spring 2019, Fall Enrollment and Finance components.

WA МT ND MN OR ID WI SD WY IΑ PΑ NE ΝV OH UT IL IN DE CO CA KS MO KX DC NC ŹΝ OK ΑZ NM AR SC GA MS ΤX HI  $\langle \rangle$ Percent change Increase of 5 percent or more (4 states & DC) Decrease of less than 5 percent (17 states)

Figure 13. Percentage change in total enrollment in degree-granting postsecondary institutions, by state: Fall 2013 to fall 2018

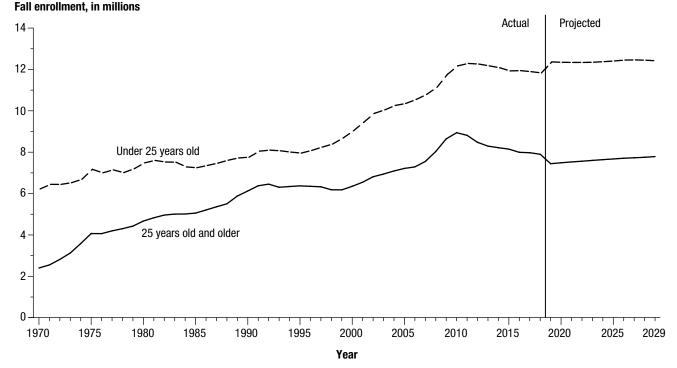
NOTE: Graphic display was generated using unrounded data.

Increase of less than 5 percent (6 states)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014 and Spring 2019, Fall Enrollment component.

Decrease of 5 percent or more (23 states)

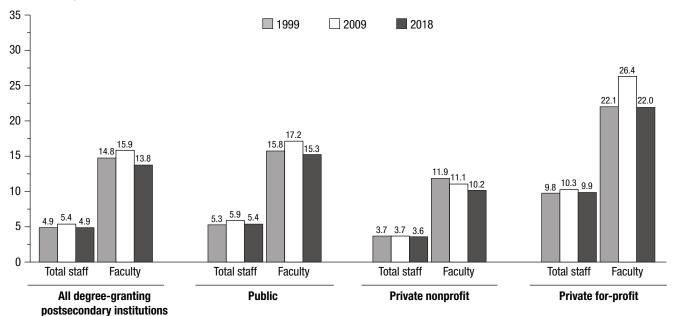
Figure 14. Fall enrollment in degree-granting postsecondary institutions, by age of student: 1970 through 2029



SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2018.

Figure 15. Ratio of full-time-equivalent (FTE) students to total FTE staff and to FTE faculty in degree-granting postsecondary institutions, by control of institution: 1999, 2009, and 2018

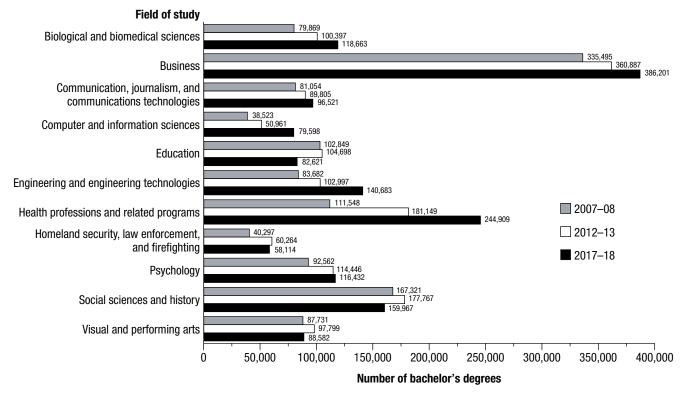
#### FTE students per FTE staff member



#### Control of institution and type of staff

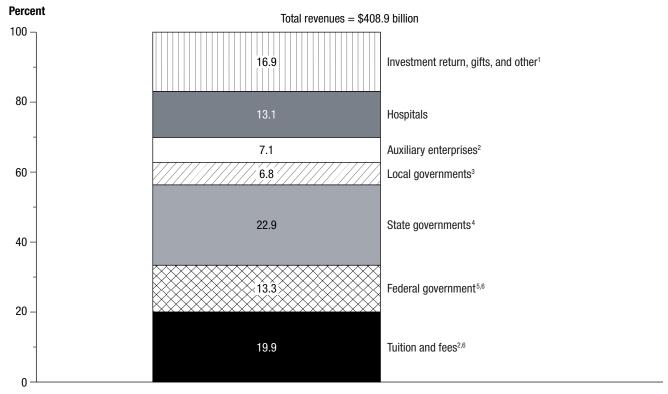
NOTE: Graphic display was generated using unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99) and "Fall Staff Survey" (IPEDS-S:99); IPEDS Spring 2019, Fall Enrollment component; IPEDS Winter 2009–10, Human Resources component, Fall Staff section; and IPEDS Spring 2019, Human Resources component, Fall Staff section.

Figure 16. Number of bachelor's degrees conferred by postsecondary institutions in selected fields of study: 2007–08, 2012–13, and 2017–18



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2008, Fall 2013, and Fall 2018, Completions component.

Figure 17. Percentage distribution of total revenues of public degree-granting postsecondary institutions, by source of funds:



Source of funds

NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component.

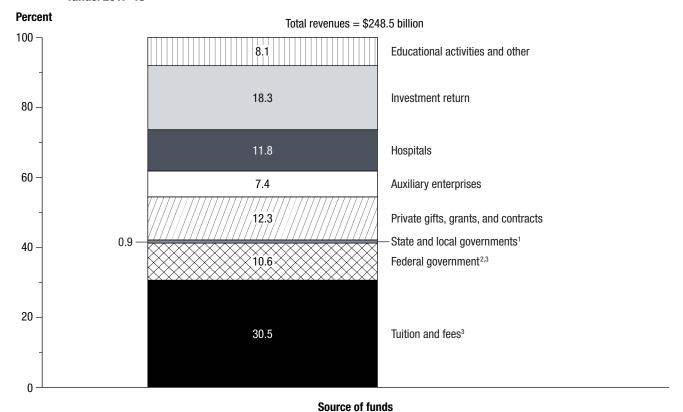
In addition to the categories listed, includes capital grants and gifts, additions to permanent endowments, and operating and nonoperating revenues not included elsewhere. <sup>2</sup>After deducting discounts and allowances.

<sup>&</sup>lt;sup>3</sup>Revenues from local governments include operating grants and contracts (including private grants and contracts), nonoperating appropriations, and nonoperating grants.

<sup>&</sup>lt;sup>4</sup>Revenues from state governments include operating grants and contracts, nonoperating appropriations, nonoperating grants, and capital appropriations.
<sup>5</sup>Revenues from the federal government include operating grants and contracts, funds for independent operating appropriations, and nonoperating grants.

<sup>&</sup>lt;sup>6</sup>Public institutions typically report Pell grants as revenues from federal grants and as allowances that reduce tuition revenues.

Figure 18. Percentage distribution of total revenues of private nonprofit degree-granting postsecondary institutions, by source of funds: 2017-18



<sup>1</sup>Includes appropriations, grants, and contracts.

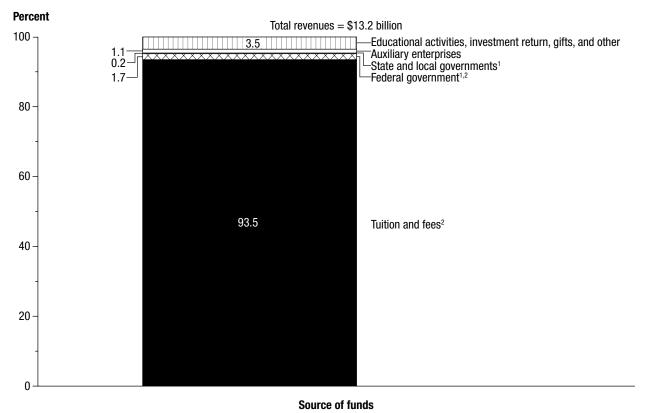
Private institutions typically report Pell grants as tuition revenues rather than as revenues from federal grants.

NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component.

<sup>&</sup>lt;sup>2</sup>Includes appropriations, grants, contracts, and independent operations.

Figure 19. Percentage distribution of total revenues of private for-profit degree-granting postsecondary institutions, by source of funds: 2017-18



<sup>1</sup>Includes appropriations, grants, and contracts.

<sup>2</sup>Private institutions typically report Pell grants as tuition revenues rather than as revenues from federal grants.

NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component.

Table 301.10. Enrollment, staff, and degrees/certificates conferred in degree-granting and non-degree-granting postsecondary institutions, by control and level of institution, sex of student, type of staff, and level of degree: Fall 2018 and 2017-18

				17 7 17	1.12			Maria da cara		171 - 17	
			Degree	-granting inst				Non-degre	e-granting i		
Level of institution, sex of student, type of staff, and level of degree	Total <sup>1</sup>	Total	Dublio	Total	Private Nonprofit	For-profit	Total	Public	Total	Private Nonprofit	For-profit
1	2	3	Public 4	5	Nonpront 6	7 Tol-prolit	Total 8	9	10141	Nonpront 11	12
Enrollment, fall 2018			,		Ŭ	,			10		
<b>Total</b> 4-year institutions Males Females	20,008,434 13,901,011 5,991,066 7,909,945	19,645,918 13,900,710 5,990,993 7,909,717	8,982,560 4,005,748 4,976,812	<b>5,116,654</b> 4,918,150 1,985,245 2,932,905	<b>4,134,244</b> 4,089,090 1,711,257 2,377,833	982,410 829,060 273,988 555,072	362,516 301 73 228	110,417 5 2 3	252,099 296 71 225	296 71 225	238,739 0 0 0
2-year institutions	5,849,184	5,745,208	5,546,704	198,504	45,154	153,350	103,976	57,824	46,152	5,468	40,684
Males	2,506,453	2,451,669	2,385,723	65,946	11,260	54,686	54,784	34,485	20,299	1,289	19,010
Females	3,342,731	3,293,539	3,160,981	132,558	33,894	98,664	49,192	23,339	25,853	4,179	21,674
Less-than-2-year institutions	258,239	†	†	†	†	†	258,239	52,588	205,651	7,596	198,055
Males	83,005	†	†	†	†	†	83,005	26,283	56,722	2,949	53,773
Females	175,234	†	†	†	†	†	175,234	26,305	148,929	4,647	144,282
Staff, fall 2018 Total	3,983,860	3,923,374	2,586,155	1,337,219	1,221,378	115,841	60,486	22,262	38,224	3,052	35,172
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other	1,573,995 1,454,136 90,489 29,370 382,715 41,637	1,542,613 1,422,754 90,489 29,370 382,715 41,495	980,835 905,307 55,909 19,619 299,271 24,166	561,778 517,447 34,580 9,751 83,444 17,329	491,014 446,789 34,526 9,699 83,077 16,470	70,764 70,658 54 52 367 859	31,382 31,382 † † † 142	11,815 11,815 † † † †	19,567 19,567 † † † † 101	1,473 1,473 † † † † 43	18,094 18,094 † † † † 58
education services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	188,440	182,831	122,638	60,193	50,369	9,824	5,609	2,573	3,036	338	2,698
	268,530	262,919	152,673	110,246	101,042	9,204	5,611	1,299	4,312	339	3,973
	222,388	219,793	147,797	71,996	67,858	4,138	2,595	567	2,028	132	1,896
	238,588	238,073	162,518	75,555	73,695	1,860	515	321	194	34	160
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and	186,297	185,765	113,130	72,635	69,534	3,101	532	310	222	54	168
	111,519	111,076	75,116	35,960	35,692	268	443	332	111	23	88
	244,842	242,151	161,701	80,450	78,364	2,086	2,691	1,534	1,157	150	1,007
	14,533	12,534	4,748	7,786	3,970	3,816	1,999	110	1,889	81	1,808
	417,271	409,591	273,892	135,699	126,783	8,916	7,680	2,582	5,098	334	4,764
maintenance Production, transportation, and material moving	74,097	73,098	53,940	19,158	18,686	472	999	542	457	43	414
	19,008	18,720	13,730	4,990	4,824	166	288	236	52	8	44
Degrees/certificates conferred, 2017–18 Total	4,951,142	4,714,760	3,285,726	1,429,034	1,100,383	328,651	236,382	59,796	176,586	8,722	167,864
Less-than-1-year and 1- to less-than-4-year certificates 4-year institutions Males Females	954,738 166,318 75,999 90,319	718,453 166,278 75,996 90,282	612,084 125,608 62,780 62,828	106,369 40,670 13,216 27,454	17,067 11,264 4,406 6,858	89,302 29,406 8,810 20,596	236,285 40 3 37	59,796 3 2	176,489 37 1 36	8,722 37 1 36	167,767 0 0 0
2-year institutions	608,547	552,175	486,476	65,699	5,803	59,896	56,372	30,446	25,926	2,236	23,690
Males	289,774	263,875	241,157	22,718	2,073	20,645	25,899	15,436	10,463	639	9,824
Females	318,773	288,300	245,319	42,981	3,730	39,251	30,473	15,010	15,463	1,597	13,866
Less-than-2-year institutions	179,873	†	†	†	†	†	179,873	29,347	150,526	6,449	144,077
Males	54,411	†	†	†	†	†	54,411	11,891	42,520	2,762	39,758
Females	125,462	†	†	†	†	†	125,462	17,456	108,006	3,687	104,319
Associate's degrees	1,011,582	1,011,487	885,870	125,617	56,187	69,430	95	0	95	0	95
4-year institutions	297,139	297,139	209,841	87,298	43,666	43,632	0	0	0	0	0
Males	115,054	115,054	83,613	31,441	16,742	14,699	0	0	0	0	0
Females	182,085	182,085	126,228	55,857	26,924	28,933	0	0	0	0	0
2-year institutions	714,348	714,348	676,029	38,319	12,521	25,798	0	0	0	0	0
Males	283,546	283,546	270,799	12,747	2,593	10,154	0	0	0	0	0
Females	430,802	430,802	405,230	25,572	9,928	15,644	0	0	0	0	0
Less-than-2-year institutions	95	†	†	†	†	†	95	0	95	0	95
Males	34	†	†	†	†	†	34	0	34	0	34
Females	61	†	†	†	†	†	61	0	61	0	61
Bachelor's degrees	1,980,646	1,980,644	1,310,988	669,656	571,155	98,501	2	0	2	0	2
Males	844,961	844,960	574,520	270,440	233,670	36,770	1	0	1	0	1
Females	1,135,685	1,135,684	736,468	399,216	337,485	61,731	1	0	1	0	1
Master's degrees	820,102	820,102	383,929	436,173	372,086	64,087	0	0	0	0	0
Males	326,870	326,870	159,310	167,560	147,892	19,668	0	0	0	0	0
Females	493,232	493,232	224,619	268,613	224,194	44,419	0	0	0	0	0
Doctor's degrees	184,074	184,074	92,855	91,219	83,888	7,331	0	0	0	0	0
Males	85,568	85,568	44,521	41,047	38,497	2,550	0	0	0	0	0
Females	98,506	98,506	48,334	50,172	45,391	4,781	0	0	0	0	0

†Not applicable.

TNot applicable.

Includes both degree-granting and non-degree-granting institutions.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Degree-granting institutions grant degrees at the associate's or higher level, while non-degree-granting institutions grant only awards below that level. The non-degree-granting classification includes some institutions transitioning to higher level program

offerings, though still classified at a lower level; therefore, a small number of associate's

orderings, though still classified at a lower level; therefore, a small number of associates degrees are shown as awarded by non-degree-granting institutions. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component; Spring 2019, Human Resources component; and Fall 2018, Completions component. (This table was prepared February 2020.)

Table 301.20. Historical summary of faculty, enrollment, degrees conferred, and finances in degree-granting postsecondary institutions: Selected years, 1869–70 through 2017–18

0.1	1000 70	4070 00	1000 00	1000 1000	1000 10	1010 00	4000 00	4000 40	1010 50	4050 00	1000 70	1070 00	4000 00	4000 0000	2000 40	0017.10
Selected characteristic	1869–70	1879-80	1889-90	1899–1900	1909–10	1919–20	1929-30	1939–40	1949-50	1959-60	1969–70		1989-90	1999–2000	2009–10	2017–18
1	2	3	4	5	6	7	8	9	10	11	12		14	15	16	17
Total institutions <sup>1</sup>	563	811	998	977	951	1,041	1,409	1,708	1,851	2,004	2,525	3,152	3,535	4,084	4,495	4,313
Total faculty <sup>2</sup>	5,553 <sup>3</sup>	11,5223	15,809	23,868	36,480	48,615	82,386	146,929	246,722	380,554	450,000 <sup>4</sup>	675,000 <sup>4</sup>	824,2205	1,027,8305	1,439,0745	1,545,6535
Males Females	4,887 <sup>3</sup> 666 <sup>3</sup>	7,328 <sup>3</sup> 4,194 <sup>3</sup>	12,704 <sup>3</sup> 3,105 <sup>3</sup>	19,151 4,717	29,132 7,348	35,807 12,808	60,017 22,369	106,328 40,601	186,189 60,533	296,773 83,781	346,000 <sup>4</sup> 104,000 <sup>4</sup>	479,000 <sup>4</sup> 196,000 <sup>4</sup>	534,254 <sup>5</sup> 289,966 <sup>5</sup>	602,469 <sup>5</sup> 425,361 <sup>5</sup>	761,002 <sup>5</sup> 678,072 <sup>5</sup>	778,873 <sup>5</sup> 766,780 <sup>5</sup>
T-1-1 (-11 11 16	50,000	445.047	450.750	007.500	055.040	F07.000	4 400 707	4 404 000	0.444.000	0.000.047	0.004.000	44 500 000	40 500 500	44704004	00.040.504	10 770 151
Total fall enrollment <sup>6</sup> Males	52,286 41.160 <sup>3</sup>	115,817 77,972 <sup>3</sup>	156,756 100.453 <sup>3</sup>	237,592 152,254	355,213 214.648 <sup>3</sup>	597,880 314.938	1,100,737 619.935	1,494,203 893,250	2,444,900 1.721.572	3,639,847 2,332,617	8,004,660 4,746,201	11,569,899 5.682.877	13,538,560 6.190.015	14,791,224 6,490,646	20,313,594 8,732,953	19,778,151 8.571.314
Females	11,126³	37,845³	56,303 <sup>3</sup>	85,338	140,565 <sup>3</sup>	282,942	480,802	600,953	723,328	1,307,230	3,258,459	5,887,022	7,348,545	8,300,578	11,580,641	11,206,837
Degrees conferred																
Associate's, total Males		_	_				_	_	_	_	206,023 117,432	400,910 183,737	455,102 191,195	564,933 224,721	848,856 322,747	1,011,487 398.600
Females	_	=	_	_	=	_	_	_	_	_	88,591	217,173	263,907	340,212	526,109	612,887
Bachelor's, total7	9,371	12,896	15,539	27,410	37,199	48,622	122,484	186,500	432,058	392,440	792,316	929,417	1,051,344	1,237,875	1,649,919	1,980,644
Males Females	7,993 1,378	10,411 2,485	12,857 2,682	22,173 5,237	28,762 8.437	31,980 16.642	73,615 48.869	109,546 76,954	328,841 103,217	254,063 138,377	451,097 341,219	473,611 455,806	491,696 559,648	530,367 707,508	706,660 943,259	844,960 1,135,684
Master's. total <sup>8</sup>		879	1.015	1.583	2.113	4.279	14.969	26.731	58.183	74.435	213.589	305.196	330.152	463.185	693.313	820.102
Males	-	868	821	1.280	1,555	2,985	8,925	16,508	41,220	50,898	130,799	156,882	158,052	196,129	275,317	326,870
Females	-	11	194	303	558	1,294	6,044	10,223	16,963	23,537	82,790	148,314	172,100	267,056	417,996	493,232
Doctor's, total <sup>9</sup> Males	1 1	54 51	149 147	382 359	443 399	615 522	2,299 1.946	3,290 2.861	6,420 5.804	9,829 8.801	59,486 53,792	95,631 69,526	103,508 63,963	118,736 64.930	158,590 76,610	184,074 85,568
Females	Ö	3	2	23	44	93	353	429	616	1,028	5,694	26,105	39,545	53,806	81,980	98,506
								Į.	n thousands of cu	ırrent dollars						
Finances Revenue <sup>10</sup>	_	_	_	_	\$76,883	\$199,922	\$554,511	\$715,211	\$2,374,645	\$5,785,537	\$21,515,242	\$58,519,982	\$139,635,477	\$282,261,000	\$496.720.000	\$670,555,000
Educational and general			****	405.004	' '	, ,	,	, ,	. , ,		. , ,	ψου,στο,σοΣ	ψ100,000,477	Ψ202,201,000	φ+30,720,000	ψ070,000,000
income <sup>11</sup> Expenditures <sup>12</sup>		_	\$21,464 —	\$35,084 —	67,917 —	172,929	483,065 507.142	571,288 674.688	1,833,845 2.245.661	4,688,352 5.601.376	16,486,177 21.043.113	56.913.588	134,655,571	236.784.000	446.479.000	603,915,000
Value of physical property Market value of endowment	-	-	95,426	253,599	457,594	747,333	2,065,049	2,753,780 <sup>13</sup>	4,799,964	13,548,548	42,093,580	83,733,387	164,635,000		_	_
funds	_	_	78,78814	194,99814	323,661 14	569,071 14	1,372,06814	1,686,28314	2,601,22314	5,322,08014	11,206,632	20,743,045	67,978,726	_	355,910,203	648,043,000
		· · ·						In thou	sands of constan	t 2018–19 dollar	S <sup>15</sup>	:	:		:	
Finances Revenue <sup>10</sup>		_			_	_	\$8,204,702	\$12,961,722	\$25,394,654	\$49,868,679	\$144,252,080	\$190,914,158	\$278,520,953	\$422,275,000	\$580.447.000	\$684.451.000
Educational and general	_	_	_	_	_	_				, , ,		\$190,914,130	\$270,020,900	φ422,273,000	\$300,447,000	\$664,451,000
income <sup>11</sup> Expenditures <sup>12</sup>		_	_		_	_	7,147,567 7,503,817	10,353,415 12,227,326	19,611,293 24,015,288	40,411,447 48,281,295	110,533,980 141,086,622	185,673,497	268,587,889	354,239,000	521,737,000	616,430,000
Value of physical property	_	=	_	_	_	_	30,555,052	49,906,57313	51,331,220	116,782,277	282,222,550	273,169,753	328,385,723		- 521,757,000	
Market value of endowment funds	_	_	_	_	_	_	20,301,50814	30,560,39514	27,817,69814	45,873,89214	75,136,500	67,671,603	135,592,329	_	415,902,671	661,473,000
Turius							20,001,000	50,500,535	21,011,030	70,010,032	13,130,300	01,011,003	100,002,020		710,302,071	001,470,000

<sup>—</sup>Not available.

1989–90 are current-fund expenditures only. Data for 1999–2000 include total expenditures for private institutions and current-fund expenditures for public institutions. Data for later years are for total expenditures.

NOTE: Data through 1989–90 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Education Directory, Colleges and Universities; Faculty and Other Professional Staff in Institutions of Higher Education; Fall Enrollment in Colleges and Universities; Earned Degrees Conferred; Financial Statistics of Institutions of Higher Education; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," Fall Enrollment Survey" (IPEDS-E-189–99), "Finance Survey" (IPEDS-F:FY90–00), "Completions Survey" (IPEDS-C:90–00), and "Institutional Characteristics Survey" (IPEDS-II-S99–99); IPEDS Winter 2009–10 and Spring 2018, Human Resources component, Fall Staff section; IPEDS Spring 2010 and Spring 2018, Fall Enrollment component; IPEDS Fall 2010 and Fall 2018, Completions component; and IPEDS Spring 2011 and Spring 2019, Finance component. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>1</sup>Prior to 1979-80, excludes branch campuses.

<sup>&</sup>lt;sup>2</sup>Total number of different individuals (not reduced to full-time equivalent). Beginning in 1959–60, data are for the first term of the academic year.

<sup>3</sup>Estimated.

<sup>&</sup>lt;sup>4</sup>Estimated number of senior instructional staff based on actual enrollment data for the designated year and enrollment/staff ratios for the prior staff survey. Excludes graduate assistants.

<sup>&</sup>lt;sup>5</sup>Because of revised survey procedures, data may not be directly comparable with figures prior to 1989–90. Excludes graduate assistants.

<sup>&</sup>lt;sup>6</sup>Data for 1869–70 to 1939–40 are for resident degree-credit students who enrolled at any time during the academic year. <sup>7</sup>From 1869–70 to 1959–60, bachelor's degrees include degrees that were classified as first-professional prior to 2010–11, such as M.D., D.D.S., and law degrees.

<sup>&</sup>lt;sup>8</sup>Figures for years prior to 1969–70 are not precisely comparable with later data.

<sup>°</sup>Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees that were classified as first-professional prior to 2010–11, such as M.D., D.D.S., and law degrees.

<sup>&</sup>lt;sup>10</sup>Data for 1929–30 through 1989–90 are current-fund revenues only. Data for 1999–2000 include total revenues for private institutions and current-fund revenues for public institutions. Data for later years are for total revenues.

<sup>&</sup>lt;sup>11</sup>Includes revenues from student tuition payments, government appropriations, endowment income, private gifts, sponsored research funds, and other separately budgeted research and sponsored programs.

<sup>&</sup>lt;sup>12</sup>Data for 1929–30 and 1939–40 include current-fund expenditures and additions to plant value. Data for 1949–50 through

<sup>&</sup>lt;sup>13</sup>Includes unexpended plant funds.

<sup>&</sup>lt;sup>14</sup>Book value. Includes other nonexpendable funds.

<sup>&</sup>lt;sup>15</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Table 302.10. Recent high school completers and their enrollment in college, by sex and level of institution: 1960 through 2018 [Standard errors appear in parentheses]

	Number	of high school co	implatare1			Percent		school complete	ers¹ enrolled in o	college <sup>2</sup>		
	Number	(in thousands)	inipieters		Total			Males			Females	
Year	Tota	Males	Females	Total	2-year college	4-year college or university	Total	2-year college	4-year college or university	Total	2-year college	4-year college or university
1	2	3	4	5	6	7	8	9	10	11	12	13
1960 1961 1962 1963 1964	1,679 (44.5) 1,763 (46.7) 1,838 (44.3) 1,741 (44.9) 2,145 (43.6)	790 (33.7) 872 (32.0) 794 (32.6)	923 (30.1) 973 (31.8) 966 (30.4) 947 (30.5) 1,148 (28.9)	45.1 (2.16) 48.0 (2.12) 49.0 (2.08) 45.0 (2.12) 48.3 (1.92)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†)	54.0 (3.23) 56.3 (3.14) 55.0 (3.00) 52.3 (3.16) 57.2 (2.79)	- (†) - (†) - (†) - (†)	— (†) — (†) — (†) — (†)	37.9 (2.85) 41.3 (2.81) 43.5 (2.84) 39.0 (2.82) 40.7 (2.58)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†) - (†)
1965 1966 1967 1968 1969	2,606 (38.0)	1,207 (34.4) 1,142 (28.9)	1,383 (24.7) 1,422 (24.2)	50.9 (1.73) 50.1 (1.74) 51.9 (1.44) 55.4 (1.41) 53.3 (1.36)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†)	57.3 (2.49) 58.7 (2.53) 57.6 (2.12) 63.2 (2.04) 60.1 (1.93)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†)	45.3 (2.37) 42.7 (2.35) 47.2 (1.95) 48.9 (1.93) 47.2 (1.88)	- (†) - (†) - (†) - (†)	(†) (†) (†) (†)
1970 1971 1972 1973 1974	2,964 (38.5) 3,058 (37.7)	1,371 (27.1) 1,423 (27.5)	1,542 (26.9) 1,599 (25.0)	51.7 (1.38) 53.5 (1.35) 49.2 (1.33) 46.6 (1.31) 47.6 (1.30)	— (†) — (†) — (†) 14.9 (0.94) 15.2 (0.94)	— (†) — (†) — (†) 31.6 (1.22) 32.4 (1.22)	55.2 (1.97) 57.6 (1.94) 52.7 (1.92) 50.0 (1.90) 49.4 (1.88)	— (†) — (†) — (†) 14.6 (1.34) 16.6 (1.40)	— (†) — (†) — (†) 35.4 (1.82) 32.8 (1.77)	48.5 (1.93) 49.8 (1.87) 46.0 (1.84) 43.4 (1.80) 45.9 (1.80)	— (†) — (†) — (†) 15.2 (1.30) 13.9 (1.25)	— (†) — (†) — (†) 28.2 (1.63) 32.0 (1.69)
1975 1976 1977 1978 1979	2,986 (40.5 3,141 (41.0 3,163 (40.0	1,513 (27.8) 1,451 (29.4) 1,483 (29.8) 1,485 (29.4) 1,475 (29.4)	1,659 (27.9) 1,677 (26.8)	50.7 (1.29) 48.8 (1.33) 50.6 (1.30) 50.1 (1.29) 49.3 (1.29)	18.2 (0.99) 15.6 (0.96) 17.5 (0.98) 17.0 (0.97) 17.5 (0.98)	32.6 (1.21) 33.3 (1.25) 33.1 (1.22) 33.1 (1.22) 31.8 (1.20)	52.6 (1.86) 47.2 (1.90) 52.1 (1.88) 51.1 (1.88) 50.4 (1.89)	19.0 (1.47) 14.5 (1.34) 17.2 (1.42) 15.6 (1.37) 16.9 (1.42)	33.6 (1.76) 32.7 (1.79) 35.0 (1.80) 35.5 (1.80) 33.5 (1.79)	49.0 (1.78) 50.3 (1.85) 49.3 (1.78) 49.3 (1.77) 48.4 (1.77)	17.4 (1.35) 16.6 (1.38) 17.8 (1.36) 18.3 (1.37) 18.1 (1.36)	31.6 (1.65) 33.8 (1.75) 31.5 (1.66) 31.0 (1.64) 30.3 (1.63)
1980 1981 1982 1983 1984		1,491 (30.6) 1,509 (29.4) 1,389 (30.8)	1,573 (28.6)	49.3 (1.31) 53.9 (1.31) 50.6 (1.38) 52.7 (1.41) 55.2 (1.39)	19.4 (1.03) 20.5 (1.06) 19.1 (1.09) 19.2 (1.11) 19.4 (1.11)	29.9 (1.20) 33.5 (1.24) 31.5 (1.28) 33.5 (1.33) 35.8 (1.34)	46.7 (1.87) 54.8 (1.87) 49.1 (1.98) 51.9 (2.06) 56.0 (2.02)	17.1 (1.41) 20.9 (1.53) 17.5 (1.50) 20.2 (1.66) 17.7 (1.55)	29.7 (1.71) 33.9 (1.78) 31.6 (1.84) 31.7 (1.92) 38.4 (1.98)	51.8 (1.82) 53.1 (1.83) 52.0 (1.93) 53.4 (1.93) 54.5 (1.92)	21.6 (1.50) 20.1 (1.47) 20.6 (1.56) 18.4 (1.50) 21.0 (1.57)	30.2 (1.67) 33.0 (1.73) 31.4 (1.79) 35.1 (1.85) 33.5 (1.82)
1985 1986 1987 1988 1989	2,647 (41.5 2,673 (47.7	1,332 (28.9) 1,278 (30.2)	1,369 (28.4) 1,339 (32.8)	57.7 (1.47) 53.8 (1.45) 56.8 (1.48) 58.9 (1.60) 59.6 (1.58)	19.6 (1.18) 19.2 (1.15) 18.9 (1.17) 21.9 (1.34) 20.7 (1.30)	38.1 (1.45) 34.5 (1.39) 37.9 (1.45) 37.1 (1.57) 38.9 (1.57)	58.6 (2.11) 55.8 (2.09) 58.3 (2.12) 57.1 (2.27) 57.6 (2.27)	19.9 (1.71) 21.3 (1.73) 17.3 (1.63) 21.3 (1.88) 18.3 (1.77)	38.8 (2.09) 34.5 (2.00) 41.0 (2.12) 35.8 (2.20) 39.3 (2.24)	56.8 (2.05) 51.9 (2.02) 55.3 (2.07) 60.7 (2.24) 61.6 (2.19)	19.3 (1.63) 17.3 (1.53) 20.3 (1.67) 22.4 (1.91) 23.1 (1.90)	37.5 (2.00) 34.6 (1.92) 35.0 (1.98) 38.3 (2.23) 38.5 (2.20)
1990 1991 1992 1993 1994	2,276 (41.1) 2,397 (40.5) 2,342 (41.4)	1,173 (30.6) 1,140 (29.0) 1,216 (29.1) 1,120 (30.6) 1,244 (30.1)	1,180 (28.1) 1,223 (27.7)	60.1 (1.60) 62.5 (1.62) 61.9 (1.58) 62.6 (1.59) 61.9 (1.54)	20.1 (1.31) 24.9 (1.44) 23.0 (1.37) 22.8 (1.38) 21.0 (1.29)	40.0 (1.61) 37.7 (1.62) 38.9 (1.59) 39.8 (1.61) 40.9 (1.56)	58.0 (2.29) 57.9 (2.33) 60.0 (2.24) 59.9 (2.33) 60.6 (2.21)	19.6 (1.85) 22.9 (1.98) 22.1 (1.89) 22.9 (2.00) 23.0 (1.90)	38.4 (2.26) 35.0 (2.25) 37.8 (2.21) 37.0 (2.30) 37.5 (2.19)	62.2 (2.24) 67.1 (2.22) 63.8 (2.23) 65.2 (2.17) 63.2 (2.15)	20.6 (1.87) 26.8 (2.09) 23.9 (1.98) 22.8 (1.91) 19.1 (1.75)	41.6 (2.28) 40.3 (2.32) 40.0 (2.27) 42.4 (2.25) 44.1 (2.22)
1995 1996 1997 1998 1999	2,660 (40.5) 2,769 (41.8) 2,810 (43.9)	1,238 (30.0) 1,297 (29.5) 1,354 (31.0) 1,452 (31.0) 1,474 (29.9)	1,415 (27.9) 1,358 (31.0)	61.9 (1.41) 65.0 (1.42) 67.0 (1.37) 65.6 (1.38) 62.9 (1.38)	21.5 (1.19) 23.1 (1.26) 22.8 (1.23) 24.4 (1.25) 21.0 (1.16)	40.4 (1.43) 41.9 (1.47) 44.3 (1.45) 41.3 (1.43) 41.9 (1.41)	62.6 (2.04) 60.1 (2.09) 63.6 (2.01) 62.4 (1.96) 61.4 (1.95)	25.3 (1.83) 21.5 (1.76) 21.4 (1.71) 24.4 (1.73) 21.0 (1.63)	37.4 (2.04) 38.5 (2.08) 42.2 (2.06) 38.0 (1.96) 40.5 (1.97)	61.3 (1.96) 69.7 (1.91) 70.3 (1.87) 69.1 (1.93) 64.4 (1.95)	18.1 (1.55) 24.6 (1.79) 24.1 (1.75) 24.3 (1.79) 21.1 (1.66)	43.2 (1.99) 45.1 (2.07) 46.2 (2.04) 44.8 (2.08) 43.3 (2.02)
2000 2001 2002 2003 2004	2,549 (44.1) 2,796 (42.7) 2,677 (42.2)	1,251 (33.6) 1,277 (32.0) 1,412 (31.3) 1,306 (29.9) 1,327 (29.1)	1,384 (29.0)	63.3 (1.41) 61.8 (1.41) 65.2 (1.31) 63.9 (1.35) 66.7 (1.31)	21.4 (1.20) 19.6 (1.15) 21.6 (1.14) 21.5 (1.16) 22.4 (1.16)	41.9 (1.45) 42.1 (1.43) 43.6 (1.37) 42.5 (1.39) 44.2 (1.38)	59.9 (2.13) 60.1 (2.00) 62.1 (1.88) 61.2 (1.97) 61.4 (1.95)	23.1 (1.83) 18.6 (1.59) 20.4 (1.57) 21.9 (1.67) 21.8 (1.65)	36.8 (2.10) 41.4 (2.01) 41.7 (1.92) 39.3 (1.97) 39.6 (1.96)	66.2 (1.88) 63.5 (1.97) 68.4 (1.82) 66.5 (1.86) 71.5 (1.74)	20.0 (1.59) 20.6 (1.66) 22.8 (1.65) 21.0 (1.61) 23.1 (1.63)	46.2 (1.98) 42.8 (2.02) 45.6 (1.95) 45.5 (1.96) 48.5 (1.93)
2005 2006 2007 2008 2009	2,692 (44.6) 2,955 (42.6) 3,151 (42.8)		1,363 (30.1) 1,444 (30.3) 1,511 (30.9)	68.6 (1.31) 66.0 (1.33) 67.2 (1.26) 68.6 (1.21) 70.1 (1.23)	24.0 (1.21) 24.7 (1.21) 24.1 (1.15) 27.7 (1.16) 27.7 (1.21)	44.6 (1.40) 41.3 (1.39) 43.1 (1.33) 40.9 (1.28) 42.4 (1.33)	66.5 (1.94) 65.8 (1.90) 66.1 (1.78) 65.9 (1.71) 66.0 (1.84)	24.7 (1.77) 24.9 (1.73) 22.7 (1.57) 24.9 (1.56) 25.1 (1.69)	41.8 (2.03) 40.9 (1.97) 43.4 (1.86) 41.0 (1.77) 40.9 (1.91)	70.4 (1.77) 66.1 (1.87) 68.3 (1.79) 71.6 (1.69) 73.8 (1.64)	23.4 (1.64) 24.5 (1.70) 25.5 (1.67) 30.6 (1.73) 30.1 (1.71)	47.0 (1.94) 41.7 (1.95) 42.8 (1.90) 40.9 (1.85) 43.8 (1.85)
2010 2011 2012 2013 2014	3,079 (88.3) 3,203 (96.2) 2,977 (84.4)	1,622 (70.1) 1,524 (62.9)	1,468 (58.4) 1,581 (54.0)	68.1 (1.49) 68.2 (1.45) 66.2 (1.59) 65.9 (1.58) 68.4 (1.67)	26.7 (1.52) 25.9 (1.49) 28.8 (1.57) 23.8 (1.44) 24.6 (1.56)	41.4 (1.61) 42.3 (1.44) 37.5 (1.60) 42.1 (1.76) 43.7 (1.81)	62.8 (1.88) 64.7 (2.16) 61.3 (2.17) 63.5 (2.20) 64.0 (2.32)	28.5 (2.03) 24.7 (1.79) 26.9 (2.20) 24.5 (2.14) 21.2 (2.07)	34.3 (1.97) 40.0 (2.10) 34.4 (2.15) 39.0 (2.48) 42.8 (2.69)	74.0 (2.31) 72.2 (1.98) 71.3 (2.11) 68.4 (2.17) 72.6 (2.50)	24.6 (2.32) 27.3 (2.17) 30.7 (2.09) 23.0 (2.15) 28.0 (2.35)	49.5 (2.59) 44.9 (2.37) 40.6 (2.21) 45.3 (2.21) 44.6 (2.57)
2015 2016 2017 2018	3,137 (102.3) 2,870 (95.9)	1,345 (60.2)	1,516 (56.6) 1,620 (66.7) 1,525 (71.3) 1,598 (69.9)	69.2 (1.54) 69.8 (1.64) 66.7 (1.68) 69.1 (1.62)	25.2 (1.48) 23.7 (1.56) 22.6 (1.50) 25.5 (1.54)	44.0 (1.61) 46.0 (1.85) 44.2 (1.83) 43.6 (1.76)	65.8 (2.27) 67.5 (2.12) 61.1 (2.57) 66.9 (2.22)	24.3 (2.00) 25.3 (2.26) 23.9 (2.36) 24.9 (1.92)	41.5 (2.27) 42.2 (2.47) 37.2 (2.32) 42.0 (2.23)	72.5 (2.18) 71.9 (2.40) 71.7 (2.29) 71.4 (2.32)	26.2 (2.08) 22.3 (1.99) 21.4 (2.09) 26.1 (2.19)	46.4 (2.42) 49.6 (2.46) 50.3 (2.70) 45.2 (2.75)

<sup>—</sup>Not available.

because of varying survey procedures and coverage. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals

because of rounding.

SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared August 2019.)

<sup>†</sup>Not applicable. ¹Individuals ages 16 to 24 who graduated from high school or completed a GED or other

high school equivalency credential. <sup>2</sup>Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. High school completion data in this table differ from figures appearing in other tables

Table 302.20. Percentage of recent high school completers enrolled in college, by race/ethnicity: 1960 through 2018

[Standard errors appear in parentheses]

									3-year mov	ing averages <sup>3</sup>	3		
			cent high sch in college² (a	ool completers nnual data)	1	I		ent high scho rolled in colle	ol completers ge <sup>2</sup>	1	Difference	between perc	ent enrolled
Year	Total	White	Black	Hispanic	Asian⁴	Total	White	Black	Hispanic	Asian⁴	White- Black	White- Hispanic	White- Asian⁴
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1960 <sup>5</sup> 1961 <sup>5</sup> 1962 <sup>5</sup> 1963 <sup>5</sup> 1964 <sup>5</sup>	45.1 (2.16) 48.0 (2.12) 49.0 (2.08) 45.0 (2.12) 48.3 (1.92)	45.8 (2.24) 49.5 (2.22) 50.6 (2.19) 45.6 (2.21) 49.2 (2.01)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†)	- (†) - (†) - (†) - (†)	46.6 (1.52) 47.4 (1.22) 47.4 (1.22) 47.5 (1.18) 48.5 (1.10)	47.7 (1.58) 48.7 (1.28) 48.6 (1.27) 48.5 (1.23) 49.2 (1.15)	— (†)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†)	- (†) - (†) - (†) - (†)	— (†) — (†) — (†) — (†)	
1965 <sup>5</sup> 1966 <sup>5</sup> 1967 <sup>5</sup> 1968 <sup>5</sup> 1969 <sup>5</sup>	50.9 (1.73) 50.1 (1.74) 51.9 (1.44) 55.4 (1.41) 53.3 (1.36)	51.7 (1.81) 51.7 (1.82) 53.0 (1.52) 56.6 (1.50) 55.2 (1.43)	— (†) — (†) — (†) — (†)	- (†) - (†) - (†)	- (†) - (†) - (†) - (†)	49.9 (1.03) 51.0 (1.01) 52.5 (0.82) 53.6 (0.81) 53.5 (0.80)	51.0 (1.08) 52.1 (1.06) 53.8 (0.87) 55.0 (0.86) 54.6 (0.85)	— ( <del>†</del> )	- (†) - (†) - (†) - (†)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	— (†) — (†) — (†) — (†)	(†)
1970 <sup>5</sup> 1971 <sup>5</sup> 1972 1973 1974	51.7 (1.38) 53.5 (1.35) 49.2 (1.33) 46.6 (1.31) 47.6 (1.30)	52.0 (1.46) 54.0 (1.42) 49.7 (1.45) 47.8 (1.43) 47.2 (1.42)	— (†) — (†) 44.6 (4.74) 32.5 (4.40) 47.2 (4.69)	— (†) 45.0 (12.85) 54.1 (11.89)	- (†) - (†) - (†) - (†)	52.9 (0.79) 51.5 (0.78) 49.7 (0.77) 47.8 (0.76) 48.3 (0.75)	53.8 (0.83) 51.9 (0.83) 50.5 (0.83) 48.2 (0.83) 48.7 (0.82)	38.4 (3.26) 41.4 (2.68)	— (†) — (†) 49.9 (8.76) 48.8 (7.04) 53.1 (6.72)	- (†) - (†) - (†) - (†)	— (†) — (†) 12.1 (3.36) 6.8! (2.81) 8.3! (2.82)	— (†) — (†) ‡ (†) ‡ (†) ‡ (†)	— (†) — (†) — (†)
1975 1976 1977 1978 1979	50.7 (1.29) 48.8 (1.33) 50.6 (1.30) 50.1 (1.29) 49.3 (1.29)	51.1 (1.40) 48.8 (1.45) 50.8 (1.42) 50.5 (1.42) 49.9 (1.42)	41.7 (4.81) 44.4 (4.94) 49.5 (4.70) 46.4 (4.55) 46.7 (4.73)	52.7 (10.52) 50.8 (10.43) 42.0 (11.06)	- (†) - (†) - (†) - (†)	49.1 (0.75) 50.1 (0.75) 49.9 (0.75) 50.0 (0.75) 49.6 (0.75)	49.1 (0.82) 50.3 (0.82) 50.1 (0.83) 50.4 (0.82) 50.1 (0.82)	45.3 (2.78) 46.8 (2.73) 47.5 (2.69)	52.7 (6.44) 53.6 (6.18) 48.8 (6.18) 46.1 (6.14) 46.3 (6.32)	— (†) — (†) — (†) — (†)	‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	_ (†)
1980 1981 1982 1983 1984	49.3 (1.31) 53.9 (1.31) 50.6 (1.38) 52.7 (1.41) 55.2 (1.39)	49.8 (1.44) 54.9 (1.45) 52.7 (1.54) 55.0 (1.57) 59.0 (1.57)	42.7 (4.48) 42.7 (4.48) 35.8 (4.39) 38.2 (4.41) 39.8 (4.21)	52.1 (10.73) 43.2 (10.37) 54.2 (11.69)	- (†) - (†) - (†) - (†)	50.8 (0.75) 51.3 (0.76) 52.4 (0.80) 52.8 (0.81) 55.1 (0.82)	51.5 (0.83) 52.4 (0.84) 54.2 (0.90) 55.5 (0.90) 57.9 (0.92)	40.3 (2.53) 38.8 (2.61) 38.0 (2.50)	49.6 (6.25) 48.7 (6.13) 49.4 (6.44) 46.7 (6.16) 49.3 (6.38)	— (†) — (†) — (†) — (†)	7.5! (2.76) 12.2 (2.66) 15.4 (2.76) 17.5 (2.66) 18.0 (2.74)	‡ (†) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	
1985 1986 1987 1988 1989	57.7 (1.47) 53.8 (1.45) 56.8 (1.48) 58.9 (1.60) 59.6 (1.58)	60.1 (1.64) 56.8 (1.64) 58.6 (1.68) 61.1 (1.82) 60.7 (1.79)	42.2 (4.86) 36.9 (4.44) 52.2 (4.90) 44.4 (4.98) 53.4 (5.07)	44.0 (8.88) 33.5 (8.28) 57.1 (9.60)	— (†) — (†) — (†) — (†) 81.1 (10.23)	55.5 (0.83) 56.1 (0.85) 56.5 (0.85) 58.4 (0.94) 59.5 (0.90)	58.6 (0.93) 58.5 (0.96) 58.8 (0.96) 60.1 (1.07) 61.6 (1.02)	43.5 (2.75) 44.2 (2.69) 49.7 (3.02)	46.1 (5.20) 42.3 (5.21) 45.0 (5.06) 48.5 (5.67) 52.7 (5.54)	— (†) — (†) — (†) — (†) 81.4 (6.36)	19.1 (2.75) 15.0 (2.91) 14.6 (2.86) 10.4! (3.20) 13.6 (3.04)	12.5! (5.28) 16.2! (5.30) 13.8! (5.15) 11.6! (5.77) ‡ (†)	
1990 1991 1992 1993 1994	60.1 (1.60) 62.5 (1.62) 61.9 (1.58) 62.6 (1.59) 61.9 (1.54)	63.0 (1.80) 65.4 (1.82) 64.3 (1.84) 62.9 (1.86) 64.5 (1.74)	46.8 (5.08) 46.4 (5.24) 48.2 (4.91) 55.6 (5.27) 50.8 (5.20)	57.2 (9.57) 55.0 (8.50) 62.2 (8.21)	78.9 (9.04) 81.7 (7.00) 86.2 (6.63)	60.7 (0.92) 61.5 (0.92) 62.3 (0.92) 62.1 (0.91) 62.1 (0.89)	63.0 (1.04) 64.2 (1.05) 64.2 (1.06) 63.9 (1.04) 64.0 (1.03)	47.2 (2.93) 50.0 (2.97) 51.3 (2.96)	52.6 (5.52) 58.2 (5.04) 55.7 (4.97)	81.4 (6.36) 80.6 (5.21) 80.9 (4.58) 82.5 (4.30) 82.2 (4.25)	14.0 (3.14) 17.0 (3.11) 14.2 (3.16) 12.6 (3.14) 11.5 (3.14)	‡ (†) 11.7! (5.62) ‡ (†) ‡ (†) ‡ (†)	-16.7 (4.70)
1995 1996 1997 1998 1999	61.9 (1.41) 65.0 (1.42) 67.0 (1.37) 65.6 (1.38) 62.9 (1.38)	64.3 (1.65) 67.4 (1.66) 68.2 (1.64) 68.5 (1.61) 66.3 (1.63)	51.2 (4.22) 56.0 (4.03) 58.5 (4.11) 61.9 (4.04) 58.9 (3.85)	50.8 (5.79) 65.6 (4.52) 47.4 (4.92)	80.5 (6.09) 85.5 (5.71)	63.0 (0.81) 64.7 (0.82) 65.9 (0.80) 65.2 (0.80) 64.0 (0.80)	65.4 (0.94) 66.6 (0.97) 68.1 (0.94) 67.7 (0.94) 66.8 (0.94)	55.4 (2.41) 58.8 (2.35)	51.6 (3.19) 57.6 (2.96) 55.3 (2.93) 51.9 (2.79) 47.4 (2.84)	82.7 (4.47) 82.7 (3.59) 83.0 (3.49) 83.8 (3.28) 81.1 (3.40)	12.5 (2.58) 11.3 (2.60) 9.3 (2.53) 7.9! (2.49) 8.3! (2.50)	13.8 (3.33) 9.0! (3.11) 12.8 (3.08) 15.7 (2.94) 19.5 (2.99)	-15.0 (3.62) -16.1 (3.41)
2000 2001 2002 2003 <sup>6</sup> 2004 <sup>6</sup>	63.3 (1.41) 61.8 (1.41) 65.2 (1.31) 63.9 (1.35) 66.7 (1.31)	65.7 (1.66) 64.3 (1.63) 69.1 (1.55) 66.2 (1.61) 68.8 (1.57)	54.9 (4.10) 55.0 (3.96) 59.4 (3.90) 57.5 (4.25) 62.5 (3.77)	51.7 (5.33) 53.6 (4.46) 58.6 (4.61)	73.8 (8.71) 63.7 (6.51) 84.1 (5.10)	62.7 (0.82) 63.5 (0.78) 63.7 (0.78) 65.3 (0.77) 66.4 (0.77)	65.4 (0.96) 66.3 (0.92) 66.5 (0.92) 68.0 (0.91) 69.4 (0.91)	56.4 (2.26) 57.3 (2.33) 59.9 (2.29) 58.8 (2.34)	54.8 (2.75) 57.7 (2.66) 57.7 (2.60)	81.6 (3.37)	9.3 (2.50) 8.1! (2.46) 10.6 (2.51)	16.9 (3.11) 13.5 (2.93) 11.7 (2.90) 10.3 (2.81) 11.7 (2.75)	
2005 <sup>6</sup> 2006 <sup>6</sup> 2007 <sup>6</sup> 2008 <sup>6</sup> 2009 <sup>6</sup>	68.6 (1.31) 66.0 (1.33) 67.2 (1.26) 68.6 (1.21) 70.1 (1.23)	73.2 (1.52) 68.5 (1.60) 69.5 (1.49) 71.7 (1.44) 71.3 (1.53)		57.9 (4.18) 64.0 (4.22) 63.9 (3.72)	82.3 (5.32) 88.8 (6.26) 88.4 (5.08)	67.2 (0.75) 67.3 (0.73)	70.2 (0.90) 70.4 (0.89) 70.0 (0.87) 70.8 (0.86) 71.2 (0.86)	55.6 (2.35) 55.7 (2.27) 60.3 (2.15)	57.5 (2.52) 58.5 (2.43) 62.0 (2.33) 62.3 (2.25) 60.9 (2.14)	85.1 (3.64) 85.8 (3.45) 90.1 (3.01)	12.0 (2.52) 14.7 (2.51) 14.3 (2.43) 10.5 (2.31) 8.8 (2.26)	8.0! (2.48) 8.6 (2.41)	-14.7 (3.74)
2010 <sup>6</sup> 2011 <sup>6</sup> 2012 <sup>6</sup> 2013 <sup>6</sup> 2014 <sup>6</sup>	68.1 (1.49) 68.2 (1.45) 66.2 (1.59) 65.9 (1.58) 68.4 (1.67)	70.5 (1.68) 68.3 (1.86) 65.7 (1.94) 68.8 (1.90) 67.7 (2.25)	62.0 (4.81) 67.1 (4.01) 56.4 (4.84) 56.7 (5.59) 70.2 (4.56)	70.3 (3.22) 59.8 (3.62)	81.5 (5.15)	68.8 (0.71) 67.5 (0.89) 66.8 (0.94) 66.8 (0.98) 67.8 (1.00)	70.1 (0.90) 68.2 (1.03) 67.6 (1.12) 67.4 (1.26) 69.3 (1.17)	60.5 (2.64)	62.3 (2.01) 66.1 (2.17) 65.9 (1.99) 65.5 (2.06) 64.7 (2.16)	82.3 (3.59)	‡ (†) 6.1! (3.04) 7.1! (2.87) 6.7! (3.34) 8.8! (3.59)	7.8 (2.21) ‡ (†) ‡ (†) ‡ (†) ‡ (†)	-15.7 (2.97) -14.7 (3.76) -16.2 (3.44)
2015 <sup>6</sup> 2016 <sup>6</sup> 2017 <sup>6</sup> 2018 <sup>6</sup>	69.2 (1.54) 69.8 (1.64) 66.7 (1.68) 69.1 (1.62)	71.3 (1.74) 69.7 (2.34) 69.1 (2.09) 70.9 (1.93)	55.6 (5.69) 57.3 (6.11) 59.4 (4.79) 64.5 (4.37)	72.0 (3.24) 61.0 (3.98)		69.1 (1.07) 68.6 (1.02) 68.6 (1.00) 68.0 (1.19)	69.6 (1.32) 70.1 (1.28) 69.9 (1.23) 70.0 (1.42)	60.7 (2.86)	69.0 (2.05) 67.6 (2.20) 66.5 (2.19) 63.4 (2.58)	85.7 (2.60) 82.0 (2.96)	8.8! (3.66) 12.6 (3.67) 9.2! (3.11) 7.9! (3.52)	‡ (†) ‡ (†) ‡ (†) 6.6! (2.95)	-12.1 (3.20)

<sup>-</sup>Not available.

<sup>†</sup>Not applicable

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹Individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential.

<sup>&</sup>lt;sup>2</sup>Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year. 
<sup>3</sup>A 3-year moving average is a weighted average of the year indicated, the year immediately

preceding, and the year immediately following. For the first and final years of available data, a 2-year moving average is used: The moving average for 1960 reflects an average of 1960 and 1961; for Black and Hispanic data, the moving average for 1972 reflects an average of 1972 and 1973; for Asian data, the moving average for 2003 reflects an average of 2003 and 2004; and the moving average for 2018 reflects an average of 2017 and 2018. Moving averages are used to produce more stable estimates.

<sup>&</sup>lt;sup>4</sup>Prior to 2003, Asian data include Pacific Islanders.

<sup>\*</sup>Prior to 1972, White data include persons of Hispanic ethnicity.

\*After 2002, White, Black, and Asian data exclude persons of Two or more races.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. Includes enrollment in 2-year colleges and in 4-year colleges and universities. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Total includes persons of other racial/ethnic groups not separately shown. Prior to 2010, standard errors were computed using generalized variance function methodology rather

than the more precise replicate weight methodology used in later years. Some data have been revised from previously published figures.

SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2019. (This behavior proposed August 2011). 2018. (This table was prepared August 2019.)

Table 302.40. Number of high schools with 12th-graders and percentage of high school graduates attending 4-year colleges, by selected high school characteristics: Selected years, 1998–99 through 2011–12

[Standard errors appear in parentheses]

			Number of h	nigh schoo	ols with 12th	ı-graders						Per	rcent of gra	duates at	tending 4-ye	ear college	es	
Selected high school characteristic	1!	998–99	2	002–03	2	006–07	2	2010–11		n rate of raders in 010–11¹	gr atte	998–99 aduates nding in 9–2000	gi atte	2002–03 raduates ending in 2003–04	g atte	2006–07 raduates ending in 2007–08	g att	2010–11 graduates tending in 2011–12
1		2		3		4		5		6		7		8		9		10
Public high schools	20,000	(230)	22,500	(400)	24,100	(540)	23,300	(330)	88.7	(0.90)	35.4	(0.43)	35.0	(0.61)	39.5	(0.91)	39.4	(0.59)
Percent of students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or of Two or more races Less than 5 percent 5 to 19 percent 20 to 49 percent 50 percent or more	6,400 4,800 4,000 4,800	(170) (180) (170) (150)	6,100 5,200 4,700 6,500	(220) (270) (180) (280)	5,200 5,400 6,200 7,300	(270) (320) (440) (430)	3,600 5,700 5,900 8,100	(140) (310) (270) (320)	94.7 92.4 91.2 81.7	(1.19) (2.55) (1.14) (1.58)	41.3 36.6 32.5 28.7	(0.67) (0.88) (0.92) (0.89)	42.6 38.0 34.1 25.8	(0.96) (1.77) (1.27) (1.43)	46.8 48.4 35.0 30.8	(1.54) (2.06) (1.89) (2.00)	43.9 44.9 39.6 33.0	(1.40) (1.02) (1.31) (1.17)
Percent of students approved for free or reduced-price lunch School does not participate 0 to 25 percent 26 to 50 percent 51 to 75 percent 76 to 100 percent	2,400 8,600 4,800 2,300 2,000	(130) (180) (160) (140) (100)	2,400 6,800 6,700 4,000 2,600	(230) (230) (220) (270) (260)	2,800 6,700 7,300 4,100 3,300	(320) (360) (350) (290) (360)	1,900 5,100 6,800 5,100 4,300	(250) (220) (230) (260) (230)	72.8 93.3 92.8 90.3 82.3	(7.11) (1.02) (0.91) (1.06) (1.93)	30.0 42.6 33.4 29.1 22.2	(1.75) (0.67) (0.81) (1.57) (1.35)	23.2 46.9 36.7 27.3 20.7	(2.26) (0.78) (1.08) (1.58) (2.79)	25.4 52.1 41.5 33.2 26.0	(4.12) (1.63) (1.44) (1.91) (2.93)	27.6 50.7 42.5 35.8 29.1	(5.24) (1.42) (1.00) (1.35) (1.66)
School locale City Suburb Town Rural	_ _ _	(†) (†) (†) (†)	4,500 4,800 3,700 9,500	(240) (200) (200) (390)	4,800 5,400 3,900 10,000	(300) (360) (310) (460)	5,100 4,800 3,300 10,100	(220) (160) (260) (260)	81.3 86.1 89.9 93.4	(3.11) (1.50) (2.21) (0.67)	_ _ _ _	(†) (†) (†) (†)	32.5 40.3 31.1 35.2	(1.61) (1.11) (1.65) (1.28)	36.1 41.2 35.2 41.9	(2.73) (2.35) (2.28) (1.47)	38.6 42.2 35.3 39.8	(1.53) (1.42) (1.76) (0.88)
Private high schools	7,600	(240)	8,200	(260)	8,900	(280)	8,900	(310)	92.4	(1.34)	55.6	(1.74)	56.2	(1.77)	66.5	(1.57)	64.3	(2.10)
Percent of students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or of Two or more races Less than 5 percent 5 to 19 percent 20 to 49 percent 50 percent or more	2,700 2,500 1,400 1,000	(150) (130) (100) (110)	2,500 2,900 1,700 1,100	(180) (170) (140) (140)	2,100 3,500 2,000 1,400	(160) (200) (190) (130)	1,600 3,100 2,200 1,900	(190) (230) (200) (190)	96.1 95.1 90.4 87.1	(1.72) (1.90) (2.33) (3.49)	53.3 63.6 55.3 41.6	(2.85) (2.37) (3.29) (5.34)	54.4 64.2 56.7 38.3	(3.31) (2.71) (3.70) (4.52)	68.2 70.3 58.7 65.3	(3.81) (2.24) (3.39) (3.37)	58.0 67.9 69.4 57.6	(6.31) (3.40) (3.89) (5.18)
Percent of students approved for free or reduced-price lunch School does not participate 0 to 25 percent 26 to 100 percent	6,700 700 ‡	(230) (70) (†)	7,100 600 400	(250) (80) (80)	7,300 700 1,000	(280) (100) (130)	7,400 600 900	(280) (80) (140)	93.3 96.8 83.0	(1.27) (2.45) (5.65)	57.0 53.8 ‡	(1.74) (5.69) (†)	56.2 66.2 38.9	(2.00) (4.35) (6.70)	68.3 73.2 46.7	(1.77) (4.64) (6.86)	66.5 74.6 37.8	(2.29) (5.23) (8.06)
School locale City Suburb Town Rural	_ _ _	(†) (†) (†) (†)	_ _ _ _	(†) (†) (†) (†)	3,100 2,800 1,000 2,000	(170) (180) (150) (190)	‡ ‡ ‡	(†) (†) (†) (†)	‡ ‡ ‡	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	_ _ _	(†) (†) (†) (†)	71.8 67.0 63.8 58.9	(2.62) (2.99) (5.02) (3.54)	‡ ‡ ‡	(†) (†) (†) (†)

<sup>—</sup>Not available.

NOTE: Data are based on a sample survey and may not be strictly comparable with data reported elsewhere. Includes all schools, including combined schools, with students enrolled in the 12th grade. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

<sup>†</sup>Not applicable.

<sup>‡</sup>Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>The 12th-grade graduation rate is the number of students who graduated from grade 12 with a diploma during the 2010–11 school year divided by 12th-grade enrollment in October 2010.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared April 2014.)

Table 302.50. Estimated rate of 2011-12 high school graduates attending degree-granting postsecondary institutions, by state: 2012

		mber of graduates fro		Number of fall 2012 t graduating from high so 12 more	chool in the previous	Estimated rate of hig going to	
State	Total <sup>1</sup>	Public, 2011–12	Private, 2012–13	State residents enrolled in institutions in any state <sup>2</sup>	State residents enrolled in insti- tutions in their home state <sup>3</sup>	In any state	In their home state
1	2	3	4	5	6	7	8
United States	3,457,955	3,149,185	308,770	2,132,2644	1,729,792	61.7	50.0
Alabama	50,164	45,394	4,770	29,728	26,567	59.3	53.0
Alaska	8,189	7,989	200	3,732	2,413	45.6	29.5
Arizona	66,218	63,208	3,010	35,181	31,132	53.1	47.0
Arkansas	30,019	28,419	1,600	20,185	18,244	67.2	60.8
California	451,364	418,664	32,700	263,843	231,215	58.5	51.2
Colorado	52,607	50,087	2,520	31,139	23,268	59.2	44.2
Connecticut	44,751	38,681	6,070	31,662	17,396	70.8	38.9
Delaware	10,037	8,247	1,790	6,500	4,632	64.8	46.1
District of Columbia <sup>5</sup>	5,680	3,860	1,820	2,463	450	43.4	7.9
Florida	171,404	151,964	19,440	107,716	94,985	62.8	55.4
Georgia	99,952	90,582	9,370	66,494	55,399	66.5	55.4
Hawaii	13,970	11,360	2,610	9,040	6,091	64.7	43.6
Idaho	18,238	17,568	670	8,782	6,179	48.2	33.9
Illinois	153,605	139,575	14,030	92,394	63,610	60.2	41.4
Indiana	70,767	65,667	5,100	44,612	38,812	63.0	54.8
Iowa	41,550	33,230	2,400	23,488	20,340	56.5	49.0
Kansas	34,078	31,898	2,180	22,239	19,058	65.3	55.9
Kentucky	47,442	42,642	4,800	29,830	26,624	62.9	56.1
Louisiana	44,575	36,675	7,900	28,831	26,024	64.7	58.4
Maine	16,103	13,473	2,630	8,681	5,829	53.9	36.2
Maryland	67,781	58,811	8,970	41,033	25,773	60.5	38.0
Massachusetts	76,177	65,157	11,020	53,836	36,132	70.7	47.4
Michigan	115,256	105,446	9,810	70,843	63,296	61.5	54.9
Minnesota	61,891	57,501	4,390	43,264	30,237	69.9	48.9
Mississippi	29,748	26,158	3,590	23,436	21,752	78.8	73.1
Missouri	69,053	61,313	7,740	42,762	35,648	61.9	51.6
Montana	10,140	9,750	390	5,907	4,598	58.3	45.3
Nebraska	22,844	20,464	2,380	14,750	11,969	64.6	52.4
Nevada	22,731	21,891	840	12,288	9,310	54.1	41.0
New Hampshire	16,886	14,426	2,460	10,418	5,618	61.7	33.3
New Jersey	106,919	93,819	13,100	72,631	41,204	67.9	38.5
New Mexico	21,375	20,315	1,060	14,831	12,903	69.4	60.4
New York	209,216	180,806	28,410	146,458	117,960	70.0	56.4
North Carolina	101,097	93,977	7,120	62,531	55,578	61.9	55.0
North Dakota	7,322	6,942	380	4,751	3,527	64.9	48.2
Ohio	135,885	123,135	12,750	81,428	69,039	59.9	50.8
Oklahoma	39,295	37,305	1,990	22,667	20,207	57.7	51.4
Oregon	37,301	34,261	3,040	17,509	13,343	46.9	35.8
Pennsylvania	146,493	131,733	14,760	87,075	70,625	59.4	48.2
Rhode Island	11,501	9,751	1,750	7,715	5,056	67.1	44.0
South Carolina	44,452	41,442	3,010	29,023	26,154	65.3	58.8
South Dakota	8,456	8,196	260	5,825	4,443	68.9	52.5
Tennessee	67,964	62,454	5,510	41,027	34,318	60.4	50.5
Texas	306,591	292,531	14,060	176,871	156,566	57.7	51.1
Utah	32,757	31,157	1,600	16,650	15,101	50.8	46.1
Vermont	7,789	6,859	930	4,142	2,040	53.2	26.2
Virginia	89,866	83,336	6,530	58,035	47,582	64.6	52.9
Washington	71,165	65,205	5,960	34,168	25,854	48.0	36.3
West Virginia	18,383	17,603	780	10,241	9,110	55.7	49.6
Wisconsin	71,225	62,705	8,520	41,715	33,972	58.6	47.7
Wyoming	5,603	5,553	50	3,170	2,426	56.6	43.3

<sup>&</sup>lt;sup>1</sup>Total includes public high school graduates for 2011–12 and private high school graduates for 2012–13. Data on private high school graduates are not available for 2011–12.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," 2011–12; Private School Universe Survey (PSS), 2013–14; and Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Fall Enrollment component. (This table was prepared January 2016.)

<sup>&</sup>lt;sup>2</sup>All U.S. resident students living in a particular state when admitted to an institution in any state. Students may be enrolled in any state. <sup>3</sup>Students who attend institutions in their home state. Total includes 183 students attending U.S.

Service Academies in their home state, not shown separately.

4U.S. total includes some U.S. residents whose home state is unknown.

<sup>&</sup>lt;sup>5</sup>A percentage of the private high school graduates are not residents of the District of Columbia.

Table 302.60. Percentage of 18- to 24-year-olds enrolled in college, by level of institution and sex and race/ethnicity of student: 1970 through 2018

[Standard errors appear in parentheses]

		Level of i	nstitution	9	Sex				Race/ethnicit	ty					Race/ethni	city, by sex		
			4-year								Americ	an	Wh	nite	Bla	ick	Hispa	anic
Year	Total, all students	2-year college	college or university	Male	Female	White	Black	Hispanic	Asian1	Pacif	c India er Alaska Nat			Female	Male	Female	Male	Female
1	2	3	4	iviale 5	+	7	8	9	10			12 1	+	15	16	17	18	19
1970 <sup>2</sup> 1971 <sup>2</sup> 1972 1973 1974	25.7 (0.42) 26.2 (0.42) 25.5 (0.40) 24.0 (0.39) 24.6 (0.39)		— (†) — (†) — (†) 17.1 (0.34) 17.0 (0.34)		20.8 (0.53) 21.2 (0.52) 20.5 (0.51)	27.1 (0.46) 27.2 (0.45) 27.2 (0.46) 25.5 (0.44) 25.8 (0.44)	15.5 (1.18) 18.2 (1.22) 18.3 (1.20) 15.9 (1.11) 17.6 (1.17)		- (†) - (†) - (†) - (†)	_ (	t) — t) — t) — t) — t) — t) —	(†) — († (†) — († (†) — († (†) — († (†) — (†	32.3 (0.69) 29.6 (0.67)	— (†) — (†) 22.5 (0.60) 21.8 (0.58) 22.9 (0.59)	— (†) — (†) 21.1 (1.87) 18.7 (1.75) 19.8 (1.82)	— (†) — (†) 15.9 (1.55) 13.5 (1.42) 15.9 (1.51)	— (†) — (†) 15.1 (3.77) 16.7 (3.88) 19.7 (3.85)	— (†) — (†) 12.0 (3.13) 15.5 (3.66) 16.5 (3.44)
1975 1976 1977 1978 1979	26.3 (0.39) 26.7 (0.39) 26.1 (0.39) 25.3 (0.38) 25.0 (0.38)	6.8 (0.22) 6.6 (0.22)	17.3 (0.34) 20.2 (0.36) 19.4 (0.35) 18.7 (0.34) 18.7 (0.34)	29.0 (0.58) 28.2 (0.57) 28.1 (0.57) 27.1 (0.56) 25.9 (0.55)	25.2 (0.53) 24.3 (0.52) 23.6 (0.52)	27.4 (0.44) 27.6 (0.44) 27.2 (0.44) 26.5 (0.43) 26.3 (0.43)	20.1 (1.16)		- (†) - (†) - (†) - (†)	_ (	t) — t) — t) — t) —	(†) — (†) (†) — (†) (†) — (†) (†) — (†)	29.3 (0.64) 29.4 (0.64) 28.4 (0.63)	24.3 (0.60) 26.1 (0.61) 25.1 (0.60) 24.6 (0.59) 25.5 (0.60)	19.9 (1.78) 22.0 (1.82) 20.3 (1.74) 19.7 (1.72) 19.1 (1.69)	20.8 (1.65) 22.9 (1.68) 21.9 (1.63) 20.4 (1.57) 20.3 (1.55)	21.4 (4.10) 21.3 (4.02) 18.3 (3.66) 16.1 (3.42) 18.3 (3.47)	14.3 (3.05)
1980 1981 1982 1983 1984	25.7 (0.38) 26.1 (0.38) 26.6 (0.40) 26.2 (0.40) 27.1 (0.41)	7.4 (0.24)	18.6 (0.34) 18.6 (0.33) 18.9 (0.35) 18.8 (0.36) 19.8 (0.37)	27.1 (0.54) 27.2 (0.58) 27.3 (0.58)	25.2 (0.52) 26.0 (0.56) 25.1 (0.55)	27.3 (0.44) 27.7 (0.43) 28.1 (0.46) 27.9 (0.47) 28.9 (0.48)	19.4 (1.13) 19.9 (1.10) 19.9 (1.16) 19.2 (1.14) 20.3 (1.16)	16.6 (2.14) 16.8 (2.30)	- (†) - (†) - (†) - (†)	_ (	t) — t) — t) — t) —	(†) — (†) (†) — (†) (†) — (†) (†) — (†)	28.9 (0.67) 29.4 (0.67)	26.3 (0.60) 26.6 (0.60) 27.4 (0.64) 26.5 (0.64) 27.1 (0.66)	17.5 (1.62) 18.9 (1.60) 18.7 (1.66) 18.1 (1.63) 20.3 (1.70)	20.9 (1.57) 20.7 (1.52) 21.0 (1.61) 20.1 (1.59) 20.3 (1.60)	15.9 (3.05) 16.6 (3.08) 14.9 (3.19) 15.6 (3.21) 16.1 (3.27)	16.2 (3.04) 16.7 (2.97) 18.6 (3.29) 18.8 (3.31) 19.6 (3.35)
1985 1986 1987 1988 1989	27.8 (0.42) 27.9 (0.42) 29.6 (0.44) 30.3 (0.48) 30.9 (0.46)	7.6 (0.25) 8.1 (0.26) 8.8 (0.30)	20.4 (0.38) 20.3 (0.38) 21.5 (0.39) 21.5 (0.43) 22.9 (0.42)		28.7 (0.60) 30.4 (0.67)	30.0 (0.49) 29.7 (0.50) 31.9 (0.52) 33.2 (0.58) 34.2 (0.56)	22.8 (1.26) 21.2 (1.35)	16.9 (1.85) 17.6 (1.77) 17.5 (1.74) 17.0 (1.90) 16.1 (1.66)	- (†) - (†) - (†) - (†) 46.1 (3.77)	_ (	†) — †) — †) — †) — †) 15.7! (5.	(†) — (†) (†) — (†) (†) — (†) 13) — (†)	30.6 (0.73) 33.0 (0.75) 33.4 (0.83)	29.2 (0.68) 28.8 (0.69) 30.8 (0.72) 33.0 (0.80) 34.4 (0.79)	20.2 (1.74) 20.0 (1.75) 22.6 (1.86) 18.5 (1.90) 19.7 (1.82)	19.1 (1.58) 23.4 (1.72) 22.9 (1.72) 23.5 (1.91) 26.7 (1.89)	14.9 (2.46) 16.7 (2.37) 18.5 (2.47) 16.5 (2.60) 14.6 (2.23)	
1990 1991 1992 1993 1994	32.0 (0.47) 33.3 (0.48) 34.4 (0.49) 34.0 (0.49) 34.6 (0.48)	9.7 (0.30) 9.9 (0.31) 9.8 (0.30)	23.3 (0.43) 23.6 (0.43) 24.4 (0.44) 24.2 (0.44) 25.5 (0.44)	33.6 (0.69)	33.6 (0.67) 36.0 (0.69) 34.4 (0.68)	35.1 (0.57) 36.8 (0.58) 37.3 (0.59) 36.8 (0.59) 38.1 (0.59)	23.5 (1.34) 25.2 (1.36) 24.5 (1.35)	15.8 (1.67) 17.9 (1.72) 21.3 (1.87) 21.7 (1.88) 18.8 (1.58)		( ( (	†) 15.8! (5.4) †) 15.9! (5.4) †) 18.5! (6.4) †) 18.9 (5.4) †) 29.4 (6.4)	45) — († 17) — († 65) — (†	) 36.5 (0.83) 36.2 (0.83)	34.7 (0.80) 37.0 (0.82) 38.3 (0.83) 37.1 (0.83) 39.2 (0.84)	26.0 (2.03) 23.2 (1.95) 21.3 (1.87) 22.9 (1.92) 25.6 (1.95)	24.8 (1.85) 23.8 (1.84) 28.8 (1.96) 26.0 (1.90) 29.5 (1.94)	15.3 (2.31) 14.0 (2.15) 17.8 (2.47) 19.7 (2.59) 16.5 (2.04)	
1995 1996 1997 1998 1999	34.3 (0.45) 35.5 (0.47) 36.8 (0.47) 36.5 (0.46) 35.6 (0.46)	9.5 (0.29) 9.9 (0.29) 10.2 (0.29)	25.4 (0.41) 26.1 (0.43) 27.0 (0.43) 26.3 (0.42) 26.5 (0.42)		37.0 (0.67) 38.7 (0.67) 38.6 (0.66)	37.9 (0.55) 39.5 (0.59) 40.6 (0.59) 40.6 (0.59) 39.4 (0.58)	27.4 (1.23) 29.8 (1.25) 29.8 (1.24)	22.4 (1.21)	53.9 (2.47) 55.1 (2.60) 60.4 (2.49)	— (	†) 27.6 (6. †) 30.3 (5 †) 27.1 (4 †) 20.3 (4 †) 19.5 (4	24) — († 62) — († 90) — (†	38.3 (0.83) 39.3 (0.82) 39.4 (0.82)	38.8 (0.78) 40.6 (0.84) 41.8 (0.84) 41.9 (0.84) 40.6 (0.82)	26.0 (1.72) 25.7 (1.77) 25.4 (1.75) 26.1 (1.76) 28.9 (1.81)	28.7 (1.63) 28.8 (1.70) 33.7 (1.77) 32.9 (1.73) 31.6 (1.69)	18.7 (1.50) 16.5 (1.52) 19.2 (1.56) 16.4 (1.41) 15.8 (1.41)	24.0 (1.81) 26.1 (1.88) 24.9 (1.73)
2000 2001 2002 2003 <sup>3</sup> 2004 <sup>3</sup>	35.5 (0.45) 36.3 (0.43) 36.7 (0.43) 37.8 (0.43) 38.0 (0.42)	10.2 (0.27)	26.0 (0.41) 26.6 (0.39) 27.0 (0.39) 27.7 (0.39) 28.6 (0.39)	32.6 (0.62) 33.6 (0.59) 33.7 (0.59) 34.3 (0.59) 34.7 (0.59)	39.0 (0.61) 39.7 (0.61) 41.3 (0.61)	38.7 (0.57) 39.5 (0.54) 40.9 (0.55) 41.6 (0.55) 41.7 (0.55)	31.4 (1.15) 31.9 (1.18) 32.3 (1.20)	21.7 (1.12) 21.7 (1.04) 19.9 (0.94) 23.5 (1.02) 24.7 (1.02)	60.9 (2.10) 61.2 (2.27)	— ( — ( 43.3 (9.9 55.8 (8.9		07) — († 96) — († 45) 41.6 (3.58	) 38.5 (0.77)	41.3 (0.81) 41.9 (0.77) 42.8 (0.78) 44.5 (0.78) 45.0 (0.78)	25.1 (1.67) 26.7 (1.62) 26.3 (1.63) 28.2 (1.68) 26.5 (1.63)	35.2 (1.72) 35.5 (1.62) 36.9 (1.68) 36.0 (1.69) 36.6 (1.67)	17.4 (1.35) 16.2 (1.17) 18.3 (1.27)	25.4 (1.71) 26.1 (1.58) 24.4 (1.51) 29.4 (1.60) 28.2 (1.56)
2005 <sup>3</sup> 2006 <sup>3</sup> 2007 <sup>3</sup> 2008 <sup>3</sup> 2009 <sup>3</sup>	38.9 (0.43) 37.3 (0.42) 38.8 (0.42) 39.6 (0.42) 41.3 (0.42)	10.9 (0.27) 11.8 (0.28)	29.2 (0.40) 27.8 (0.39) 27.9 (0.39) 27.8 (0.38) 29.6 (0.39)	35.3 (0.59) 34.1 (0.58) 35.5 (0.58) 37.0 (0.58) 38.4 (0.59)	40.6 (0.60) 42.1 (0.60) 42.3 (0.60)	42.8 (0.55) 41.0 (0.54) 42.6 (0.54) 44.2 (0.54) 45.0 (0.55)	33.1 (1.15) 32.1 (1.13)	24.8 (1.02) 23.6 (0.99) 26.6 (1.02) 25.8 (1.01) 27.5 (1.01)	58.3 (2.28)	50.6 (10.9 39.1 (8.3 37.1 (9.0 27.3! (8.9 33.4 (7.4	6) 26.2 (5.7) 24.7 (4.1 2) 21.9 (4.1	18)   38.5 (3.51 63)   39.2 (3.48 22)   45.7 (3.55	) 37.9 (0.75) 39.6 (0.76) 41.7 (0.76)	46.1 (0.79) 44.1 (0.78) 45.7 (0.78) 46.9 (0.78) 47.7 (0.78)	28.2 (1.64) 28.1 (1.60) 32.2 (1.63) 29.7 (1.61) 33.2 (1.64)	37.6 (1.69) 36.9 (1.65) 34.0 (1.61) 34.2 (1.59) 41.9 (1.64)	20.7 (1.29) 23.0 (1.35)	29.5 (1.58) 27.6 (1.52) 33.0 (1.57) 28.9 (1.50) 31.0 (1.50)
2010 <sup>3</sup> 2011 <sup>3</sup> 2012 <sup>3</sup> 2013 <sup>3</sup> 2014 <sup>3</sup>	41.2 (0.57) 42.0 (0.59) 41.0 (0.62) 39.9 (0.63) 40.0 (0.65)	11.6 (0.36)	28.2 (0.53) 30.0 (0.58) 28.3 (0.58) 28.3 (0.57) 29.4 (0.61)	38.3 (0.78) 39.1 (0.80) 37.6 (0.79) 36.6 (0.85) 37.3 (0.89)	44.9 (0.80) 44.5 (0.86) 43.3 (0.80)	43.3 (0.81) 44.7 (0.77) 42.1 (0.83) 41.6 (0.90) 42.2 (0.87)	37.1 (1.53) 36.4 (1.62) 34.2 (1.58)	37.5 (1.18) 33.8 (1.24)	60.1 (2.45) 59.8 (2.61)	36.0 (8.3 37.8 (7.9 50.3 (9.6 32.9 (8.2 41.0 (11.2	3) 23.5 (5.3 0) 27.8 (4.3 6) 31.8 (5.3	30)   38.8 (3.60 43)   39.4 (3.64 58)   44.7 (3.99	() 42.4 (0.96) () 38.3 (1.06) () 38.1 (1.11)	46.1 (1.17) 47.1 (1.08) 46.0 (1.08) 45.3 (1.11) 44.2 (0.99)	35.2 (2.13) 34.0 (2.29) 33.9 (2.04) 30.6 (2.13) 28.5 (1.95)	41.4 (2.16) 39.9 (1.90) 38.7 (2.33) 37.6 (2.18) 36.6 (2.04)	33.5 (1.58)	36.1 (1.60) 39.4 (1.58) 41.7 (1.73) 38.8 (1.58) 39.4 (1.70)
2015 <sup>3</sup> 2016 <sup>3</sup> 2017 <sup>3</sup> 2018 <sup>3</sup>	40.5 (0.70) 41.2 (0.71) 40.4 (0.66) 40.9 (0.68)		29.9 (0.69) 31.1 (0.64) 30.4 (0.64) 31.0 (0.64)		43.9 (0.91) 44.0 (0.91)	41.8 (0.88) 42.1 (0.88) 41.0 (0.76) 42.3 (0.86)	36.5 (1.71)	39.2 (1.28) 36.2 (1.50)	62.6 (2.65) 57.6 (2.17) 64.7 (2.49) 59.0 (3.20)	20.7! (8.0 32.6! (10.9	2) 18.6 (3.7 4) 20.1 (4.7	72)   42.3 (3.64 47)   41.5 (3.66	39.8 (1.09) 37.8 (1.05)			35.7 (2.17) 39.4 (2.51) 39.6 (2.18) 40.9 (2.43)		41.4 (2.02)

<sup>-</sup>Not available.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared August 2019.)

<sup>†</sup>Not applicable

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>&</sup>lt;sup>1</sup>Prior to 2003, Asian data include Pacific Islanders.

<sup>&</sup>lt;sup>2</sup>Prior to 1972, White and Black data include persons of Hispanic ethnicity.

<sup>&</sup>lt;sup>3</sup>After 2002, data for individual race categories exclude persons of Two or more races. In 2002 and earlier years, the questionnaire did not include the "Two or more races" category, and each respondent could select only one race category.

Table 303.10. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: Selected years, 1947 through 2029

		Attendance status			Sex of student			Control of institution			
	Total			Percent			Percent		Private		
Year	enrollment	Full-time	Part-time	part-time	Male	Female	female	Public	Total	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12
1947¹ 1948¹ 1949¹ 1950¹ 1951¹	2,338,226 2,403,396 2,444,900 2,281,298 2,101,962				1,659,249 1,709,367 1,721,572 1,560,392 1,390,740	678,977 694,029 723,328 720,906 711,222	29.0 28.9 29.6 31.6 33.8	1,152,377 1,185,588 1,207,151 1,139,699 1,037,938	1,185,849 1,217,808 1,237,749 1,141,599 1,064,024	=	=
1952 <sup>1</sup> 1953 <sup>1</sup> 1954 <sup>1</sup> 1955 <sup>1</sup> 1956 <sup>1</sup>	2,134,242 2,231,054 2,446,693 2,653,034 2,918,212				1,380,357 1,422,598 1,563,382 1,733,184 1,911,458	753,885 808,456 883,311 919,850 1,006,754	35.3 36.2 36.1 34.7 34.5	1,101,240 1,185,876 1,353,531 1,476,282 1,656,402	1,033,002 1,045,178 1,093,162 1,176,752 1,261,810		_ _ _
1957 1959 1961 1963 1964	3,323,783 3,639,847 4,145,065 4,779,609 5,280,020	2,421,016 2,785,133 3,183,833 3,573,238	1,218,831 <sup>2</sup> 1,359,932 <sup>2</sup> 1,595,776 <sup>2</sup> 1,706,782 <sup>2</sup>	33.5 32.8 33.4 32.3	2,170,765 2,332,617 2,585,821 2,961,540 3,248,713	1,153,018 1,307,230 1,559,244 1,818,069 2,031,307	34.7 35.9 37.6 38.0 38.5	1,972,673 2,180,982 2,561,447 3,081,279 3,467,708	1,351,110 1,458,865 1,583,618 1,698,330 1,812,312	_ _ _ _	= =
1965 1966 1967 1968 1969	5,920,864 6,389,872 6,911,748 7,513,091 8,004,660	4,095,728 4,438,606 4,793,128 5,210,155 5,498,883	1,825,136 <sup>2</sup> 1,951,266 <sup>2</sup> 2,118,620 <sup>2</sup> 2,302,936 2,505,777	30.8 30.5 30.7 30.7 31.3	3,630,020 3,856,216 4,132,800 4,477,649 4,746,201	2,290,844 2,533,656 2,778,948 3,035,442 3,258,459	38.7 39.7 40.2 40.4 40.7	3,969,596 4,348,917 4,816,028 5,430,652 5,896,868	1,951,268 2,040,955 2,095,720 2,082,439 2,107,792	2,074,041 2,061,211 2,087,653	21,679 21,228 20,139
1970	8,580,887	5,816,290	2,764,597	32.2	5,043,642	3,537,245	41.2	6,428,134	2,152,753	2,134,420	18,333
1971	8,948,644	6,077,232	2,871,412	32.1	5,207,004	3,741,640	41.8	6,804,309	2,144,335	2,121,913	22,422
1972	9,214,860	6,072,389	3,142,471	34.1	5,238,757	3,976,103	43.1	7,070,635	2,144,225	2,123,245	20,980
1973	9,602,123	6,189,493	3,412,630	35.5	5,371,052	4,231,071	44.1	7,419,516	2,182,607	2,148,784	33,823
1974	10,223,729	6,370,273	3,853,456	37.7	5,622,429	4,601,300	45.0	7,988,500	2,235,229	2,200,963	34,266
1975	11,184,859	6,841,334	4,343,525	38.8	6,148,997	5,035,862	45.0	8,834,508	2,350,351	2,311,448	38,903
1976	11,012,137	6,717,058	4,295,079	39.0	5,810,828	5,201,309	47.2	8,653,477	2,358,660	2,314,298	44,362
1977	11,285,787	6,792,925	4,492,862	39.8	5,789,016	5,496,771	48.7	8,846,993	2,438,794	2,386,652	52,142
1978	11,260,092	6,667,657	4,592,435	40.8	5,640,998	5,619,094	49.9	8,785,893	2,474,199	2,408,331	65,868
1979	11,569,899	6,794,039	4,775,860	41.3	5,682,877	5,887,022	50.9	9,036,822	2,533,077	2,461,773	71,304
1980	12,096,895	7,097,958	4,998,937	41.3	5,874,374	6,222,521	51.4	9,457,394	2,639,501	2,527,787	111,714 <sup>3</sup>
1981	12,371,672	7,181,250	5,190,422	42.0	5,975,056	6,396,616	51.7	9,647,032	2,724,640	2,572,405	152,235 <sup>3</sup>
1982	12,425,780	7,220,618	5,205,162	41.9	6,031,384	6,394,396	51.5	9,696,087	2,729,693	2,552,739	176,954 <sup>3</sup>
1983	12,464,661	7,261,050	5,203,611	41.7	6,023,725	6,440,936	51.7	9,682,734	2,781,927	2,589,187	192,740
1984	12,241,940	7,098,388	5,143,552	42.0	5,863,574	6,378,366	52.1	9,477,370	2,764,570	2,574,419	190,151
1985	12,247,055	7,075,221	5,171,834	42.2	5,818,450	6,428,605	52.5	9,479,273	2,767,782	2,571,791	195,991
1986	12,503,511	7,119,550	5,383,961	43.1	5,884,515	6,618,996	52.9	9,713,893	2,789,618	2,572,479	217,139 <sup>4</sup>
1987	12,766,642	7,231,085	5,535,557	43.4	5,932,056	6,834,586	53.5	9,973,254	2,793,388	2,602,350	191,038 <sup>4</sup>
1988	13,055,337	7,436,768	5,618,569	43.0	6,001,896	7,053,441	54.0	10,161,388	2,893,949	2,673,567	220,382
1989	13,538,560	7,660,950	5,877,610	43.4	6,190,015	7,348,545	54.3	10,577,963	2,960,597	2,731,174	229,423
1990	13,818,637	7,820,985	5,997,652	43.4	6,283,909	7,534,728	54.5	10,844,717	2,973,920	2,760,227	213,693
1991	14,358,953	8,115,329	6,243,624	43.5	6,501,844	7,857,109	54.7	11,309,563	3,049,390	2,819,041	230,349
1992	14,487,359	8,162,118	6,325,241	43.7	6,523,989	7,963,370	55.0	11,384,567	3,102,792	2,872,523	230,269
1993	14,304,803	8,127,618	6,177,185	43.2	6,427,450	7,877,353	55.1	11,189,088	3,115,715	2,888,897	226,818
1994	14,278,790	8,137,776	6,141,014	43.0	6,371,898	7,906,892	55.4	11,133,680	3,145,110	2,910,107	235,003
1995	14,261,781	8,128,802	6,132,979	43.0	6,342,539	7,919,242	55.5	11,092,374	3,169,407	2,929,044	240,363
1996	14,367,520	8,302,953	6,064,567	42.2	6,352,825	8,014,695	55.8	11,120,499	3,247,021	2,942,556	304,465
1997	14,502,334	8,438,062	6,064,272	41.8	6,396,028	8,106,306	55.9	11,196,119	3,306,215	2,977,614	328,601
1998	14,506,967	8,563,338	5,943,629	41.0	6,369,265	8,137,702	56.1	11,137,769	3,369,198	3,004,925	364,273
1999	14,849,691	8,803,139	6,046,552	40.7	6,515,164	8,334,527	56.1	11,375,739	3,473,952	3,055,029	418,923
2000	15,312,289	9,009,600	6,302,689	41.2	6,721,769	8,590,520	56.1	11,752,786	3,559,503	3,109,419	450,084
2001	15,927,987	9,447,502	6,480,485	40.7	6,960,815	8,967,172	56.3	12,233,156	3,694,831	3,167,330	527,501
2002	16,611,711	9,946,359	6,665,352	40.1	7,202,116	9,409,595	56.6	12,751,993	3,859,718	3,265,476	594,242
2003	16,911,481	10,326,133	6,585,348	38.9	7,260,264	9,651,217	57.1	12,858,698	4,052,783	3,341,048	711,735
2004	17,272,044	10,610,177	6,661,867	38.6	7,387,262	9,884,782	57.2	12,980,112	4,291,932	3,411,685	880,247
2005	17,487,475	10,797,011	6,690,464	38.3	7,455,925	10,031,550	57.4	13,021,834	4,465,641	3,454,692	1,010,949
2006	17,754,230	10,957,538	6,796,692	38.3	7,572,265	10,181,965	57.3	13,175,350	4,578,880	3,512,929	1,065,951
2007	18,258,138	11,270,929	6,987,209	38.3	7,819,938	10,438,200	57.2	13,500,894	4,757,244	3,571,395	1,185,849
2008	19,081,686	11,734,636	7,347,050	38.5	8,177,714	10,903,972	57.1	13,970,862	5,110,824	3,660,827	1,449,997
2009	20,313,594	12,605,355	7,708,239	37.9	8,732,953	11,580,641	57.0	14,810,768	5,502,826	3,767,672	1,735,154
2010	21,019,438	13,087,182	7,932,256	37.7	9,045,759	11,973,679	57.0	15,142,171	5,877,267	3,854,482	2,022,785
2011	21,010,590	13,002,531	8,008,059	38.1	9,034,256	11,976,334	57.0	15,116,303	5,894,287	3,926,819	1,967,468
2012	20,644,478	12,734,404	7,910,074	38.3	8,919,006	11,725,472	56.8	14,884,667	5,759,811	3,951,388	1,808,423
2013	20,376,677	12,596,610	7,780,067	38.2	8,861,197	11,515,480	56.5	14,746,848	5,629,829	3,971,390	1,658,439
2014	20,209,092	12,454,464	7,754,628	38.4	8,797,530	11,411,562	56.5	14,654,660	5,554,432	3,997,249	1,557,183

See notes at end of table.

		A	ttendance status	3		Sex of student			Control of	institution	
	Total			Percent			Percent			Private	
Year	enrollment	Full-time	Part-time	part-time	Male	Female	female		Total	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12
2015 2016 2017 2018 2019 <sup>5</sup>	19,988,204 19,846,904 19,778,151 19,645,918 19,720,000	12,287,512 12,125,314 12,076,141 11,991,721 12,025,000 12,022,000	7,700,692 7,721,590 7,702,010 7,654,197 7,695,000 7,722,000	38.5 38.9 38.9 39.0 39.0	8,723,819 8,638,422 8,571,314 8,442,662 8,470,000	11,264,385 11,208,482 11,206,837 11,203,256 11,250,000 11,268,000	56.4 56.5 56.7 57.0 57.0	14,572,843 14,585,840 14,571,739 14,529,264 14,586,000 14,605,000	5,415,361 5,261,064 5,206,412 5,116,654 5,135,000 5,139,000	4,065,891 4,078,956 4,108,489 4,134,244 —	1,349,470 1,182,108 1,097,923 982,410
2021 <sup>5</sup> 2022 <sup>5</sup> 2023 <sup>5</sup> 2024 <sup>5</sup>	19,778,000 19,813,000 19,862,000 19,926,000	12,021,000 12,027,000 12,045,000 12,078,000	7,757,000 7,786,000 7,817,000 7,848,000	39.2 39.3 39.4 39.4	8,487,000 8,498,000 8,515,000 8,544,000	11,292,000 11,315,000 11,346,000 11,382,000	57.1 57.1	14,633,000 14,661,000 14,698,000 14,747,000	5,145,000 5,152,000 5,163,000 5,179,000	_ _ _	=======================================
2025 <sup>5</sup> 2026 <sup>5</sup> 2027 <sup>5</sup> 2028 <sup>5</sup> 2029 <sup>5</sup>	19,993,000 20,070,000 20,099,000 20,110,000 20,115,000	12,120,000 12,165,000 12,169,000 12,159,000 12,144,000	7,873,000 7,905,000 7,930,000 7,951,000 7,971,000	39.4 39.4 39.5 39.5 39.6	8,574,000 8,608,000 8,621,000 8,627,000 8,630,000	11,419,000 11,463,000 11,478,000 11,483,000 11,485,000	57.1	14,796,000 14,854,000 14,877,000 14,887,000 14,893,000	5,197,000 5,217,000 5,222,000 5,223,000 5,222,000	_ _ _ _	

<sup>—</sup>Not available.

classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, 1963 through 1965; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1966 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Degree-credit enrollment only. <sup>2</sup>Includes part-time resident students and all extension students (students attending courses at sites separate from the primary reporting campus). In later years, part-time student enrollment was collected as a distinct category.

Starge increases are due to the addition of schools accredited by the Accrediting

Commission of Career Schools and Colleges of Technology.

<sup>&</sup>lt;sup>4</sup>Because of imputation techniques, data are not consistent with figures for other years. <sup>5</sup>Projected.

NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting

Table 303.20. Total fall enrollment in all postsecondary institutions participating in Title IV aid programs and annual percentage change in enrollment, by degree-granting status and control of institution: 1995 through 2018

		All Title IV i	nstitutions <sup>1</sup>			Degree-	granting insti	tutions <sup>2</sup>		Non	-degree-gran	ting institution	ns <sup>3</sup>
			Priv	ate				Private				Priva	ate
Year	Total	Public	Nonprofit	For-profit	Total	Public	Total	Nonprofit	For-profit	Total	Public	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14
							Enrollment						
1995 1996 1997 1998 1999	14,809,897 14,900,416 14,923,839	11,370,755	2,977,794 2,976,850 3,012,106 3,040,251 3,088,233	546,053 520,272 517,555 552,777 617,924	14,367,520	11,092,374 11,120,499 11,196,119 11,137,769 11,375,739	3,169,407 3,247,021 3,306,215 3,369,198 3,473,952	2,929,044 2,942,556 2,977,614 3,004,925 3,055,029	240,363 304,465 328,601 364,273 418,923	574,557 442,377 398,082 416,872 413,197	220,117 192,276 174,636 193,042 180,992	48,750 34,294 34,492 35,326 33,204	305,690 215,807 188,954 188,504 199,001
2000 2001 2002 2003 2004	15,701,409 16,334,134 17,035,027 17,330,775 17,710,798	12,370,079 12,883,071 12,965,502	3,137,108 3,198,354 3,299,094 3,372,647 3,440,559	672,851 765,701 852,862 992,626 1,188,881	16,911,481	11,752,786 12,233,156 12,751,993 12,858,698 12,980,112	3,559,503 3,694,831 3,859,718 4,052,783 4,291,932	3,109,419 3,167,330 3,265,476 3,341,048 3,411,685	450,084 527,501 594,242 711,735 880,247	389,120 406,147 423,316 419,294 438,754	138,664 136,923 131,078 106,804 101,246	27,689 31,024 33,618 31,599 28,874	222,767 238,200 258,620 280,891 308,634
2005 2006 2007 2008 2009	17,921,804 18,198,370 18,677,469 19,553,784 20,853,423	13,276,881 13,603,772	3,484,013 3,543,064 3,595,466 3,684,190 3,793,751	1,322,614 1,378,425 1,478,231 1,778,731 2,123,270	17,487,475 17,754,230 18,258,138 19,081,686 20,313,594	13,500,894 13,970,862	4,465,641 4,578,880 4,757,244 5,110,824 5,502,826	3,454,692 3,512,929 3,571,395 3,660,827 3,767,672	1,010,949 1,065,951 1,185,849 1,449,997 1,735,154	434,329 444,140 419,331 472,098 539,829	93,343 101,531 102,878 120,001 125,634	29,321 30,135 24,071 23,363 26,079	311,665 312,474 292,382 328,734 388,116
2010 2011 2012 2013 2014	21,591,742 21,573,798 21,148,181 20,848,050 20,664,180	15,251,185 15,000,302 14,856,309	3,881,630 3,954,173 3,973,422 3,990,858 4,016,240	2,430,657 2,368,440 2,174,457 2,000,883 1,883,199	21,019,438 21,010,590 20,644,478 20,376,677 20,209,092	15,116,303	5,877,267 5,894,287 5,759,811 5,629,829 5,554,432	3,854,482 3,926,819 3,951,388 3,971,390 3,997,249	2,022,785 1,967,468 1,808,423 1,658,439 1,557,183	572,304 563,208 503,703 471,373 455,088	137,284 134,882 115,635 109,461 110,081	27,148 27,354 22,034 19,468 18,991	407,872 400,972 366,034 342,444 326,016
2015 2016 2017 2018	20,400,164 20,230,012 20,151,151 20,008,434	14,695,538 14,681,145	4,088,450 4,097,022 4,125,316 4,147,604	1,629,393 1,437,452 1,344,690 1,221,149		14,572,843 14,585,840 14,571,739 14,529,264	5,415,361 5,261,064 5,206,412 5,116,654	4,065,891 4,078,956 4,108,489 4,134,244	1,349,470 1,182,108 1,097,923 982,410	411,960 383,108 373,000 362,516	109,478 109,698 109,406 110,417	22,559 18,066 16,827 13,360	279,923 255,344 246,767 238,739
							percentage of						
1995 to 1996 1996 to 1997 1997 to 1998 1998 to 1999 1999 to 2000	-0.2 0.6 0.2 2.3 2.9	# 0.5 -0.4 2.0 2.9	# 1.2 0.9 1.6 1.6	-4.7 -0.5 6.8 11.8 8.9	0.7 0.9 # 2.4 3.1	0.3 0.7 -0.5 2.1 3.3	2.4 1.8 1.9 3.1 2.5	0.5 1.2 0.9 1.7 1.8	26.7 7.9 10.9 15.0 7.4	-23.0 -10.0 4.7 -0.9 -5.8	-12.6 -9.2 10.5 -6.2 -23.4	-29.7 0.6 2.4 -6.0 -16.6	-29.4 -12.4 -0.2 5.6 11.9
2000 to 2001 2001 to 2002 2002 to 2003 2003 to 2004 2004 to 2005	4.0 4.3 1.7 2.2 1.2	4.0 4.1 0.6 0.9 0.3	2.0 3.1 2.2 2.0 1.3	13.8 11.4 16.4 19.8 11.2	4.0 4.3 1.8 2.1 1.2	4.1 4.2 0.8 0.9 0.3	3.8 4.5 5.0 5.9 4.0	1.9 3.1 2.3 2.1 1.3	17.2 12.7 19.8 23.7 14.8	4.4 4.2 -1.0 4.6 -1.0	-1.3 -4.3 -18.5 -5.2 -7.8	12.0 8.4 -6.0 -8.6 1.5	6.9 8.6 8.6 9.9 1.0
2005 to 2006 2006 to 2007 2007 to 2008 2008 to 2009 2009 to 2010	1.5 2.6 4.7 6.6 3.5	1.2 2.5 3.6 6.0 2.3	1.7 1.5 2.5 3.0 2.3	4.2 7.2 20.3 19.4 14.5	1.5 2.8 4.5 6.5 3.5	1.2 2.5 3.5 6.0 2.2	2.5 3.9 7.4 7.7 6.8	1.7 1.7 2.5 2.9 2.3	5.4 11.2 22.3 19.7 16.6	2.3 -5.6 12.6 14.3 6.0	8.8 1.3 16.6 4.7 9.3	2.8 -20.1 -2.9 11.6 4.1	0.3 -6.4 12.4 18.1 5.1
2010 to 2011 2011 to 2012 2012 to 2013 2013 to 2014 2014 to 2015	-0.1 -2.0 -1.4 -0.9 -1.3	-0.2 -1.6 -1.0 -0.6 -0.6	1.9 0.5 0.4 0.6 1.8	-2.6 -8.2 -8.0 -5.9 -13.5	# -1.7 -1.3 -0.8 -1.1	-0.2 -1.5 -0.9 -0.6 -0.6	0.3 -2.3 -2.3 -1.3 -2.5	1.9 0.6 0.5 0.7 1.7	-2.7 -8.1 -8.3 -6.1 -13.3	-1.6 -10.6 -6.4 -3.5 -9.5	-1.7 -14.3 -5.3 0.6 -0.5	0.8 -19.4 -11.6 -2.5 18.8	-1.7 -8.7 -6.4 -4.8 -14.1
2015 to 2016 2016 to 2017 2017 to 2018	-0.8 -0.4 -0.7	0.1 -0.1 -0.3	0.2 0.7 0.5	-11.8 -6.5 -9.2	-0.7 -0.3 -0.7	0.1 -0.1 -0.3	-2.8 -1.0 -1.7	0.3 0.7 0.6	-12.4 -7.1 -10.5	-7.0 -2.6 -2.8	0.2 -0.3 0.9	-19.9 -6.9 -20.6	-8.8 -3.4 -3.3

#Rounds to zero.

<sup>3</sup>Data are for institutions that did not offer accredited 4-year or 2-year programs, but were participating in Title IV federal financial aid programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level. NOTE: Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:95-99); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared November 2019.)

<sup>&</sup>quot;Includes degree-granting and non-degree-granting institutions.

2Data for 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.

Table 303.25. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution: 1970 through 2018

										Pr	ivate institutions				
		All institutions		Pi	ublic institutions		Į IIA	orivate institutio	ns		Nonprofit			For-profit	
Year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1970	8,580,887	6,261,502	2,319,385	6,428,134	4,232,722	2,195,412	2,152,753	2,028,780	123,973	2,134,420	2,021,121	113,299	18,333	7,659	10,674
1971	8,948,644	6,369,355	2,579,289	6,804,309	4,346,990	2,457,319	2,144,335	2,022,365	121,970	2,121,913	2,011,682	110,231	22,422	10,683	11,739
1972	9,214,860	6,458,674	2,756,186	7,070,635	4,429,696	2,640,939	2,144,225	2,028,978	115,247	2,123,245	2,019,380	103,865	20,980	9,598	11,382
1973	9,602,123	6,590,023	3,012,100	7,419,516	4,529,895	2,889,621	2,182,607	2,060,128	122,479	2,148,784	2,045,804	102,980	33,823	14,324	19,499
1974	10,223,729	6,819,735	3,403,994	7,988,500	4,703,018	3,285,482	2,235,229	2,116,717	118,512	2,200,963	2,098,599	102,364	34,266	18,118	16,148
1975	11,184,859	7,214,740	3,970,119	8,834,508	4,998,142	3,836,366	2,350,351	2,216,598	133,753	2,311,448	2,198,451	112,997	38,903	18,147	20,756
1976	11,012,137	7,128,816	3,883,321	8,653,477	4,901,691	3,751,786	2,358,660	2,227,125	131,535	2,314,298	2,206,457	107,841	44,362	20,668	23,694
1977	11,285,787	7,242,845	4,042,942	8,846,993	4,945,224	3,901,769	2,438,794	2,297,621	141,173	2,386,652	2,277,072	109,580	52,142	20,549	31,593
1978	11,260,092	7,231,625	4,028,467	8,785,893	4,912,203	3,873,690	2,474,199	2,319,422	154,777	2,408,331	2,299,132	109,199	65,868	20,290	45,578
1979	11,569,899	7,353,233	4,216,666	9,036,822	4,980,012	4,056,810	2,533,077	2,373,221	159,856	2,461,773	2,351,364	110,409	71,304	21,857	49,447
1980	12,096,895	7,570,608	4,526,287	9,457,394	5,128,612	4,328,782	2,639,501	2,441,996	197,505 <sup>1</sup>	2,527,787	2,413,693	114,094	111,714	28,303	83,411 <sup>1</sup>
1981	12,371,672	7,655,461	4,716,211	9,647,032	5,166,324	4,480,708	2,724,640	2,489,137	235,503 <sup>1</sup>	2,572,405	2,453,239	119,166	152,235	35,898	116,337 <sup>1</sup>
1982	12,425,780	7,654,074	4,771,706	9,696,087	5,176,434	4,519,653	2,729,693	2,477,640	252,053 <sup>1</sup>	2,552,739	2,437,763	114,976	176,954	39,877	137,077 <sup>1</sup>
1983	12,464,661	7,741,195	4,723,466	9,682,734	5,223,404	4,459,330	2,781,927	2,517,791	264,136	2,589,187	2,472,894	116,293	192,740	44,897	147,843
1984	12,241,940	7,711,167	4,530,773	9,477,370	5,198,273	4,279,097	2,764,570	2,512,894	251,676	2,574,419	2,466,172	108,247	190,151	46,722	143,429
1985 1986 1987 1988 1989	12,247,055 12,503,511 12,766,642 13,055,337 13,538,560	7,715,978 7,823,963 7,990,420 8,180,182 8,387,671	4,531,077 4,679,548 4,776,222 4,875,155 5,150,889	9,479,273 9,713,893 9,973,254 10,161,388 10,577,963	5,209,540 5,300,202 5,432,200 5,545,901 5,694,303	4,269,733 4,413,691 4,541,054 4,615,487 4,883,660	2,767,782 2,789,618 2,793,388 2,893,949 2,960,597	2,506,438 2,523,761 2,558,220 2,634,281 2,693,368	261,344 265,857 <sup>2</sup> 235,168 <sup>2</sup> 259,668 267,229	2,571,791 2,572,479 2,602,350 —	2,463,000 2,470,981 2,512,248 —	108,791 101,498 90,102 —	195,991 217,139 191,038 —	43,438 52,780 45,972 —	152,553 164,359 <sup>2</sup> 145,066 <sup>2</sup>
1990	13,818,637	8,578,554	5,240,083	10,844,717	5,848,242	4,996,475	2,973,920	2,730,312	243,608	2,760,227	2,671,069	89,158	213,693	59,243	154,450
1991	14,358,953	8,707,053	5,651,900	11,309,563	5,904,748	5,404,815	3,049,390	2,802,305	247,085	2,819,041	2,729,752	89,289	230,349	72,553	157,796
1992	14,487,359	8,764,969	5,722,390	11,384,567	5,900,012	5,484,555	3,102,792	2,864,957	237,835	2,872,523	2,789,235	83,288	230,269	75,722	154,547
1993	14,304,803	8,738,936	5,565,867	11,189,088	5,851,760	5,337,328	3,115,715	2,887,176	228,539	2,888,897	2,802,540	86,357	226,818	84,636	142,182
1994	14,278,790	8,749,080	5,529,710	11,133,680	5,825,213	5,308,467	3,145,110	2,923,867	221,243	2,910,107	2,824,500	85,607	235,003	99,367	135,636
1995	14,261,781	8,769,252	5,492,529	11,092,374	5,814,545	5,277,829	3,169,407	2,954,707	214,700	2,929,044	2,853,890	75,154	240,363	100,817	139,546
1996	14,367,520	8,804,193	5,563,327	11,120,499	5,806,036	5,314,463	3,247,021	2,998,157	248,864	2,942,556	2,867,181	75,375	304,465	130,976	173,489
1997	14,502,334	8,896,765	5,605,569	11,196,119	5,835,433	5,360,686	3,306,215	3,061,332	244,883	2,977,614	2,905,820	71,794	328,601	155,512	173,089
1998	14,506,967	9,017,653	5,489,314	11,137,769	5,891,806	5,245,963	3,369,198	3,125,847	243,351	3,004,925	2,939,055	65,870	364,273	186,792	177,481
1999	14,849,691	9,196,160	5,653,531	11,375,739	5,977,678	5,398,061	3,473,952	3,218,482	255,470	3,055,029	2,991,728	63,301	418,923	226,754	192,169
2000	15,312,289	9,363,858	5,948,431	11,752,786	6,055,398	5,697,388	3,559,503	3,308,460	251,043	3,109,419	3,050,575	58,844	450,084	257,885	192,199
2001	15,927,987	9,677,408	6,250,579	12,233,156	6,236,455	5,996,701	3,694,831	3,440,953	253,878	3,167,330	3,119,781	47,549	527,501	321,172	206,329
2002	16,611,711	10,082,332	6,529,379	12,751,993	6,481,613	6,270,380	3,859,718	3,600,719	258,999	3,265,476	3,218,389	47,087	594,242	382,330	211,912
2003	16,911,481	10,417,247	6,494,234	12,858,698	6,649,441	6,209,257	4,052,783	3,767,806	284,977	3,341,048	3,297,180	43,868	711,735	470,626	241,109
2004	17,272,044	10,726,181	6,545,863	12,980,112	6,736,536	6,243,576	4,291,932	3,989,645	302,287	3,411,685	3,369,435	42,250	880,247	620,210	260,037
2005	17,487,475	10,999,420	6,488,055	13,021,834	6,837,605	6,184,229	4,465,641	4,161,815	303,826	3,454,692	3,411,170	43,522	1,010,949	750,645	260,304
2006	17,754,230	11,240,678	6,513,552	13,175,350	6,955,221	6,220,129	4,578,880	4,285,457	293,423	3,512,929	3,473,773	39,156	1,065,951	811,684	254,267
2007	18,258,138	11,628,893	6,629,245	13,500,894	7,164,759	6,336,135	4,757,244	4,464,134	293,110	3,571,395	3,537,903	33,492	1,185,849	926,231	259,618
2008	19,081,686	12,110,487	6,971,199	13,970,862	7,330,682	6,640,180	5,110,824	4,779,805	331,019	3,660,827	3,625,469	35,358	1,449,997	1,154,336	295,661
2009	20,313,594	12,791,012	7,522,582	14,810,768	7,709,198	7,101,570	5,502,826	5,081,814	421,012	3,767,672	3,732,900	34,772	1,735,154	1,348,914	386,240
2010	21,019,438	13,335,841	7,683,597	15,142,171	7,924,108	7,218,063	5,877,267	5,411,733	465,534	3,854,482	3,821,799	32,683	2,022,785	1,589,934	432,851
2011	21,010,590	13,499,440	7,511,150	15,116,303	8,048,145	7,068,158	5,894,287	5,451,295	442,992	3,926,819	3,886,964	39,855	1,967,468	1,564,331	403,137
2012	20,644,478	13,476,638	7,167,840	14,884,667	8,092,602	6,792,065	5,759,811	5,384,036	375,775	3,951,388	3,913,690	37,698	1,808,423	1,470,346	338,077
2013	20,376,677	13,406,033	6,970,644	14,746,848	8,120,437	6,626,411	5,629,829	5,285,596	344,233	3,971,390	3,939,199	32,191	1,658,439	1,346,397	312,042
2014	20,209,092	13,494,414	6,714,678	14,654,660	8,257,108	6,397,552	5,554,432	5,237,306	317,126	3,997,249	3,966,873	30,376	1,557,183	1,270,433	286,750
2015	19,988,204	13,488,743	6,499,461	14,572,843	8,348,539	6,224,304	5,415,361	5,140,204	275,157	4,065,891	4,015,882	50,009	1,349,470	1,124,322	225,148
2016	19,846,904	13,754,486	6,092,418	14,585,840	8,742,931	5,842,909	5,261,064	5,011,555	249,509	4,078,956	4,028,401	50,555	1,182,108	983,154	198,954
2017	19,778,151	13,825,380	5,952,771	14,571,739	8,854,279	5,717,460	5,206,412	4,971,101	235,311	4,108,489	4,060,094	48,395	1,097,923	911,007	186,916
2018	19,645,918	13,900,710	5,745,208	14,529,264	8,982,560	5,546,704	5,116,654	4,918,150	198,504	4,134,244	4,089,090	45,154	982,410	829,060	153,350

<sup>-</sup>Not available.

<sup>&</sup>lt;sup>1</sup>Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

<sup>&</sup>lt;sup>2</sup>Because of imputation techniques, data are not consistent with figures for other years.

NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared November 2019.)

Table 303.30. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution, attendance status, and sex of student: Selected years, 1970 through 2029

			Sciected	, , , , ,										
Level and control of institution, attendance							Ac	tual						
status, and sex of student	1970	1975	1980¹	1985	1990	1995	2000	2005	2010	2014	2015	2016	2017	2018
	1970	3	1900	1905	1990	7	2000	2003	10	11	12	13		
1 T-4-1	8,580,887	11,184,859	12,096,895										10 770 151	15 <b>19,645,918</b>
Total Full-time Males Females Part-time Males Females	5,816,290 3,504,095 2,312,195 2,764,597 1,539,547 1,225,050	6,841,334 3,926,753 2,914,581 4,343,525 2,222,244 2,121,281	7,097,958 3,689,244 3,408,714 4,998,937 2,185,130 2,813,807	7,075,221 3,607,720 3,467,501	7,820,985 3,807,752 4,013,233 5,997,652 2,476,157 3,521,495	8,128,802 3,807,392 4,321,410 6,132,979 2,535,147 3,597,832		10,797,011 4,803,388 5,993,623 6,690,464 2,652,537	13,087,182 5,838,383 7,248,799 7,932,256 3,207,376 4,724,880	12,454,464 5,619,778 6,834,686 7,754,628 3,177,752 4,576,876		12,125,314 5,472,798 6,652,516 7,721,590 3,165,624 4,555,966	12,076,141 5,423,955 6,652,186 7,702,010 3,147,359	11,991,721 5,338,934 6,652,787 7,654,197 3,103,728 4,550,469
4-year	6,261,502	7,214,740	7,570,608	7,715,978	8,578,554	8,769,252		10,999,420	13,335,841		13,488,743			13,900,710
Full-time Males Females Part-time Males Females	4,587,379 2,732,796 1,854,583 1,674,123 936,189 737,934	5,080,256 2,891,192 2,189,064 2,134,484 1,092,461 1,042,023	5,344,163 2,809,528 2,534,635 2,226,445 1,017,813 1,208,632	5,384,614 2,781,412 2,603,202 2,331,364 1,034,804 1,296,560	5,937,023 2,926,360 3,010,663 2,641,531 1,124,780 1,516,751	6,151,755 2,929,177 3,222,578 2,617,497 1,084,753 1,532,744	6,792,551 3,115,252 3,677,299 2,571,307 1,047,917 1,523,390	1,125,935	9,721,803 4,355,153 5,366,650 3,614,038 1,424,721 2,189,317	9,793,357 4,419,130 5,374,227 3,701,057 1,484,380 2,216,677	9,776,828 4,414,743 5,362,085 3,711,915 1,491,001 2,220,914	9,815,967 4,414,959 5,401,008 3,938,519 1,586,069 2,352,450	5,438,457 3,976,563 1,594,427	9,880,953 4,385,208 5,495,745 4,019,757 1,605,785 2,413,972
Public 4-year Full-time Males Females Part-time Males Females	4,232,722 3,086,491 1,813,584 1,272,907 1,146,231 609,422 536,809	4,998,142 3,469,821 1,947,823 1,521,998 1,528,321 760,469 767,852	5,128,612 3,592,193 1,873,397 1,718,796 1,536,419 685,051 851,368	5,209,540 3,623,341 1,863,689 1,759,652 1,586,199 693,115 893,084	5,848,242 4,033,654 1,982,369 2,051,285 1,814,588 764,248 1,050,340	5,814,545 4,084,711 1,951,140 2,133,571 1,729,834 720,402 1,009,432	6,055,398 4,371,218 2,008,618 2,362,600 1,684,180 683,100 1,001,080	2,295,456 2,726,289 1,815,860 724,375	7,924,108 5,811,214 2,707,307 3,103,907 2,112,894 860,968 1,251,926	8,257,108 6,011,908 2,806,792 3,205,116 2,245,200 941,104 1,304,096	8,348,539 6,081,177 2,833,998 3,247,179 2,267,362 955,658 1,311,704	8,742,931 6,236,018 2,894,232 3,341,786 2,506,913 1,065,112 1,441,801	2,911,441 3,398,128 2,544,710	8,982,560 6,336,978 2,895,088 3,441,890 2,645,582 1,110,660 1,534,922
Private 4-year Full-time Males Females Part-time Males Females	2,028,780 1,500,888 919,212 581,676 527,892 326,767 201,125	2,216,598 1,610,435 943,369 667,066 606,163 331,992 274,171	2,441,996 1,751,970 936,131 815,839 690,026 332,762 357,264	2,506,438 1,761,273 917,723 843,550 745,165 341,689 403,476	2,730,312 1,903,369 943,991 959,378 826,943 360,532 466,411	2,954,707 2,067,044 978,037 1,089,007 887,663 364,351 523,312	3,308,460 2,421,333 1,106,634 1,314,699 887,127 364,817 522,310	4,161,815 3,128,464 1,354,166 1,774,298 1,033,351 401,560 631,791	5,411,733 3,910,589 1,647,846 2,262,743 1,501,144 563,753 937,391	5,237,306 3,781,449 1,612,338 2,169,111 1,455,857 543,276 912,581	5,140,204 3,695,651 1,580,745 2,114,906 1,444,553 535,343 909,210	5,011,555 3,579,949 1,520,727 2,059,222 1,431,606 520,957 910,649	3,539,248	4,918,150 3,543,975 1,490,120 2,053,855 1,374,175 495,125 879,050
Nonprofit 4-year Full-time Males Females Part-time Males Females Forprofit 4-year	2,021,121 1,494,625 914,020 580,605 526,496 325,693 200,803 7,659	2,198,451 1,596,074 930,842 665,232 602,377 329,662 272,715 18,147	2,413,693 1,733,014 921,253 811,761 680,679 327,986 352,693 28,303	2,463,000 1,727,707 894,080 833,627 735,293 336,168 399,125 43,438	2,671,069 1,859,124 915,100 944,024 811,945 352,106 459,839 59,243	2,853,890 1,989,457 931,956 1,057,501 864,433 351,874 512,559 100,817	3,050,575 2,226,028 996,113 1,229,915 824,547 332,814 491,733 257,885	2.534.793	3,821,799 2,864,640 1,259,638 1,605,002 957,159 366,735 590,424 1,589,934	3,966,873 2,981,188 1,313,286 1,667,902 985,685 379,513 606,172 1,270,433	4,015,882 3,009,240 1,320,947 1,688,293 1,006,642 385,942 620,700 1,124,322	4,028,401 3,019,342 1,318,323 1,701,019 1,009,059 385,008 624,051 983,154	1,722,849	4,089,090 3,088,150 1,328,444 1,759,706 1,000,940 382,813 618,127 829,060
2-year	2,319,385	3,970,119	4,526,287	4,531,077	5,240,083	5,492,529	5,948,431	6,488,055	7,683,597	6,714,678	6,499,461	6,092,418	5,952,771	5,745,208
Full-time Males Females Part-time Males Females	1,228,911 771,299 457,612 1,090,474 603,358 487,116	1,761,078 1,035,561 725,517 2,209,041 1,129,783 1,079,258	1,753,795 879,716 874,079 2,772,492 1,167,317 1,605,175	1,690,607 826,308 864,299 2,840,470 1,175,926 1,664,544	1,883,962 881,392 1,002,570 3,356,121 1,351,377 2,004,744	1,977,047 878,215 1,098,832 3,515,482 1,450,394 2,065,088	2,217,049 995,841 1,221,208 3,731,382 1,562,759 2,168,623	1,153,766 1,493,036 3,841,253 1,526,602	3,365,379 1,483,230 1,882,149 4,318,218 1,782,655 2,535,563	2,661,107 1,200,648 1,460,459 4,053,571 1,693,372 2,360,199	2,510,684 1,143,704 1,366,980 3,988,777 1,674,371 2,314,406	2,309,347 1,057,839 1,251,508 3,783,071 1,579,555 2,203,516	2,227,324 1,013,595 1,213,729 3,725,447 1,552,932 2,172,515	2,110,768 953,726 1,157,042 3,634,440 1,497,943 2,136,497
Public 2-year Full-time Males Females Part-time Males Females	2,195,412 1,129,165 720,440 408,725 1,066,247 589,439 476,808	3,836,366 1,662,621 988,701 673,920 2,173,745 1,107,680 1,066,065	4,328,782 1,595,493 811,871 783,622 2,733,289 1,152,268 1,581,021	4,269,733 1,496,905 742,673 754,232 2,772,828 1,138,011 1,634,817	4,996,475 1,716,843 810,664 906,179 3,279,632 1,317,730 1,961,902	5,277,829 1,840,590 818,605 1,021,985 3,437,239 1,417,488 2,019,751	5,697,388 2,000,008 891,282 1,108,726 3,697,380 1,549,407 2,147,973	1,331,987 3,797,213 1,514,363	7,218,063 2,950,024 1,340,820 1,609,204 4,268,039 1,769,737 2,498,302	1,277,613	6,224,304 2,272,769 1,062,633 1,210,136 3,951,535 1,665,373 2,286,162	3,751,548 1,571,824	2,016,905 945,990 1,070,915 3,700,555 1,546,504	5,546,704 1,931,842 892,853 1,038,989 3,614,862 1,492,870 2,121,992
Private 2-year Full-time Males Females Part-time Males Females	123,973 99,746 50,859 48,887 24,227 13,919 10,308	133,753 98,457 46,860 51,597 35,296 22,103 13,193	197,505 158,302 67,845 90,457 39,203 15,049 24,154	261,344 193,702 83,635 110,067 67,642 37,915 29,727	243,608 167,119 70,728 96,391 76,489 33,647 42,842	214,700 136,457 59,610 76,847 78,243 32,906 45,337	251,043 217,041 104,559 112,482 34,002 13,352 20,650	303,826 259,786 98,737 161,049 44,040 12,239 31,801	465,534 415,355 142,410 272,945 50,179 12,918 37,261	317,126 276,084 93,238 182,846 41,042 10,123 30,919	275,157 237,915 81,071 156,844 37,242 8,998 28,244	249,509 217,986 74,272 143,714 31,523 7,731 23,792	235,311 210,419 67,605 142,814 24,892 6,428 18,464	198,504 178,926 60,873 118,053 19,578 5,073 14,505
Nonprofit 2-year Full-time Males Females Part-time Males Females For-profit 2-year	113,299 91,514 46,030 45,484 21,785 12,097 9,688 10,674	112,997 82,158 40,548 41,610 30,839 18,929 11,910 20,756	114,094 83,009 34,968 48,041 31,085 11,445 19,640 83,411	108,791 76,547 30,878 45,669 32,244 10,786 21,458 152,553	89,158 62,003 25,946 36,057 27,155 7,970 19,185 154,450	75,154 54,033 23,265 30,768 21,121 6,080 15,041 139,546	58,844 46,670 21,950 24,720 12,174 4,499 7,675 192,199	43,522 28,939 12,086 16,853 14,583 3,566 11,017 260,304	32,683 23,127 9,944 13,183 9,556 2,585 6,971 432,851	30,376 22,789 9,074 13,715 7,587 2,198 5,389 286,750	50,009 36,027 11,972 24,055 13,982 2,707 11,275 225,148	50,555 39,513 11,950 27,563 11,042 2,547 8,495 198,954	48,395 41,091 10,794 30,297 7,304 1,925 5,379 186,916	45,154 37,980 9,397 28,583 7,174 1,863 5,311 153,350

Table 303.30. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution, attendance status, and sex of student: Selected years, 1970 through 2029—Continued

Level and control of institution, attendance						Projected					
status, and sex of student	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
1	16	17	18	19	20	21	22	23	24	25	26
Total	19,720,000	19,744,000	19,778,000	19,813,000	19,862,000	19,926,000	19,993,000	20,070,000	20,099,000	20,110,000	20,115,000
Full-time Males Females Part-time Males Females	12,025,000 5,350,000 6,676,000 7,695,000 3,121,000 4,574,000	12,022,000 5,345,000 6,677,000 7,722,000 3,131,000 4,591,000	12,021,000 5,343,000 6,678,000 7,757,000 3,143,000 4,614,000	12,027,000 5,343,000 6,685,000 7,786,000 3,155,000 4,631,000	12,045,000 5,347,000 6,698,000 7,817,000 3,169,000 4,648,000	12,078,000 5,361,000 6,716,000 7,848,000 3,182,000 4,666,000	12,120,000 5,381,000 6,740,000 7,873,000 3,193,000 4,680,000	12,165,000 5,400,000 6,765,000 7,905,000 3,207,000 4,698,000	12,169,000 5,403,000 6,767,000 7,930,000 3,219,000 4,711,000	12,159,000 5,400,000 6,759,000 7,951,000 3,226,000 4,724,000	12,144,000 5,395,000 6,748,000 7,971,000 3,235,000 4,736,000
4-year	13,950,000	13,961,000	13,979,000	13,999,000	14,030,000	14,074,000	14,122,000	14,175,000	14,192,000	14,194,000	14,192,000
Full-time Males Females Part-time Males Females	9,909,000 4,394,000 5,515,000 4,041,000 1,615,000 2,427,000	9,906,000 4,390,000 5,516,000 4,055,000 1,620,000 2,436,000	9,905,000 4,389,000 5,517,000 4,074,000 1,626,000 2,447,000	9,910,000 4,388,000 5,522,000 4,089,000 1,632,000 2,457,000	9,925,000 4,392,000 5,533,000 4,105,000 1,639,000 2,466,000	9,952,000 4,404,000 5,548,000 4,122,000 1,646,000 2,475,000	9,987,000 4,420,000 5,567,000 4,134,000 1,652,000 2,483,000	10,024,000 4,436,000 5,588,000 4,152,000 1,659,000 2,492,000	10,027,000 4,438,000 5,590,000 4,165,000 1,665,000 2,499,000	10,019,000 4,436,000 5,583,000 4,175,000 1,669,000 2,506,000	10,006,000 4,431,000 5,575,000 4,186,000 1,674,000 2,513,000
Public 4-year Full-time Males Females Part-time Males Females	9,014,000 6,355,000 2,901,000 3,454,000 2,660,000 1,117,000 1,543,000	9,022,000 6,353,000 2,898,000 3,454,000 2,669,000 1,120,000 1,549,000	9,033,000 6,352,000 2,897,000 3,455,000 2,681,000 1,125,000 1,556,000	9,046,000 6,355,000 2,897,000 3,458,000 2,691,000 1,129,000 1,562,000	9,066,000 6,365,000 2,899,000 3,465,000 2,702,000 1,134,000 1,568,000	9,095,000 6,382,000 2,907,000 3,475,000 2,713,000 1,139,000 1,574,000	9,126,000 6,405,000 2,918,000 3,487,000 2,721,000 1,143,000 1,579,000	9,161,000 6,428,000 2,928,000 3,500,000 2,732,000 1,148,000 1,585,000	9,171,000 6,430,000 2,930,000 3,501,000 2,741,000 1,152,000 1,589,000	9,173,000 6,425,000 2,928,000 3,497,000 2,748,000 1,155,000 1,594,000	9,172,000 6,417,000 2,926,000 3,491,000 2,755,000 1,158,000 1,598,000
Private 4-year Full-time Males Females Part-time Males Females	4,935,000 3,554,000 1,493,000 2,061,000 1,381,000 498,000 884,000	4,940,000 3,553,000 1,492,000 2,061,000 1,386,000 499,000 887,000	4,946,000 3,553,000 1,491,000 2,062,000 1,393,000 501,000 891,000	4,953,000 3,555,000 1,491,000 2,064,000 1,398,000 503,000 895,000	4,964,000 3,560,000 1,492,000 2,068,000 1,403,000 505,000 898,000	4,979,000 3,570,000 1,496,000 2,073,000 1,409,000 508,000 901,000	4,996,000 3,582,000 1,502,000 2,081,000 1,413,000 509,000 904,000	5,015,000 3,596,000 1,507,000 2,088,000 1,419,000 512,000 908,000	5,021,000 3,597,000 1,508,000 2,089,000 1,424,000 513,000 910,000	5,021,000 3,594,000 1,507,000 2,087,000 1,427,000 515,000 913,000	5,020,000 3,589,000 1,506,000 2,083,000 1,431,000 516,000 915,000
Nonprofit 4-year Full-time Males Females Part-time Males Females For-profit 4-year	_ _ _ _ _	- - - - -	_ _ _ _ _	  -  -  -  -	_ _ _ _ _	  -  -  -	  -  -  -	  -  -  -  -	  -  -  -	_ _ _ _ _	= = = = =
2-year	5,770,000	5,783,000	5,799,000	5,814,000	5,832,000	5,853,000	5,872,000	5,895,000	5,907,000	5,915,000	5,922,000
Full-time Males Females Part-time Males Females	2,117,000 956,000 1,161,000 3,654,000 1,506,000 2,148,000	2,116,000 955,000 1,161,000 3,667,000 1,511,000 2,156,000	2,116,000 955,000 1,161,000 3,683,000 1,517,000 2,166,000	2,117,000 954,000 1,163,000 3,697,000 1,523,000 2,174,000	2,120,000 955,000 1,165,000 3,712,000 1,529,000 2,183,000	2,126,000 958,000 1,168,000 3,727,000 1,536,000 2,191,000	2,133,000 961,000 1,172,000 3,738,000 1,541,000 2,197,000	2,141,000 965,000 1,176,000 3,754,000 1,548,000 2,206,000	2,142,000 965,000 1,177,000 3,765,000 1,553,000 2,212,000	2,140,000 965,000 1,175,000 3,775,000 1,557,000 2,218,000	2,137,000 964,000 1,174,000 3,785,000 1,561,000 2,224,000
Public 2-year Full-time Males Females Part-time Males Females	5,571,000 1,937,000 895,000 1,043,000 3,634,000 1,501,000 2,133,000	5,584,000 1,937,000 894,000 1,043,000 3,647,000 1,506,000 2,141,000	5,600,000 1,937,000 894,000 1,043,000 3,663,000 1,512,000 2,151,000	5,614,000 1,937,000 893,000 1,044,000 3,677,000 1,518,000 2,159,000	5,632,000 1,940,000 894,000 1,046,000 3,692,000 1,524,000 2,168,000	5,652,000 1,946,000 897,000 1,049,000 3,707,000 1,531,000 2,176,000	5,670,000 1,952,000 900,000 1,053,000 3,718,000 1,536,000 2,182,000	5,693,000 1,960,000 903,000 1,056,000 3,734,000 1,543,000 2,191,000	5,705,000 1,960,000 904,000 1,057,000 3,745,000 1,548,000 2,197,000	5,714,000 1,959,000 903,000 1,056,000 3,755,000 1,552,000 2,203,000	5,721,000 1,956,000 902,000 1,054,000 3,765,000 1,556,000 2,209,000
Private 2-year Full-time Males Females Part-time Males Females	199,000 179,000 61,000 118,000 20,000 5,000	199,000 179,000 61,000 118,000 20,000 5,000 15,000	199,000 179,000 61,000 119,000 20,000 5,000 15,000	199,000 180,000 61,000 119,000 20,000 5,000 15,000	200,000 180,000 61,000 119,000 20,000 5,000 15,000	200,000 180,000 61,000 119,000 20,000 5,000 15,000	201,000 181,000 61,000 120,000 20,000 5,000 15,000	202,000 182,000 62,000 120,000 20,000 5,000 15,000	202,000 182,000 62,000 120,000 20,000 5,000 15,000	202,000 182,000 62,000 120,000 20,000 5,000 15,000	202,000 181,000 62,000 120,000 20,000 5,000 15,000
Nonprofit 2-year Full-time Males Females Part-time Males Females For-profit 2-year	_ _ _ _ _	_ _ _ _	_ _ _ _ _		_ _ _ _ _		_ _ _ _ _	_ _ _ _ _		_ _ _ _ _	- - - - -

<sup>-</sup>Not available.

\*\*Large increase in private 2-year institutions in 1980 is due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology. NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Table 303.40. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and age of student: Selected years, 1970 through 2029

[In thousands]

			1			1		Tillousu	,						1				
Attendance status, sex, and age	1970	1980	1990	2000	2005	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2029
1	1970	3	1990	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	2029
All students	8,581	12,097	13,819	15,312		20,314	21,019	_	20,644	20,377	20,209		19,847	19,778	19,646	19,720	19,744	19,778	20,115
14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	263 2,579 1,885 1,469 1,091 527 767	257 2,852 2,395 1,947 1,843 1,227 1,577	153 2,777 2,593 2,202 2,083 1,384 2,627	131 3,258 3,005 2,600 2,044 1,333 2,942	187 3,444 3,563 3,114 2,469 1,438 3,272	215 4,009 3,916 3,571 3,082 1,735 3,785	202 4,057 4,103 3,759 3,254 1,805 3,840	221 3,956 4,269 3,793 3,272 1,788 3,712	242 3,782 4,235 3,951 3,155 1,684 3,597	256 3,720 4,183 3,964 3,050 1,606 3,597	239 3,720 4,163 3,910 3,084 1,586 3,507	214 3,732 4,148 3,785 3,165 1,600 3,344	214 3,738 4,204 3,736 3,192 1,589 3,174	210 3,782 4,160 3,691 3,226 1,587 3,123	206 3,768 4,142 3,666 3,194 1,562 3,107	204 4,091 4,467 3,551 3,058 1,565 2,785	205 4,029 4,519 3,540 3,033 1,597 2,821	207 3,996 4,537 3,547 2,996 1,632 2,864	204 4,025 4,517 3,619 2,957 1,625 3,166
Males 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	5,044 125 1,355 1,064 1,004 796 333 366	5,874 106 1,368 1,219 1,075 983 564 559	6,284 66 1,298 1,259 1,129 1,024 605 902	58 1,464 1,411 1,222 908 581 1,077	<b>7,456</b> 68 1,523 1,658 1,410 1,057 591 1,149	8,733 103 1,795 1,866 1,599 1,378 707 1,285	9,046 94 1,820 1,948 1,723 1,410 731 1,320	9,034 104 1,782 1,985 1,769 1,404 700 1,290	8,919 119 1,707 1,960 1,864 1,353 661 1,255	8,861 125 1,661 1,955 1,846 1,356 634 1,283	8,798 117 1,673 1,960 1,789 1,379 643 1,237	8,724 94 1,684 1,954 1,746 1,382 655 1,208	8,638 83 1,688 1,945 1,739 1,366 670 1,148	8,571 75 1,686 1,915 1,690 1,385 667 1,154	8,443 77 1,654 1,889 1,653 1,378 662 1,131	8,470 81 1,815 2,025 1,613 1,299 623 1,015	8,476 81 1,784 2,048 1,606 1,291 636 1,030	8,487 82 1,769 2,055 1,608 1,276 651 1,047	8,630 81 1,786 2,044 1,639 1,251 652 1,177
Females 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	3,537 137 1,224 821 464 296 194 401	6,223 151 1,484 1,177 871 859 663 1,018	7,535 87 1,479 1,334 1,073 1,059 779 1,725	8,591 73 1,794 1,593 1,378 1,136 752 1,865	10,032 119 1,920 1,905 1,704 1,413 847 2,123	11,581 113 2,214 2,050 1,972 1,704 1,028 2,500	11,974 108 2,237 2,155 2,036 1,844 1,074 2,520	11,976 116 2,173 2,284 2,024 1,868 1,088 2,422	11,725 123 2,074 2,276 2,087 1,802 1,022 2,341	11,515 131 2,059 2,228 2,118 1,694 972 2,314	11,412 121 2,047 2,203 2,122 1,706 943 2,270	11,264 120 2,049 2,194 2,038 1,783 945 2,136	11,208 131 2,050 2,259 1,997 1,826 919 2,026	11,207 135 2,096 2,245 2,001 1,841 920 1,969	11,203 130 2,115 2,253 2,014 1,816 899 1,976	11,250 123 2,276 2,442 1,937 1,759 943 1,770	11,268 124 2,244 2,470 1,934 1,743 961 1,791	11,292 125 2,227 2,482 1,939 1,720 981 1,816	11,485 123 2,239 2,473 1,980 1,706 973 1,990
Full-time 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	5,816 246 2,374 1,649 904 426 113 104	7,098 231 2,544 2,007 1,181 641 272 221	<b>7,821</b> 134 2,471 2,137 1,405 791 383 500	9,010 121 2,823 2,452 1,714 886 418 596	10,797 152 3,026 2,976 2,122 1,174 547 800	12,605 179 3,481 3,241 2,511 1,506 657 1,030	13,087 170 3,496 3,364 2,585 1,605 745 1,122	13,003 185 3,351 3,427 2,580 1,600 763 1,096	12,734 207 3,226 3,386 2,603 1,555 711 1,047	12,597 210 3,199 3,327 2,650 1,528 664 1,018	12,454 200 3,174 3,326 2,597 1,525 626 1,005	12,288 182 3,188 3,290 2,568 1,519 601 941	12,125 186 3,161 3,365 2,502 1,478 583 852	12,076 183 3,242 3,332 2,433 1,480 570 835	11,992 179 3,238 3,361 2,374 1,453 563 824	12,025 178 3,390 3,419 2,244 1,385 564 844	12,022 179 3,339 3,460 2,238 1,375 575 855	12,021 181 3,313 3,471 2,243 1,358 588 868	12,144 178 3,337 3,455 2,290 1,339 586 959
Males 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	3,504 121 1,261 955 686 346 77 58	3,689 95 1,219 1,046 717 391 142 80	3,808 55 1,171 1,035 768 433 171 174	4,111 51 1,252 1,156 834 410 186 222	4,803 53 1,339 1,398 982 506 225 300	5,632 77 1,570 1,536 1,169 661 279 341	5,838 71 1,574 1,586 1,215 715 301 376	5,793 85 1,510 1,586 1,217 727 299 369	5,708 102 1,461 1,537 1,254 728 278 349	5,682 106 1,423 1,542 1,270 734 257 351	5,620 100 1,402 1,549 1,236 732 242 360	5,558 81 1,414 1,546 1,208 709 251 349	5,473 71 1,416 1,552 1,173 689 253 320	5,424 65 1,435 1,536 1,129 693 256 310	<b>5,339</b> 66 1,407 1,546 1,099 683 244 293	5,350 68 1,458 1,564 1,032 672 249 306	5,345 69 1,433 1,582 1,028 667 255 310	5,343 69 1,422 1,587 1,030 660 261 315	5,395 69 1,436 1,579 1,050 647 261 354
Females 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	2,312 125 1,113 693 218 80 37 46	3,409 136 1,325 961 464 250 130 141	4,013 78 1,300 1,101 638 358 212 326	4,899 70 1,571 1,296 880 476 232 374	5,994 98 1,687 1,578 1,140 668 322 500	6,973 102 1,911 1,705 1,343 845 378 690	<b>7,249</b> 99 1,922 1,778 1,370 891 444 746	7,210 100 1,842 1,840 1,364 873 464 727	7,026 105 1,765 1,849 1,349 827 433 698	6,914 104 1,776 1,785 1,380 794 408 667	6,835 101 1,773 1,777 1,362 793 384 645	6,729 101 1,774 1,744 1,359 810 350 592	6,653 115 1,745 1,813 1,329 789 330 532	6,652 118 1,807 1,795 1,305 788 314 526	6,653 113 1,831 1,815 1,275 769 318 531	6,676 110 1,932 1,855 1,212 714 314 538	6,677 111 1,906 1,878 1,210 707 320 545	6,678 111 1,891 1,885 1,213 698 327 552	6,748 110 1,901 1,876 1,240 692 325 605
Part-time 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	2,765 16 205 236 564 665 414 663	4,999 26 308 388 765 1,202 954 1,356	5,998 19 306 456 796 1,291 1,001 2,127	6,303 10 435 553 886 1,158 915 2,345	6,690 36 417 586 992 1,296 891 2,472	7,708 36 528 675 1,059 1,576 1,079 2,754	7,932 32 561 738 1,174 1,648 1,060 2,718	8,008 36 604 842 1,212 1,672 1,025 2,616	7,910 35 556 850 1,348 1,600 973 2,550	7,780 47 521 855 1,314 1,522 942 2,579	7,755 38 546 836 1,313 1,560 960 2,502	7,701 32 545 858 1,217 1,646 1,000 2,404	7,722 28 577 839 1,235 1,715 1,006 2,322	7,702 27 540 828 1,257 1,745 1,016 2,288	7,654 27 531 781 1,292 1,741 999 2,283	7,695 26 700 1,048 1,306 1,672 1,002 1,941	7,722 26 690 1,058 1,302 1,659 1,022 1,966	7,757 26 683 1,065 1,304 1,638 1,044 1,996	<b>7,971</b> 26 688 1,062 1,330 1,618 1,040 2,207
Males 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	1,540 4 94 108 318 450 257 309	2,185 12 149 172 359 592 422 479	2,476 11 127 224 361 591 435 728	2,611 7 212 255 388 498 395 855	2,653 15 184 260 428 551 365 850	3,101 25 226 330 430 718 428 944	3,207 23 245 362 508 695 430 944	3,241 20 273 398 552 677 401 921	3,211 17 246 423 610 625 383 906	3,179 20 239 413 576 622 377 932	3,178 18 271 411 553 646 401 877	3,165 13 270 408 538 673 405 859	3,166 12 272 393 566 677 417 829	3,147 10 251 378 561 692 410 845	3,104 10 247 342 554 695 418 838	12	3,131 12 351 466 578 623 381 720	3,143 12 347 468 578 616 390 732	3,235 12 351 465 589 604 391 822
Females 14 to 17 years old 18 and 19 years old 20 and 21 years old 22 to 24 years old 25 to 29 years old 30 to 34 years old 35 years old and over	1,225 12 112 128 246 216 158 354	2,814 14 159 216 407 609 532 876	3,521 9 179 233 435 700 567 1,399	3,692 3 223 298 497 660 520 1,491	4,038 21 233 327 564 745 526 1,623	4,607 11 303 345 629 859 651 1,810	<b>4,725</b> 9 316 377 666 953 630 1,774	4,767 16 332 444 660 995 624 1,695	4,699 18 310 427 738 975 589 1,643	4,601 27 283 443 738 900 565 1,647	4,577 20 274 425 760 913 559 1,625	<b>4,535</b> 19 275 450 679 973 595 1,544	<b>4,556</b> 16 305 446 668 1,037 589 1,493	4,555 17 289 450 696 1,053 606 1,443	4,550 16 284 439 738 1,047 581 1,445	4,574 14 343 587 725 1,045 629 1,232	4,591 14 339 592 724 1,036 641 1,247	4,614 14 336 598 725 1,022 654 1,264	<b>4,736</b> 14 338 597 741 1,014 649 1,385

NOTE: Distributions by age are estimates based on samples of the civilian noninstitution-alized population from the U.S. Census Bureau's Current Population Survey. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2018. (This table was prepared April 2020.)

Table 303.45. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and age of student: 2013, 2015, and 2017

	Fall 2013		Fall 2015						Fall 2017				
Attendance status	All levels		All levels			All levels		ι	Indergraduate	9	Pos	stbaccalaurea	ite
and age of student	Total	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10	11	12	13	14
All students Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	20,376,677 878,766 4,265,916 4,086,686 3,431,880 2,856,287 1,641,631 1,033,809 1,346,668 717,355 66,202 51,477	4.341.382	8,723,819 435,452 1,954,795 1,849,082 1,540,990 1,227,002 644,424 384,395 428,681 214,632 28,234 16,132	11,264,385 618,402 2,386,587 2,229,908 1,783,901 1,551,910 867,423 589,007 761,472 412,896 38,449 24,430	19,778,151 1,233,155 4,446,105 4,096,336 3,204,527 2,694,183 1,421,657 933,343 1,090,103 560,173 67,094 31,475	8,571,314 506,387 1,994,211 1,844,738 1,471,011 1,167,840 597,664 366,653 389,284 192,051 28,537 12,938	11,206,837 726,768 2,451,894 2,251,598 1,733,516 1,526,343 823,993 566,690 700,819 368,122 38,557 18,537	16,773,036 1,233,021 4,445,215 4,059,944 2,541,944 1,732,765 946,325 634,889 727,226 372,091 53,541 26,075	7,351,259 506,327 1,993,914 1,831,887 1,208,478 752,678 389,598 246,082 260,318 128,351 22,728 10,898	9,421,777 726,694 2,451,301 2,228,057 1,333,466 980,087 556,727 388,807 466,908 243,740 30,813 15,177	3,005,115 134 890 36,392 662,583 961,418 475,332 298,454 362,877 188,082 13,553 5,400	1,220,055 60 297 12,851 262,533 415,162 208,066 120,571 128,966 63,700 5,809 2,040	74 593 23,541 400,050 546,256 267,266 177,883 233,911 124,382 7,744 3,360
Full-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	12,596,610 185,285 3,549,171 3,245,703 2,240,365 1,497,997 724,235 408,932 483,716 226,402 9,105 25,699	12,287,512 206,770 3,612,294 3,241,515 2,156,073 1,442,151 649,695 368,319 403,959 177,157 10,556 19,023	5,558,447 83,135 1,612,557 1,470,848 1,033,642 681,881 296,410 151,776 151,610 64,530 4,747 7,311	6,729,065 123,635 1,999,737 1,770,667 1,122,431 760,270 353,285 216,543 252,349 112,627 5,809 11,712	12,076,141 220,590 3,695,990 3,267,198 2,068,425 1,372,010 591,317 338,499 350,409 148,671 8,951 14,081	5,423,955 86,108 1,644,606 1,475,104 983,041 636,740 266,301 138,827 129,668 53,859 3,941 5,760	6,652,186 134,482 2,051,384 1,792,094 1,085,384 735,270 325,016 199,672 220,741 94,812 5,010 8,321	10,371,863 220,547 3,695,241 3,234,340 1,538,218 761,468 361,865 221,791 229,041 91,788 5,161 12,403	4,683,715 86,084 1,644,373 1,463,343 768,645 353,742 156,078 87,570 83,394 33,175 2,318 4,993	5,688,148 134,463 2,050,868 1,770,997 769,573 407,726 205,787 134,221 145,647 58,613 2,843 7,410	1,704,278 43 749 32,858 530,207 610,542 229,452 116,708 121,368 56,883 3,790 1,678	740,240 24 233 11,761 214,396 282,998 110,223 51,257 46,274 20,684 1,623 767	964,038 19 516 21,097 315,811 327,544 119,229 65,451 75,094 36,199 2,167 911
Part-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	7,780,067 693,481 716,745 840,983 1,191,515 1,358,290 917,396 624,877 862,952 490,953 57,097 25,778	7,700,692 847,084 729,088 837,475 1,168,818 1,336,761 862,152 605,083 786,194 450,371 56,127 21,539	3,165,372 352,317 342,238 378,234 507,348 545,121 348,014 237,071 150,102 23,487 8,821	4,535,320 494,767 386,850 459,241 661,470 791,640 514,138 372,464 509,123 300,269 32,640 12,718	7,702,010 1,012,565 750,115 829,138 1,136,102 1,322,173 830,340 594,844 739,694 411,502 58,143 17,394	3,147,359 420,279 349,605 369,634 487,970 531,100 331,363 227,826 259,616 138,192 24,596 7,178	4,554,651 592,286 400,510 459,504 648,132 791,073 498,977 367,018 480,078 273,310 33,547 10,216	6,401,173 1,012,474 749,974 825,604 1,003,726 971,297 584,460 413,098 498,185 280,303 48,380 13,672	2,667,544 420,243 349,541 368,544 439,833 398,936 233,520 156,512 176,924 95,176 20,410 5,905	3,733,629 592,231 400,433 457,060 563,893 572,361 350,940 254,586 321,261 185,127 27,970 7,767	1,300,837 91 141 3,534 132,376 350,876 245,880 181,746 241,509 131,199 9,763 3,722	479,815 36 64 1,090 48,137 132,164 97,843 69,314 82,692 43,016 4,186 1,273	821,022 55 77 2,444 84,239 218,712 148,037 112,432 158,817 88,183 5,577 2,449
All atudanta	100.0	100.0	100.0	100.0			tion of studer			100.0	100.0	100.0	100.0
All students Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	4.3 21.0 20.1 16.9 14.1 8.1 5.1 6.6 3.5 0.3	100.0 5.3 21.8 20.4 16.7 13.9 7.6 4.9 6.0 3.1 0.3	5.0 22.4 21.2 17.7 14.1 7.4 4.4 4.9 2.5 0.3	5.5 21.2 19.8 15.9 13.8 7.7 5.2 6.8 3.7 0.3	100.0 6.2 22.5 20.7 16.2 13.6 7.2 4.7 5.5 2.8 0.3	100.0 5.9 23.3 21.6 17.2 13.6 7.0 4.3 4.5 2.2 0.3	100.0 6.5 21.9 20.1 15.5 13.6 7.4 5.1 6.3 3.3 0.3	7.4 26.5 24.2 15.2 10.3 5.7 3.8 4.3 2.2 0.3	100.0 6.9 27.2 25.0 16.5 10.3 5.3 3.4 3.5 1.7 0.3	7.7 26.1 23.7 14.2 10.4 5.9 4.1 5.0 2.6 0.3	## 1.2 22.1 32.1 15.8 9.9 12.1 6.3 0.5	# 1.1 21.6 34.1 17.1 9.9 10.6 5.2 0.5	# 1.3 22.5 30.7 15.0 10.0 13.1 7.0 0.4
Full-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	100.0 1.5 28.2 25.8 17.8 11.9 5.8 3.3 3.8 1.8 0.1	100.0 1.7 29.4 26.4 17.6 11.8 5.3 3.0 3.3 1.4 0.1	100.0 1.5 29.0 26.5 18.6 12.3 5.3 2.7 2.7 1.2	100.0 1.8 29.8 26.4 16.7 11.3 5.3 3.2 3.8 1.7 0.1	100.0 1.8 30.6 27.1 17.1 11.4 4.9 2.8 2.9 1.2	100.0 1.6 30.4 27.2 18.1 11.8 4.9 2.6 2.4 1.0	100.0 2.0 30.9 27.0 16.3 11.1 4.9 3.0 3.3 1.4 0.1	100.0 2.1 35.7 31.2 14.8 7.4 3.5 2.1 2.2 0.9	100.0 1.8 35.1 31.3 16.4 7.6 3.3 1.9 1.8 0.7	100.0 2.4 36.1 31.2 13.5 7.2 3.6 2.4 2.6 1.0	100.0 # 1.9 31.1 35.9 13.5 6.9 7.1 3.3 0.2	100.0 # 1.6 29.0 38.3 14.9 6.9 6.3 2.8 0.2	100.0 # 0.1 2.2 32.8 34.0 12.4 6.8 7.8 3.8 0.2
Part-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	100.0 8.9 9.2 10.8 15.4 17.5 11.8 8.1 11.1 6.3 0.7	100.0 11.0 9.5 10.9 15.2 17.4 11.2 7.9 10.2 5.9 0.7	100.0 11.2 10.8 12.0 16.1 17.3 11.0 7.4 8.8 4.8 0.7	100.0 10.9 8.6 10.2 14.6 17.5 11.4 8.2 11.3 6.6 0.7	100.0 13.2 9.8 10.8 14.8 17.2 10.8 7.7 9.6 5.4 0.8	100.0 13.4 11.1 11.8 15.5 16.9 10.6 7.3 8.3 4.4 0.8	100.0 13.0 8.8 10.1 14.3 17.4 11.0 8.1 10.6 6.0 0.7	100.0 15.9 11.7 12.9 15.7 15.2 9.2 6.5 7.8 4.4 0.8	100.0 15.8 13.1 13.8 16.5 15.0 8.8 6.0 6.6 3.6 0.8	100.0 15.9 10.7 12.3 15.1 15.4 9.4 6.8 8.6 5.0	100.0 # 0.3 10.2 27.1 19.0 14.0 18.6 10.1 0.8	100.0 # 0.2 10.1 27.6 20.4 14.5 17.3 9.0 0.9	100.0 # 0.3 10.3 26.7 18.1 13.7 19.4 10.8 0.7

#Rounds to zero.

¹Percentage distributions exclude students whose age is unknown.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, 2016, and 2018, Fall Enrollment component. (This table was prepared September 2019.)

Table 303.50. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, control and level of institution, attendance status, and age of student: 2017

					Undergr	aduate						Postbacc	alaureate	
Attendance status			Public		Pr	ivate nonprofi	t	Pri	vate for-profi	t			Private	Private
and age of student	Total	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year	Total	Public	nonprofit	for-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
All students Under 18	<b>16,773,036</b> 1,233,021	<b>13,112,594</b> 1,132,042	<b>7,395,134</b> 379,252	<b>5,717,460</b> 752,790	<b>2,819,080</b> 96,410	<b>2,770,685</b> 95,753	<b>48,395</b> 657	<b>841,362</b> 4,569	<b>654,446</b> 3,457	<b>186,916</b> 1,112	<b>3,005,115</b>	<b>1,459,145</b> 40	<b>1,289,409</b> 92	<b>256,561</b>
18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	4,445,215 4,059,944 2,541,944 1,732,765 946,325 634,889 727,226 372,091 53,541 26,075	3,526,795 3,132,168 2,063,145 1,339,447 674,873 432,454 487,302 262,585 47,310 14,473	2,172,927 2,171,402 1,293,776 630,619 283,074 172,682 185,390 88,723 13,167 4,122	1,353,868 960,766 769,369 708,828 391,799 259,772 301,912 173,862 34,143 10,351	859,865 847,338 362,913 209,967 134,710 103,114 128,754 62,440 4,421 9,148	93,733 852,685 841,906 355,868 200,300 128,665 98,923 123,608 59,712 4,206 9,059	7,180 5,432 7,045 9,667 6,045 4,191 5,146 2,728 215	58,555 80,438 115,886 183,351 136,742 99,321 111,170 47,066 1,810 2,454	3,437 36,666 54,061 82,912 143,343 113,202 83,715 94,363 39,662 1,464 1,601	21,889 26,377 32,974 40,008 23,540 15,606 16,807 7,404 346 853	890 36,392 662,583 961,418 475,332 298,454 362,877 188,082 13,553 5,400	449 19,785 358,913 492,261 234,815 134,762 146,499 66,177 5,014 430	413 16,146 290,793 422,550 195,546 121,331 150,493 81,872 5,734 4,439	28 461 12,877 46,607 44,971 42,361 65,885 40,033 2,805 531
Full-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	10,371,863 220,547 3,695,241 3,234,340 1,538,218 761,468 361,865 221,791 229,041 91,788 5,161 12,403	7,515,398 185,310 2,812,605 2,354,762 1,161,147 515,303 208,220 114,346 109,944 44,149 3,273 6,339	5,498,493 103,906 1,983,407 1,921,413 924,814 320,680 112,487 57,303 51,973 18,726 1,022 2,762	2,016,905 81,404 829,198 433,349 236,333 194,623 95,733 57,043 57,971 25,423 2,251 3,577	2,300,518 33,098 830,043 813,857 293,846 124,840 69,373 49,018 57,059 23,781 953 4,650	2,259,427 32,834 823,231 809,134 288,032 116,701 64,304 45,528 52,763 21,524 775 4,601	41,091 264 6,812 4,723 5,814 8,139 5,069 3,490 4,296 2,257 178 49	555,947 2,139 52,593 65,721 83,225 121,325 84,272 58,427 62,038 23,858 935 1,414	386,619 1,052 31,590 41,211 53,388 85,420 63,342 44,532 47,218 17,620 632 614	169,328 1,087 21,003 24,510 29,837 35,905 20,930 13,895 14,820 6,238 303 800	1,704,278 43 749 32,858 530,207 610,542 229,452 116,708 121,368 56,883 3,790 1,678	811,076 18 404 18,007 285,663 302,408 106,932 46,004 37,424 13,387 745 84	781,553 24 327 14,515 236,769 285,291 103,218 52,918 57,399 27,886 1,903 1,303	111,649 1 18 336 7,775 22,843 19,302 17,786 26,545 15,610 1,142 291
Part-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	6,401,173 1,012,474 749,974 825,604 1,003,726 971,297 584,460 413,098 498,185 280,303 48,380 13,672	5,597,196 946,732 714,190 777,406 901,998 824,144 466,653 318,108 377,358 218,436 44,037 8,134	1,896,641 275,346 189,520 249,989 368,962 309,939 170,587 115,379 133,417 69,997 12,145 1,360	3,700,555 671,386 524,670 527,417 533,036 514,205 296,066 202,729 243,941 148,439 31,892 6,774	518,562 63,312 29,822 33,481 69,067 85,127 65,337 54,096 71,695 38,659 3,468 4,498	511,258 62,919 29,454 32,772 67,836 83,599 64,361 53,395 70,845 38,188 3,431 4,458	7,304 393 368 709 1,231 1,528 976 701 850 471 37 40	285,415 2,430 5,962 14,717 32,661 62,026 52,470 40,894 49,132 23,208 875 1,040	267,827 2,405 5,076 12,850 29,524 57,923 49,860 39,183 47,145 22,042 832 987	17,588 25 886 1,867 3,137 4,103 2,610 1,711 1,987 1,166 43 53	1,300,837 91 141 3,534 132,376 350,876 245,880 181,746 241,509 131,199 9,763 3,722	648,069 22 45 1,778 73,250 189,853 127,883 88,758 109,075 52,790 4,269 346	507,856 68 86 1,631 54,024 137,259 92,328 68,413 93,094 53,986 3,831 3,136	144,912 1 10 125 5,102 23,764 25,669 24,575 39,340 24,423 1,663 240
All obudouto	100.0	100.0	100.0	100.0		ercentage dis					100.0	100.0	100.0	100.0
All students Under 18	<b>100.0</b> 7.4	<b>100.0</b> 8.6	<b>100.0</b> 5.1	<b>100.0</b> 13.2	<b>100.0</b> 3.4	<b>100.0</b> 3.5	<b>100.0</b>	<b>100.0</b> 0.5	<b>100.0</b> 0.5	<b>100.0</b> 0.6	100.0	100.0	100.0	100.0
18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	26.5 24.2 15.2 10.3 5.7 3.8 4.3 2.2	26.9 23.9 15.8 10.2 5.2 3.3 3.7 2.0 0.4	29.4 29.4 17.5 8.5 3.8 2.3 2.5 1.2 0.2	23.7 16.8 13.5 12.4 6.9 4.6 5.3 3.0 0.6	30.6 30.2 12.9 7.5 4.8 3.7 4.6 2.2 0.2	30.9 30.5 12.9 7.3 4.7 3.6 4.5 2.2	14.9 11.2 14.6 20.0 12.5 8.7 10.7 5.6 0.4	7.0 9.6 13.8 21.9 16.3 11.8 13.3 5.6 0.2	5.6 8.3 12.7 22.0 17.3 12.8 14.5 6.1 0.2	11.8 14.2 17.7 21.5 12.7 8.4 9.0 4.0 0.2	# 1.2 22.1 32.1 15.8 9.9 12.1 6.3 0.5	# 1.4 24.6 33.7 16.1 9.2 10.0 4.5 0.3	1.3 22.6 32.9 15.2 9.4 11.7 6.4 0.4	# 0.2 5.0 18.2 17.6 16.5 25.7 15.6 1.1
Full-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	100.0 2.1 35.7 31.2 14.8 7.4 3.5 2.1 2.2 0.9	100.0 2.5 37.5 31.4 15.5 6.9 2.8 1.5 0.6	100.0 1.9 36.1 35.0 16.8 5.8 2.0 1.0 0.9 0.3	100.0 4.0 41.2 21.5 11.7 9.7 4.8 2.8 2.9 1.3 0.1	100.0 1.4 36.2 35.4 12.8 5.4 3.0 2.1 2.5 1.0	100.0 1.5 36.5 35.9 12.8 5.2 2.9 2.0 2.3 1.0	100.0 0.6 16.6 11.5 14.2 19.8 12.4 8.5 10.5 5.5	100.0 0.4 9.5 11.9 15.0 21.9 15.2 10.5 11.2 4.3 0.2	100.0 0.3 8.2 10.7 13.8 22.1 16.4 11.5 12.2 4.6 0.2	100.0 0.6 12.5 14.5 17.7 21.3 12.4 8.2 8.8 3.7 0.2	100.0 # 1.9 31.1 35.9 13.5 6.9 7.1 3.3 0.2	100.0 # 2.2 35.2 37.3 13.2 5.7 4.6 1.7 0.1	100.0 # 1.9 30.3 36.6 13.2 6.8 7.4 3.6 0.2	100.0 # # 0.3 7.0 20.5 17.3 16.0 23.8 14.0
Part-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	100.0 15.9 11.7 12.9 15.7 15.2 9.2 6.5 7.8 4.4 0.8	100.0 16.9 12.8 13.9 16.1 14.7 8.3 5.7 6.8 3.9 0.8	100.0 14.5 10.0 13.2 19.5 16.4 9.0 6.1 7.0 3.7 0.6	100.0 18.2 14.2 14.3 14.4 13.9 8.0 5.5 6.6 4.0	100.0 12.3 5.8 6.5 13.4 16.6 12.7 10.5 13.9 7.5 0.7	100.0 12.4 5.8 6.5 13.4 16.5 12.7 10.5 14.0 7.5 0.7	100.0 5.4 5.1 9.8 16.9 21.0 13.4 9.7 11.7 6.5 0.5	100.0 0.9 2.1 5.2 11.5 21.8 18.5 14.4 17.3 8.2 0.3	100.0 0.9 1.9 4.8 11.1 21.7 18.7 14.7 17.7 8.3 0.3	100.0 0.1 5.1 10.6 17.9 23.4 14.9 9.8 11.3 6.6 0.2	100.0 # # 0.3 10.2 27.1 19.0 14.0 18.6 10.1 0.8	100.0 # 0.3 11.3 29.3 19.7 13.7 16.8 8.2 0.7	100.0 # # 0.3 10.7 27.2 18.3 13.6 18.4 10.7 0.8	100.0 # # 0.1 3.5 16.4 17.7 17.0 27.2 16.9

#Rounds to zero.

¹Percentage distributions exclude students whose age is unknown.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in

Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component. (This table was prepared September 2019.)

Table 303.55. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution, attendance status, and age of student: 2017

									rivate (nonpro	fit and for-pro	ofit) institution	18	
Attandanas atatus		All institutions		Pu	blic institutio	ns			profit institution	<u>.</u>		profit institution	ons
Attendance status and age of student	Total	4-year	2-year	Total	4-year	2-year	Total	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14
All students	19,778,151	13,825,380	5,952,771	14,571,739	8,854,279	5,717,460	5,206,412	4,108,489	4,060,094	48,395	1,097,923	911,007	186,916
Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	1,233,155 4,446,105 4,096,336 3,204,527 2,694,183 1,421,657 933,343 1,090,103 560,173 67,094 31,475	478,596 3,063,168 3,103,761 2,395,139 1,335,680 1,000,273 653,774 766,238 376,179 32,390 20,182	754,559 1,382,937 992,575 809,388 758,503 421,384 279,569 323,865 183,994 34,704 11,293	1,132,082 3,527,244 3,151,953 2,422,058 1,831,708 909,688 567,216 633,801 328,762 52,324 14,903	379,292 2,173,376 2,191,187 1,652,689 1,122,880 517,889 307,444 331,889 154,900 18,181 4,552	752,790 1,353,868 960,766 769,369 708,828 391,799 259,772 301,912 173,862 34,143 10,351	101,073 918,861 944,383 782,469 862,475 511,969 366,127 456,302 231,411 14,770 16,572	96,502 860,278 863,484 653,706 632,517 330,256 224,445 279,247 144,312 10,155 13,587	95,845 853,098 858,052 646,661 622,850 324,211 220,254 274,101 141,584 9,940 13,498	657 7,180 5,432 7,045 9,667 6,045 4,191 5,146 2,728 215	4,571 58,583 80,899 128,763 229,958 181,713 141,682 177,055 87,099 4,615 2,985	3,459 36,694 54,522 95,789 189,950 158,173 126,076 160,248 79,695 4,269 2,132	1,112 21,889 26,377 32,974 40,008 23,540 15,606 16,807 7,404 346 853
Full-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	12,076,141 220,590 3,695,990 3,267,198 2,068,425 1,372,010 591,317 338,499 350,409 148,671 8,951 14,081	9,848,817 137,835 2,838,977 2,804,616 1,796,441 1,133,343 469,585 264,071 273,322 114,753 6,219 9,655	2,227,324 82,755 857,013 462,582 271,984 238,667 121,732 74,428 77,087 33,918 2,732 4,426	8,326,474 185,328 2,813,009 2,372,769 1,446,810 817,711 315,152 160,350 147,368 57,536 4,018 6,423	6,309,569 103,924 1,983,811 1,939,420 1,210,477 623,088 219,419 103,307 89,397 32,113 1,767 2,846	2,016,905 81,404 829,198 433,349 236,333 194,623 95,733 57,043 57,971 25,423 2,251 3,577	3,749,667 35,262 882,981 894,429 621,615 554,299 276,165 178,149 203,041 91,135 4,933 7,658	3,082,071 33,122 830,370 828,372 530,615 410,131 172,591 101,936 114,458 51,667 2,856 5,953	3,040,980 32,858 823,558 823,649 524,801 401,992 167,522 98,446 110,162 49,410 2,678 5,904	41,091 264 6,812 4,723 5,814 8,139 5,069 3,490 4,296 2,257 178 49	667,596 2,140 52,611 66,057 91,000 144,168 103,574 76,213 88,583 39,468 2,077 1,705	498,268 1,053 31,608 41,547 61,163 108,263 82,644 62,318 73,763 33,230 1,774 905	169,328 1,087 21,003 24,510 29,837 35,905 20,930 13,895 14,820 6,238 303 800
Part-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over Age unknown	7,702,010 1,012,565 750,115 829,138 1,136,102 1,322,173 830,340 594,844 411,502 58,143 17,394	3,976,563 340,761 224,191 299,145 598,698 802,337 530,688 389,703 492,916 261,426 26,171 10,527	3,725,447 671,804 525,924 529,993 537,404 519,836 299,652 205,141 246,778 150,076 31,972 6,867	6,245,265 946,754 714,235 779,184 975,248 1,013,997 594,536 406,866 486,433 271,226 48,306 8,480	2,544,710 275,368 189,565 251,767 442,212 499,792 298,470 204,137 242,492 122,787 16,414 1,706	3,700,555 671,386 524,670 527,417 533,036 514,205 296,066 202,729 243,941 148,439 31,892 6,774	1,456,745 65,811 35,880 49,954 160,854 308,176 235,804 187,978 253,261 140,276 9,837 8,914	1,026,418 63,380 29,908 35,112 123,091 222,386 157,665 122,509 164,789 92,645 7,299 7,634	1,019,114 62,987 29,540 34,403 121,860 220,858 156,689 121,808 163,939 92,174 7,262 7,594	7,304 393 368 709 1,231 1,528 976 701 850 471 37 40	430,327 2,431 5,972 14,842 37,763 85,790 78,139 65,469 88,472 47,631 2,538 1,280	412,739 2,406 5,086 12,975 34,626 81,687 75,529 63,758 86,485 46,465 2,495 1,227	17,588 25 886 1,867 3,137 4,103 2,610 1,711 1,987 1,166 43 53
All atudanta	100.0	100.0	100.0	100.0				nts with know		100.0	100.0	100.0	100.0
All students Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	100.0 6.2 22.5 20.7 16.2 13.6 7.2 4.7 5.5 2.8 0.3	100.0 3.5 22.2 22.5 17.3 14.0 7.2 4.7 5.6 2.7 0.2	100.0 12.7 23.3 16.7 13.6 12.8 7.1 4.7 5.5 3.1 0.6	7.8 24.2 21.7 16.6 12.6 6.2 3.9 4.4 2.3 0.4	100.0 4.3 24.6 24.8 18.7 12.7 5.9 3.5 3.8 1.8 0.2	100.0 13.2 23.7 16.8 13.5 12.4 6.9 4.6 5.3 3.0 0.6	1.9 1.7.7 18.2 15.1 16.6 9.9 7.1 8.8 4.5 0.3	2.4 21.0 21.1 16.0 15.4 8.1 5.5 6.8 3.5 0.2	100.0 2.4 21.1 21.2 16.0 15.4 8.0 5.4 6.8 3.5 0.2	100.0 1.4 14.9 11.2 14.6 20.0 12.5 8.7 10.7 5.6 0.4	100.0 0.4 5.4 7.4 11.8 21.0 16.6 12.9 16.2 8.0 0.4	100.0 0.4 4.0 6.0 10.5 20.9 17.4 13.9 17.6 8.8 0.5	100.0 0.6 11.8 14.2 17.7 21.5 12.7 8.4 9.0 4.0 0.2
Full-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	100.0 1.8 30.6 27.1 17.1 11.4 4.9 2.8 2.9 1.2	100.0 1.4 28.9 28.5 18.3 11.5 4.8 2.7 2.8 1.2	100.0 3.7 38.6 20.8 12.2 10.7 5.5 3.3 3.5 1.5	100.0 2.2 33.8 28.5 17.4 9.8 3.8 1.9 1.8 0.7	100.0 1.6 31.5 30.8 19.2 9.9 3.5 1.6 1.4 0.5	100.0 4.0 41.2 21.5 11.7 9.7 4.8 2.8 2.9 1.3 0.1	100.0 0.9 23.6 23.9 16.6 14.8 7.4 4.8 5.4 2.4 0.1	100.0 1.1 27.0 26.9 17.2 13.3 5.6 3.3 3.7 1.7 0.1	100.0 1.1 27.1 27.1 17.3 13.2 5.5 3.2 3.6 1.6 0.1	100.0 0.6 16.6 11.5 14.2 19.8 12.4 8.5 10.5 5.5	100.0 0.3 7.9 9.9 13.7 21.7 15.6 11.4 13.3 5.9	100.0 0.2 6.4 8.4 12.3 21.8 16.6 12.5 14.8 6.7 0.4	100.0 0.6 12.5 14.5 17.7 21.3 12.4 8.2 8.8 3.7 0.2
Part-time Under 18 18 and 19 20 and 21 22 to 24 25 to 29 30 to 34 35 to 39 40 to 49 50 to 64 65 and over	100.0 13.2 9.8 10.8 14.8 17.2 10.8 7.7 9.6 5.4 0.8	100.0 8.6 5.7 7.5 15.1 20.2 13.4 9.8 12.4 6.6 0.7	100.0 18.1 14.1 14.3 14.5 14.0 8.1 5.5 6.6 4.0 0.9	100.0 15.2 11.5 12.5 15.6 16.3 9.5 6.5 7.8 4.3 0.8	100.0 10.8 7.5 9.9 17.4 19.7 11.7 8.0 9.5 4.8 0.6	100.0 18.2 14.2 14.3 14.4 13.9 8.0 5.5 6.6 4.0 0.9	100.0 4.5 2.5 3.5 11.1 21.3 16.3 13.0 17.5 9.7 0.7	100.0 6.2 2.9 3.4 12.1 21.8 15.5 12.0 16.2 9.1	100.0 6.2 2.9 3.4 12.0 21.8 15.5 12.0 16.2 9.1 0.7	100.0 5.4 5.1 9.8 16.9 21.0 13.4 9.7 11.7 6.5	100.0 0.6 1.4 3.5 8.8 20.0 18.2 15.3 20.6 11.1	100.0 0.6 1.2 3.2 8.4 19.9 18.4 15.5 21.0 11.3 0.6	100.0 0.1 5.1 10.6 17.9 23.4 14.9 9.8 11.3 6.6

#Rounds to zero.

#Hounds to zero.

Thercentage distributions exclude students whose age is unknown.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component. (This table was prepared September 2019.)

Table 303.60. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex of student, level and control of institution, and attendance status of student: 2018

Level and control of institution and		Total			Undergraduate		Po	stbaccalaureate	
attendance status of student	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Total	19,645,918	8,442,662	11,203,256	16,610,235	7,225,999	9,384,236	3,035,683	1,216,663	1,819,020
Full-time Part-time	11,991,721 7,654,197	5,338,934 3,103,728	6,652,787 4,550,469	10,267,135 6,343,100	4,602,752 2,623,247	5,664,383 3,719,853	1,724,586 1,311,097	736,182 480,481	988,404 830,616
<b>4-year</b> Full-time Part-time	<b>13,900,710</b> 9,880,953 4,019,757	<b>5,990,993</b> 4,385,208 1,605,785	<b>7,909,717</b> 5,495,745 2,413,972	<b>10,865,027</b> 8,156,367 2,708,660	<b>4,774,330</b> 3,649,026 1,125,304	<b>6,090,697</b> 4,507,341 1,583,356	<b>3,035,683</b> 1,724,586 1,311,097	<b>1,216,663</b> 736,182 480,481	<b>1,819,020</b> 988,404 830,616
<b>2-year</b> Full-time Part-time	<b>5,745,208</b> 2,110,768 3,634,440	<b>2,451,669</b> 953,726 1,497,943	<b>3,293,539</b> 1,157,042 2,136,497	<b>5,745,208</b> 2,110,768 3,634,440	<b>2,451,669</b> 953,726 1,497,943	<b>3,293,539</b> 1,157,042 2,136,497	† † †	† †	† † †
Public	14,529,264	6,391,471	8,137,793	13,049,326	5,774,848	7,274,478	1,479,938	616,623	863,315
Full-time Part-time	8,268,820 6,260,444	3,787,941 2,603,530	4,480,879 3,656,914	7,451,638 5,597,688	3,427,581 2,347,267	4,024,057 3,250,421	817,182 662,756	360,360 256,263	456,822 406,493
Public 4-year Full-time Part-time	8,982,560 6,336,978 2,645,582	4,005,748 2,895,088 1,110,660	4,976,812 3,441,890 1,534,922	7,502,622 5,519,796 1,982,826	3,389,125 2,534,728 854,397	4,113,497 2,985,068 1,128,429	1,479,938 817,182 662,756	616,623 360,360 256,263	863,315 456,822 406,493
Public 2-year Full-time Part-time	5,546,704 1,931,842 3,614,862	2,385,723 892,853 1,492,870	3,160,981 1,038,989 2,121,992	5,546,704 1,931,842 3,614,862	2,385,723 892,853 1,492,870	3,160,981 1,038,989 2,121,992	† † †	† † †	† †
Private	5,116,654	2,051,191	3,065,463	3,560,909	1,451,151	2,109,758	1,555,745	600,040	955,705
Full-time Part-time	3,722,901 1,393,753	1,550,993 500,198	2,171,908 893,555	2,815,497 745,412	1,175,171 275,980	1,640,326 469,432	907,404 648,341	375,822 224,218	531,582 424,123
Private 4-year Full-time Part-time	4,918,150 3,543,975 1,374,175	1,985,245 1,490,120 495,125	2,932,905 2,053,855 879,050	3,362,405 2,636,571 725,834	1,385,205 1,114,298 270,907	1,977,200 1,522,273 454,927	1,555,745 907,404 648,341	600,040 375,822 224,218	955,705 531,582 424,123
Private 2-year Full-time Part-time	198,504 178,926 19,578	65,946 60,873 5,073	132,558 118,053 14,505	198,504 178,926 19,578	65,946 60,873 5,073	132,558 118,053 14,505	† † †	† †	† †
Nonprofit Full-time Part-time	4,134,244 3,126,130 1,008,114	1,722,517 1,337,841 384,676	2,411,727 1,788,289 623,438	2,821,653 2,321,433 500,220	1,191,128 995,083 196,045	1,630,525 1,326,350 304,175	1,312,591 804,697 507,894	531,389 342,758 188,631	781,202 461,939 319,263
Nonprofit 4-year Full-time Part-time	4,089,090 3,088,150 1,000,940	1,711,257 1,328,444 382,813	2,377,833 1,759,706 618,127	2,776,499 2,283,453 493,046	1,179,868 985,686 194,182	1,596,631 1,297,767 298,864	1,312,591 804,697 507,894	531,389 342,758 188,631	781,202 461,939 319,263
Nonprofit 2-year Full-time Part-time	45,154 37,980 7,174	11,260 9,397 1,863	33,894 28,583 5,311	45,154 37,980 7,174	11,260 9,397 1,863	33,894 28,583 5,311	† † †	†	† †
For-profit Full-time Part-time	982,410 596,771 385,639	328,674 213,152 115,522	653,736 383,619 270,117	739,256 494,064 245,192	260,023 180,088 79,935	479,233 313,976 165,257	243,154 102,707 140,447	68,651 33,064 35,587	174,503 69,643 104,860
For-profit 4-year Full-time Part-time	829,060 455,825 373,235	273,988 161,676 112,312	555,072 294,149 260,923	585,906 353,118 232,788	205,337 128,612 76,725	380,569 224,506 156,063	243,154 102,707 140,447	68,651 33,064 35,587	174,503 69,643 104,860
For-profit 2-year Full-time Part-time	153,350 140,946 12,404	54,686 51,476 3,210	98,664 89,470 9,194	153,350 140,946 12,404	54,686 51,476 3,210	98,664 89,470 9,194	† † †	† † †	† † †

†Not applicable.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

Table 303.70. Total undergraduate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control and level of institution: Selected years, 1970 through 2029

	Jonation and		iiisututioi	i. ocicoto	a years, r								
La desdess	T.1.1	F # 15	Do d. Para		Females	Ma		Fem		D LU	T.1.1	Private	
Level and year 1	Total 2	Full-time 3	Part-time	Males 5	Females 6	Full-time 7	Part-time 8	Full-time 9	Part-time 10	Public 11	Total 12	Nonprofit 13	For-profit
Total, all levels		3	4	<u> </u>	О	1	0	9	10	11	12	13	14
1970 1975 1980	7,368,644 9,679,455 10,475,055	5,280,064 6,168,396 6,361,744	2,088,580 3,511,059 4,113,311	4,249,702 5,257,005 5,000,177	3,118,942 4,422,450 5,474,878	3,096,371 3,459,328 3,226,857	1,153,331 1,797,677 1,773,320	2,183,693 2,709,068 3,134,887	935,249 1,713,382 2,339,991	5,620,255 7,826,032 8,441,955	1,748,389 1,853,423 2,033,100	1,730,133 1,814,844 1,926,703	18,256 38,579 106,397
1985 1986 1987 1988 1989	10,596,674 10,797,975 11,046,235 11,316,548 11,742,531	6,319,592 6,352,073 6,462,549 6,642,428 6,840,696	4,277,082 4,445,902 4,583,686 4,674,120 4,901,835	4,962,080 5,017,505 5,068,457 5,137,644 5,310,990	5,634,594 5,780,470 5,977,778 6,178,904 6,431,541	3,156,446 3,146,330 3,163,676 3,206,442 3,278,647	1,805,634 1,871,175 1,904,781 1,931,202 2,032,343	3,163,146 3,205,743 3,298,873 3,435,986 3,562,049	2,471,448 2,574,727 2,678,905 2,742,918 2,869,492	8,477,125 8,660,716 8,918,589 9,103,146 9,487,742	2,119,549 2,137,259 2,127,646 2,213,402 2,254,789	1,928,996 1,928,294 1,939,942 —	190,553 208,965 187,704 —
1990 1991 1992 1993 1994	11,959,106 12,439,287 12,537,700 12,323,959 12,262,608	6,976,030 7,221,412 7,244,442 7,179,482 7,168,706	4,983,076 5,217,875 5,293,258 5,144,477 5,093,902	5,379,759 5,571,003 5,582,936 5,483,682 5,422,113	6,579,347 6,868,284 6,954,764 6,840,277 6,840,495	3,336,535 3,435,526 3,424,739 3,381,997 3,341,591	2,043,224 2,135,477 2,158,197 2,101,685 2,080,522	3,639,495 3,785,886 3,819,703 3,797,485 3,827,115	3,042,792 3,013,380	10,011,787 9,945,128	2,249,510 2,291,330 2,321,403 2,312,172 2,317,480	2,043,407 2,072,354 2,101,721 2,099,197 2,100,465	206,103 218,976 219,682 212,975 217,015
1995 1996 1997 1998 1999	12,231,719 12,326,948 12,450,587 12,436,937 12,739,445	7,145,268 7,298,839 7,418,598 7,538,711 7,753,548	5,086,451 5,028,109 5,031,989 4,898,226 4,985,897	5,401,130 5,420,672 5,468,532 5,446,133 5,584,234	6,830,589 6,906,276 6,982,055 6,990,804 7,155,211	3,296,610 3,339,108 3,379,597 3,428,161 3,524,586	2,104,520 2,081,564 2,088,935 2,017,972 2,059,648	3,848,658 3,959,731 4,039,001 4,110,550 4,228,962	2,981,931 2,946,545 2,943,054 2,880,254 2,926,249	9,903,626 9,935,283 10,007,479 9,950,212 10,174,228	2,328,093 2,391,665 2,443,108 2,486,725 2,565,217	2,104,693 2,112,318 2,139,824 2,152,655 2,185,290	223,400 279,347 303,284 334,070 379,927
2000 2001 2002 2003 2004	13,155,393 13,715,610 14,257,077 14,480,364 14,780,630	7,922,926 8,327,640 8,734,252 9,045,253 9,284,336	5,232,467 5,387,970 5,522,825 5,435,111 5,496,294	5,778,268 6,004,431 6,192,390 6,227,372 6,340,048	7,377,125 7,711,179 8,064,687 8,252,992 8,440,582	3,588,246 3,768,630 3,934,168 4,048,682 4,140,628	2,190,022 2,235,801 2,258,222 2,178,690 2,199,420	4,334,680 4,559,010 4,800,084 4,996,571 5,143,708	3,152,169 3,264,603 3,256,421	10,539,322 10,985,871 11,432,855 11,523,103 11,650,580	2,616,071 2,729,739 2,824,222 2,957,261 3,130,050	2,213,180 2,257,718 2,306,091 2,346,673 2,389,366	402,891 472,021 518,131 610,588 740,684
2005 2006 2007 2008 2009	14,963,964 15,179,591 15,613,540 16,344,592 17,464,179	9,446,430 9,571,349 9,841,973 10,244,174 11,038,275	5,517,534 5,608,242 5,771,567 6,100,418 6,425,904	6,408,871 6,511,198 6,731,561 7,055,640 7,563,176	8,555,093 8,668,393 8,881,979 9,288,952 9,901,003	4,200,863 4,264,722 4,397,402 4,570,913 4,942,120	2,208,008 2,246,476 2,334,159 2,484,727 2,621,056	5,245,567 5,306,627 5,444,571 5,673,261 6,096,155	3,361,766 3,437,408 3,615,691	11,697,730 11,842,625 12,147,744 12,589,947 13,386,375	3,266,234 3,336,966 3,465,796 3,754,645 4,077,804	2,418,368 2,448,250 2,470,463 2,535,789 2,595,171	847,866 888,716 995,333 1,218,856 1,482,633
2010 2011 2012 2013 2014	18,077,303 17,735,638	10,939,276	6,625,387 6,712,128 6,638,546 6,537,028 6,509,744	7,586,299	9,816,164 9,707,837	5,118,975 5,070,553 4,984,389 4,950,210 4,877,531	2,717,307 2,752,439 2,730,549 2,709,930 2,708,768	6,338,065 6,294,622 6,112,703 5,989,066 5,906,861	3,959,689 3,907,997 3,827,098 3,800,976	13,703,000 13,694,899 13,478,100 13,348,292 13,244,533	4,379,427 4,382,404 4,257,538 4,128,012 4,049,603	2,652,993 2,718,923 2,744,400 2,755,463 2,772,065	1,726,434 1,663,481 1,513,138 1,372,549 1,277,538
2015 2016 2017 2018 2019 <sup>1</sup>	17,046,673 16,874,649 16,773,036 16,610,235 16,673,000	10,603,030 10,430,068 10,371,863 10,267,135 10,296,000	6,443,643 6,444,581 6,401,173 6,343,100 6,377,000	7,502,254 7,416,859 7,351,259 7,225,999 7,250,000	9,544,419 9,457,790 9,421,777 9,384,236 9,423,000	4,809,098 4,725,510 4,683,715 4,602,752 4,612,000	2,693,156 2,691,349 2,667,544 2,623,247 2,638,000	5,793,932 5,704,558 5,688,148 5,664,383 5,684,000	3,750,487 3,753,232 3,733,629 3,719,853 3,739,000	13,150,823 13,143,979 13,112,594 13,049,326 13,100,000	3,895,850 3,730,670 3,660,442 3,560,909 3,573,000	2,822,122 2,813,742 2,819,080 2,821,653	1,073,728 916,928 841,362 739,256
2020 <sup>1</sup> 2021 <sup>1</sup> 2022 <sup>1</sup> 2023 <sup>1</sup> 2024 <sup>1</sup>	16,692,000 16,721,000 16,750,000 16,790,000 16,845,000	10,293,000 10,292,000 10,297,000 10,312,000 10,341,000	6,399,000 6,428,000 6,452,000 6,478,000 6,504,000	7,254,000 7,263,000 7,273,000 7,288,000 7,312,000	9,438,000 9,457,000 9,477,000 9,503,000 9,533,000	4,608,000 4,606,000 4,606,000 4,610,000 4,622,000	2,646,000 2,657,000 2,667,000 2,678,000 2,690,000	5,685,000 5,686,000 5,692,000 5,703,000 5,718,000	3,771,000 3,785,000 3,800,000	13,118,000 13,142,000 13,167,000 13,201,000 13,244,000	3,575,000 3,578,000 3,582,000 3,590,000 3,600,000	_ _ _ _	_ _ _ _
2025 <sup>1</sup> 2026 <sup>1</sup> 2027 <sup>1</sup> 2028 <sup>1</sup> 2029 <sup>1</sup>	16,967,000 16,991,000	10.410.000	6,524,000 6,551,000 6,572,000 6,589,000 6,606,000	7,338,000 7,367,000 7,378,000 7,383,000 7,385,000	9,564,000 9,600,000 9,613,000 9,616,000 9,618,000	4,639,000 4,656,000 4,658,000 4,656,000 4,651,000	2,699,000 2,711,000 2,720,000 2,727,000 2,734,000	5,738,000 5,760,000 5,761,000 5,755,000 5,746,000	3,862,000	13,289,000 13,340,000 13,361,000 13,370,000 13,375,000	3,613,000 3,626,000 3,630,000 3,629,000 3,628,000	_ _ _ _	_ _ _ _
<b>2-year institutions<sup>2</sup></b> 1970 1975 1980	2,318,956 3,965,726 4,525,097	1,228,909 1,761,009 1,753,637	1,090,047 2,204,717 2,771,460	1,374,426 2,163,604 2,046,642	944,530 1,802,122 2,478,455	771,298 1,035,531 879,619	603,128 1,128,073 1,167,023	457,611 725,478 874,018	486,919 1,076,644 1,604,437	2,194,983 3,831,973 4,327,592	123,973 133,753 197,505	113,299 112,997 114,094	10,674 20,756 83,411
1985 1986 1987 1988 1989	4,531,077 4,679,548 4,776,222 4,875,155 5,150,889	1,690,607 1,696,261 1,708,669 1,743,592 1,855,701	2,840,470 2,983,287 3,067,553 3,131,563 3,295,188	2,002,234 2,060,932 2,072,823 2,089,689 2,216,800	2,528,843 2,618,616 2,703,399 2,785,466 2,934,089	826,308 824,551 820,167 818,593 869,688	1,175,926 1,236,381 1,252,656 1,271,096 1,347,112	864,299 871,710 888,502 924,999 986,013	1,664,544 1,746,906 1,814,897 1,860,467 1,948,076	4,269,733 4,413,691 4,541,054 4,615,487 4,883,660	261,344 265,857 235,168 259,668 267,229	108,791 101,498 90,102 —	152,553 164,359 145,066 —
1990 1991 1992 1993 1994	5,240,083 5,651,900 5,722,349 5,565,561 5,529,609	1,883,962 2,074,530 2,080,005 2,043,319 2,031,713	3,356,121 3,577,370 3,642,344 3,522,242 3,497,896	2,232,769 2,401,910 2,413,266 2,345,396 2,323,161	3,007,314 3,249,990 3,309,083 3,220,165 3,206,448	881,392 961,397 951,816 928,216 911,589	1,351,377 1,440,513 1,461,450 1,417,180 1,411,572	1,002,570 1,113,133 1,128,189 1,115,103 1,120,124	2,004,744 2,136,857 2,180,894 2,105,062 2,086,324	4,996,475 5,404,815 5,484,514 5,337,022 5,308,366	243,608 247,085 237,835 228,539 221,243	89,158 89,289 83,288 86,357 85,607	154,450 157,796 154,547 142,182 135,636
1995 1996 1997 1998 1999	5,492,098 5,562,780 5,605,569 5,489,314 5,653,256	1,977,046 2,072,215 2,095,171 2,085,906 2,167,242	3,515,052 3,490,565 3,510,398 3,403,408 3,486,014	2,328,500 2,358,792 2,389,711 2,333,334 2,413,322	3,163,598 3,203,988 3,215,858 3,155,980 3,239,934	878,215 916,452 931,394 936,421 979,203	1,450,285 1,442,340 1,458,317 1,396,913 1,434,119	1,098,831 1,155,763 1,163,777 1,149,485 1,188,039	2,064,767 2,048,225 2,052,081 2,006,495 2,051,895	5,277,398 5,314,038 5,360,686 5,245,963 5,397,786	214,700 248,742 244,883 243,351 255,470	75,154 75,253 71,794 65,870 63,301	139,546 173,489 173,089 177,481 192,169
2000 2001 2002 2003 2004	5,948,104 6,250,529 6,529,198 6,493,862 6,545,570	2,217,044 2,374,490 2,556,032 2,650,337 2,683,489	3,731,060 3,876,039 3,973,166 3,843,525 3,862,081	2,558,520 2,675,193 2,753,405 2,689,928 2,697,507	3,389,584 3,575,336 3,775,793 3,803,934 3,848,063	995,839 1,066,281 1,135,669 1,162,555 1,166,554	1,562,681 1,608,912 1,617,736 1,527,373 1,530,953	1,221,205 1,308,209 1,420,363 1,487,782 1,516,935	2,168,379 2,267,127 2,355,430 2,316,152 2,331,128	5,697,061 5,996,651 6,270,199 6,208,885 6,243,344	251,043 253,878 258,999 284,977 302,226	58,844 47,549 47,087 43,868 42,250	192,199 206,329 211,912 241,109 259,976
2005 2006 2007 2008 2009	6,487,826 6,513,303 6,628,936 6,970,947 7,522,581	2,646,763 2,643,162 2,694,608 2,832,412 3,243,952	3,841,063 3,870,141 3,934,328 4,138,535 4,278,629	2,680,299 2,701,970 2,775,166 2,935,799 3,197,338	3,807,527 3,811,333 3,853,770 4,035,148 4,325,243	1,153,759 1,159,733 1,191,058 1,250,063 1,446,372	1,526,540 1,542,237 1,584,108 1,685,736 1,750,966	1,493,004 1,483,429 1,503,550 1,582,349 1,797,580	2,314,523 2,327,904 2,350,220 2,452,799 2,527,663	6,184,000 6,219,880 6,335,826 6,639,928 7,101,569	303,826 293,423 293,110 331,019 421,012	43,522 39,156 33,492 35,358 34,772	260,304 254,267 259,618 295,661 386,240

Table 303.70. Total undergraduate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control and level of institution: Selected years, 1970 through 2029—Continued

						Ma	les	Fem	ales			Private	
Level and year	Total	Full-time	Part-time	Males	Females	Full-time	Part-time	Full-time	Part-time	Public	Total	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14
2010 2011 2012 2013 2014	7,683,597 7,511,150 7,167,840 6,970,644 6,714,678	3,365,379 3,170,207 2,941,797 2,836,274 2,661,107	4,318,218 4,340,943 4,226,043 4,134,370 4,053,571	3,265,885 3,175,803 3,046,093 2,998,440 2,894,020	4,417,712 4,335,347 4,121,747 3,972,204 3,820,658	1,483,230 1,391,183 1,305,657 1,279,794 1,200,648	1,782,655 1,784,620 1,740,436 1,718,646 1,693,372	1,882,149 1,779,024 1,636,140 1,556,480 1,460,459	2,535,563 2,556,323 2,485,607 2,415,724 2,360,199	7,218,063 7,068,158 6,792,065 6,626,411 6,397,552	465,534 442,992 375,775 344,233 317,126	32,683 39,855 37,698 32,191 30,376	432,851 403,137 338,077 312,042 286,750
2015 2016 2017 2018 2019 <sup>1</sup>	6,499,461 6,092,418 5,952,771 5,745,208 5,770,000	2,510,684 2,309,347 2,227,324 2,110,768 2,117,000	3,988,777 3,783,071 3,725,447 3,634,440 3,654,000	2,818,075 2,637,394 2,566,527 2,451,669 2,462,000	3,681,386 3,455,024 3,386,244 3,293,539 3,309,000	1,143,704 1,057,839 1,013,595 953,726 956,000	1,674,371 1,579,555 1,552,932 1,497,943 1,506,000	1,366,980 1,251,508 1,213,729 1,157,042 1,161,000	2,314,406 2,203,516 2,172,515 2,136,497 2,148,000	6,224,304 5,842,909 5,717,460 5,546,704 5,571,000	275,157 249,509 235,311 198,504 199,000	50,009 50,555 48,395 45,154	225,148 198,954 186,916 153,350
2020 <sup>1</sup> 2021 <sup>1</sup> 2022 <sup>1</sup> 2023 <sup>1</sup> 2024 <sup>1</sup>	5,783,000 5,799,000 5,814,000 5,832,000 5,853,000	2,116,000 2,116,000 2,117,000 2,120,000 2,126,000	3,667,000 3,683,000 3,697,000 3,712,000 3,727,000	2,466,000 2,472,000 2,477,000 2,484,000 2,494,000	3,317,000 3,328,000 3,337,000 3,347,000 3,359,000	955,000 955,000 954,000 955,000 958,000	1,511,000 1,517,000 1,523,000 1,529,000 1,536,000	1,161,000 1,161,000 1,163,000 1,165,000 1,168,000	2,156,000 2,166,000 2,174,000 2,183,000 2,191,000	5,584,000 5,600,000 5,614,000 5,632,000 5,652,000	199,000 199,000 199,000 200,000 200,000	_ _ _ _	_ _ _ _
2025 <sup>1</sup> 2026 <sup>1</sup> 2027 <sup>1</sup> 2028 <sup>1</sup> 2029 <sup>1</sup>	5,872,000 5,895,000 5,907,000 5,915,000 5,922,000	2,133,000 2,141,000 2,142,000 2,140,000 2,137,000	3,738,000 3,754,000 3,765,000 3,775,000 3,785,000	2,502,000 2,513,000 2,519,000 2,522,000 2,525,000	3,369,000 3,382,000 3,389,000 3,394,000 3,397,000	961,000 965,000 965,000 965,000 964,000	1,541,000 1,548,000 1,553,000 1,557,000 1,561,000	1,172,000 1,176,000 1,177,000 1,175,000 1,174,000	2,197,000 2,206,000 2,212,000 2,218,000 2,224,000	5,670,000 5,693,000 5,705,000 5,714,000 5,721,000	201,000 202,000 202,000 202,000 202,000	_ _ _ _	_ _ _ _
<b>4-year institutions</b> 1970 1975 1980	5,049,688 5,713,729 5,949,958	4,051,155 4,407,387 4,608,107	998,533 1,306,342 1,341,851	2,875,276 3,093,401 2,953,535	2,174,412 2,620,328 2,996,423	2,325,073 2,423,797 2,347,238	550,203 669,604 606,297	1,726,082 1,983,590 2,260,869	448,330 636,738 735,554	3,425,272 3,994,059 4,114,363	1,624,416 1,719,670 1,835,595	1,616,834 1,701,847 1,812,609	7,582 17,823 22,986
1985 1986 1987 1988 1989	6,065,597 6,118,427 6,270,013 6,441,393 6,591,642	4,628,985 4,655,812 4,753,880 4,898,836 4,984,995	1,436,612 1,462,615 1,516,133 1,542,557 1,606,647	2,959,846 2,956,573 2,995,634 3,047,955 3,094,190	3,105,751 3,161,854 3,274,379 3,393,438 3,497,452	2,330,138 2,321,779 2,343,509 2,387,849 2,408,959	629,708 634,794 652,125 660,106 685,231	2,298,847 2,334,033 2,410,371 2,510,987 2,576,036	806,904 827,821 864,008 882,451 921,416	4,207,392 4,247,025 4,377,535 4,487,659 4,604,082	1,858,205 1,871,402 1,892,478 1,953,734 1,987,560	1,820,205 1,826,796 1,849,840 —	38,000 44,606 42,638 —
1990 1991 1992 1993 1994	6,719,023 6,787,387 6,815,351 6,758,398 6,732,999	5,092,068 5,146,882 5,164,437 5,136,163 5,136,993	1,626,955 1,640,505 1,650,914 1,622,235 1,596,006	3,146,990 3,169,093 3,169,670 3,138,286 3,098,952	3,572,033 3,618,294 3,645,681 3,620,112 3,634,047	2,455,143 2,474,129 2,472,923 2,453,781 2,430,002	691,847 694,964 696,747 684,505 668,950	2,636,925 2,672,753 2,691,514 2,682,382 2,706,991	935,108 945,541 954,167 937,730 927,056	4,713,121 4,743,142 4,731,783 4,674,765 4,636,762	2,005,902 2,044,245 2,083,568 2,083,633 2,096,237	1,954,249 1,983,065 2,018,433 2,012,840 2,014,858	51,653 61,180 65,135 70,793 81,379
1995 1996 1997 1998 1999	6,739,621 6,764,168 6,845,018 6,947,623 7,086,189	5,168,222 5,226,624 5,323,427 5,452,805 5,586,306	1,571,399 1,537,544 1,521,591 1,494,818 1,499,883	3,072,630 3,061,880 3,078,821 3,112,799 3,170,912	3,666,991 3,702,288 3,766,197 3,834,824 3,915,277	2,418,395 2,422,656 2,448,203 2,491,740 2,545,383	654,235 639,224 630,618 621,059 625,529	2,749,827 2,803,968 2,875,224 2,961,065 3,040,923	917,164 898,320 890,973 873,759 874,354	4,626,228 4,621,245 4,646,793 4,704,249 4,776,442	2,113,393 2,142,923 2,198,225 2,243,374 2,309,747	2,029,539 2,037,065 2,068,030 2,086,785 2,121,989	83,854 105,858 130,195 156,589 187,758
2000 2001 2002 2003 2004	7,207,289 7,465,081 7,727,879 7,986,502 8,235,060	5,705,882 5,953,150 6,178,220 6,394,916 6,600,847	1,501,407 1,511,931 1,549,659 1,591,586 1,634,213	3,219,748 3,329,238 3,438,985 3,537,444 3,642,541	3,987,541 4,135,843 4,288,894 4,449,058 4,592,519	2,592,407 2,702,349 2,798,499 2,886,127 2,974,074	627,341 626,889 640,486 651,317 668,467	3,113,475 3,250,801 3,379,721 3,508,789 3,626,773	874,066 885,042 909,173 940,269 965,746	4,842,261 4,989,220 5,162,656 5,314,218 5,407,236	2,365,028 2,475,861 2,565,223 2,672,284 2,827,824	2,154,336 2,210,169 2,259,004 2,302,805 2,347,116	210,692 265,692 306,219 369,479 480,708
2005 2006 2007 2008 2009	8,476,138 8,666,288 8,984,604 9,373,645 9,941,598	6,799,667 6,928,187 7,147,365 7,411,762 7,794,323	1,676,471 1,738,101 1,837,239 1,961,883 2,147,275	3,728,572 3,809,228 3,956,395 4,119,841 4,365,838	4,747,566 4,857,060 5,028,209 5,253,804 5,575,760	3,047,104 3,104,989 3,206,344 3,320,850 3,495,748	681,468 704,239 750,051 798,991 870,090	3,752,563 3,823,198 3,941,021 4,090,912 4,298,575	995,003 1,033,862 1,087,188 1,162,892 1,277,185	5,513,730 5,622,745 5,811,918 5,950,019 6,284,806	2,962,408 3,043,543 3,172,686 3,423,626 3,656,792	2,374,846 2,409,094 2,436,971 2,500,431 2,560,399	587,562 634,449 735,715 923,195 1,096,393
2010 2011 2012 2013 2014	10,398,830 10,566,153 10,567,798 10,505,660 10,579,458	8,091,661 8,194,968 8,155,295 8,103,002 8,123,285	2,307,169 2,371,185 2,412,503 2,402,658 2,456,173	4,570,397 4,647,189 4,668,845 4,661,700 4,692,279	5,828,433 5,918,964 5,898,953 5,843,960 5,887,179	3,635,745 3,679,370 3,678,732 3,670,416 3,676,883	934,652 967,819 990,113 991,284 1,015,396	4,455,916 4,515,598 4,476,563 4,432,586 4,446,402	1,372,517 1,403,366 1,422,390 1,411,374 1,440,777	6,484,937 6,626,741 6,686,035 6,721,881 6,846,981	3,913,893 3,939,412 3,881,763 3,783,779 3,732,477	2,620,310 2,679,068 2,706,702 2,723,272 2,741,689	1,293,583 1,260,344 1,175,061 1,060,507 990,788
2015 2016 2017 2018 2019 <sup>1</sup>	10,547,212 10,782,231 10,820,265 10,865,027 10,902,000	8,092,346 8,120,721 8,144,539 8,156,367 8,179,000	2,454,866 2,661,510 2,675,726 2,708,660 2,723,000	4,684,179 4,779,465 4,784,732 4,774,330 4,788,000	5,863,033 6,002,766 6,035,533 6,090,697 6,114,000	3,665,394 3,667,671 3,670,120 3,649,026 3,656,000	1,018,785 1,111,794 1,114,612 1,125,304 1,131,000	4,426,952 4,453,050 4,474,419 4,507,341 4,523,000	1,436,081 1,549,716 1,561,114 1,583,356 1,592,000	6,926,519 7,301,070 7,395,134 7,502,622 7,528,000	3,620,693 3,481,161 3,425,131 3,362,405 3,374,000	2,772,113 2,763,187 2,770,685 2,776,499	848,580 717,974 654,446 585,906
2020 <sup>1</sup> 2021 <sup>1</sup> 2022 <sup>1</sup> 2023 <sup>1</sup> 2024 <sup>1</sup>	10,910,000 10,921,000 10,936,000 10,958,000 10,992,000	8,177,000 8,177,000 8,180,000 8,192,000 8,215,000	2,733,000 2,745,000 2,755,000 2,766,000 2,777,000	4,788,000 4,792,000 4,795,000 4,803,000 4,818,000	6,121,000 6,130,000 6,140,000 6,155,000 6,174,000	3,653,000 3,652,000 3,652,000 3,654,000 3,664,000	1,135,000 1,140,000 1,144,000 1,149,000 1,154,000	4,524,000 4,525,000 4,529,000 4,538,000 4,550,000	1,598,000 1,605,000 1,611,000 1,617,000 1,624,000	7,534,000 7,543,000 7,553,000 7,569,000 7,592,000	3,376,000 3,379,000 3,383,000 3,390,000 3,400,000	_ _ _ _	_ _ _ _
2025 <sup>1</sup> 2026 <sup>1</sup> 2027 <sup>1</sup> 2028 <sup>1</sup> 2029 <sup>1</sup>	11,030,000 11,072,000 11,083,000 11,084,000 11,080,000	8,244,000 8,274,000 8,277,000 8,270,000 8,260,000	2,786,000 2,798,000 2,806,000 2,814,000 2,821,000	4,835,000 4,854,000 4,860,000 4,861,000 4,860,000	6,194,000 6,218,000 6,224,000 6,223,000 6,220,000	3,678,000 3,691,000 3,693,000 3,691,000 3,687,000	1,158,000 1,163,000 1,167,000 1,170,000 1,173,000	4,566,000 4,583,000 4,584,000 4,579,000 4,572,000	1,628,000 1,635,000 1,639,000 1,644,000 1,648,000	7,618,000 7,647,000 7,656,000 7,656,000 7,654,000	3,412,000 3,425,000 3,428,000 3,428,000 3,426,000	_ _ _ _	

more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>Beginning in 1980, 2-year institutions include schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

NOTE: Data through 1995 are for institutions of higher education, while later data are

for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes

Table 303.80. Total postbaccalaureate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: 1970 through 2029

						Ma	es	Fema	ales			Private	
Year	Total	Full-time	Part-time	Males	Females	Full-time	Part-time	Full-time	Part-time	Public	Total	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1970	1,212,243	536,226	676,017	793,940	418,303	407,724	386,216	128,502	289,801	807,879	404,364	404,287	77
1971	1,204,390	564,236	640,154	789,131	415,259	428,167	360,964	136,069	279,190	796,516	407,874	407,804	70
1972	1,272,421	583,299	689,122	810,164	462,257	436,533	373,631	146,766	315,491	848,031	424,390	424,278	112
1973	1,342,452	610,935	731,517	833,453	508,999	444,219	389,234	166,716	342,283	897,104	445,348	445,205	143
1974	1,425,001	643,927	781,074	856,847	568,154	454,706	402,141	189,221	378,933	956,770	468,231	467,950	281
1975	1,505,404	672,938	832,466	891,992	613,412	467,425	424,567	205,513	407,899	1,008,476	496,928	496,604	324
1976	1,577,546	683,825	893,721	904,551	672,995	459,286	445,265	224,539	448,456	1,033,115	544,431	541,064	3,367
1977	1,569,084	698,902	870,182	891,819	677,265	462,038	429,781	236,864	440,401	1,004,013	565,071	561,384	3,687
1978	1,575,693	704,831	870,862	879,931	695,762	458,865	421,066	245,966	449,796	998,608	577,085	573,563	3,522
1979	1,571,922	714,624	857,298	862,754	709,168	456,197	406,557	258,427	450,741	989,991	581,931	578,425	3,506
1980	1,621,840	736,214	885,626	874,197	747,643	462,387	411,810	273,827	473,816	1,015,439	606,401	601,084	5,317
1981	1,617,150	732,182	884,968	866,785	750,365	452,364	414,421	279,818	470,547	998,669	618,481	613,557	4,924
1982	1,600,718	736,813	863,905	860,890	739,828	453,519	407,371	283,294	456,534	983,014	617,704	613,350	4,354
1983	1,618,666	747,016	871,650	865,425	753,241	455,540	409,885	291,476	461,765	985,616	633,050	628,111	4,939
1984	1,623,869	750,735	873,134	856,761	767,108	452,579	404,182	298,156	468,952	983,879	639,990	634,109	5,881
1985 1986 1987 1988 1989	1,650,381 1,705,536 1,720,407 1,738,789 1,796,029	755,629 767,477 768,536 794,340 820,254	894,752 938,059 951,871 944,449 975,775	856,370 867,010 863,599 864,252 879,025	794,011 838,526 856,808 874,537 917,004	451,274 452,717 447,212 455,337 461,596	405,096 414,293 416,387 408,915 417,429	304,355 314,760 321,324 339,003 358,658	489,656 523,766 535,484 535,534 558,346	1,002,148 1,053,177 1,054,665 1,058,242 1,090,221	648,233 652,359 665,742 680,547 705,808	642,795 644,185 662,408 —	5,438 8,174 3,334 —
1990	1,859,531	844,955	1,014,576	904,150	955,381	471,217	432,933	373,738	581,643	1,135,121	724,410	716,820	7,590
1991	1,919,666	893,917	1,025,749	930,841	988,825	493,849	436,992	400,068	588,757	1,161,606	758,060	746,687	11,373
1992	1,949,659	917,676	1,031,983	941,053	1,008,606	502,166	438,887	415,510	593,096	1,168,270	781,389	770,802	10,587
1993	1,980,844	948,136	1,032,708	943,768	1,037,076	508,574	435,194	439,562	597,514	1,177,301	803,543	789,700	13,843
1994	2,016,182	969,070	1,047,112	949,785	1,066,397	513,592	436,193	455,478	610,919	1,188,552	827,630	809,642	17,988
1995	2,030,062	983,534	1,046,528	941,409	1,088,653	510,782	430,627	472,752	615,901	1,188,748	841,314	824,351	16,963
1996	2,040,572	1,004,114	1,036,458	932,153	1,108,419	512,100	420,053	492,014	616,405	1,185,216	855,356	830,238	25,118
1997	2,051,747	1,019,464	1,032,283	927,496	1,124,251	510,845	416,651	508,619	615,632	1,188,640	863,107	837,790	25,317
1998	2,070,030	1,024,627	1,045,403	923,132	1,146,898	505,492	417,640	519,135	627,763	1,187,557	882,473	852,270	30,203
1999	2,110,246	1,049,591	1,060,655	930,930	1,179,316	508,930	422,000	540,661	638,655	1,201,511	908,735	869,739	38,996
2000	2,156,896	1,086,674	1,070,222	943,501	1,213,395	522,847	420,654	563,827	649,568	1,213,464	943,432	896,239	47,193
2001	2,212,377	1,119,862	1,092,515	956,384	1,255,993	531,260	425,124	588,602	667,391	1,247,285	965,092	909,612	55,480
2002	2,354,634	1,212,107	1,142,527	1,009,726	1,344,908	566,930	442,796	645,177	699,731	1,319,138	1,035,496	959,385	76,111
2003	2,431,117	1,280,880	1,150,237	1,032,892	1,398,225	589,190	443,702	691,690	706,535	1,335,595	1,095,522	994,375	101,147
2004	2,491,414	1,325,841	1,165,573	1,047,214	1,444,200	598,727	448,487	727,114	717,086	1,329,532	1,161,882	1,022,319	139,563
2005	2,523,511	1,350,581	1,172,930	1,047,054	1,476,457	602,525	444,529	748,056	728,401	1,324,104	1,199,407	1,036,324	163,083
2006	2,574,639	1,386,189	1,188,450	1,061,067	1,513,572	614,706	446,361	771,483	742,089	1,332,725	1,241,914	1,064,679	177,235
2007	2,644,598	1,428,956	1,215,642	1,088,377	1,556,221	632,619	455,758	796,337	759,884	1,353,150	1,291,448	1,100,932	190,516
2008	2,737,094	1,490,462	1,246,632	1,122,074	1,615,020	656,213	465,861	834,249	780,771	1,380,915	1,356,179	1,125,038	231,141
2009	2,849,415	1,567,080	1,282,335	1,169,777	1,679,638	689,977	479,800	877,103	802,535	1,424,393	1,425,022	1,172,501	252,521
2010	2,937,011	1,630,142	1,306,869	1,209,477	1,727,534	719,408	490,069	910,734	816,800	1,439,171	1,497,840	1,201,489	296,351
2011	2,933,287	1,637,356	1,295,931	1,211,264	1,722,023	722,265	488,999	915,091	806,932	1,421,404	1,511,883	1,207,896	303,987
2012	2,908,840	1,637,312	1,271,528	1,204,068	1,704,772	724,017	480,051	913,295	791,477	1,406,567	1,502,273	1,206,988	295,285
2013	2,900,373	1,657,334	1,243,039	1,201,057	1,699,316	732,112	468,945	925,222	774,094	1,398,556	1,501,817	1,215,927	285,890
2014	2,914,956	1,670,072	1,244,884	1,211,231	1,703,725	742,247	468,984	927,825	775,900	1,410,127	1,504,829	1,225,184	279,645
2015 2016 2017 2018 2019 <sup>1</sup>	2,941,531 2,972,255 3,005,115 3,035,683 3,048,000	1,684,482 1,695,246 1,704,278 1,724,586 1,729,000	1,257,049 1,277,009 1,300,837 1,311,097 1,318,000	1,221,565 1,221,563 1,220,055 1,216,663 1,221,000	1,719,966 1,750,692 1,785,060 1,819,020 1,827,000	749,349 747,288 740,240 736,182 738,000	472,216 474,275 479,815 480,481 483,000	935,133 947,958 964,038 988,404 992,000	784,833 802,734 821,022 830,616 835,000	1,422,020 1,441,861 1,459,145 1,479,938 1,486,000	1,519,511 1,530,394 1,545,970 1,555,745 1,562,000	1,243,769 1,265,214 1,289,409 1,312,591	275,742 265,180 256,561 243,154
2020 <sup>1</sup> 2021 <sup>1</sup> 2022 <sup>1</sup> 2023 <sup>1</sup> 2024 <sup>1</sup>	3,052,000 3,058,000 3,064,000 3,071,000 3,081,000	1,729,000 1,729,000 1,730,000 1,732,000 1,737,000	1,323,000 1,329,000 1,334,000 1,339,000 1,344,000	1,222,000 1,223,000 1,225,000 1,228,000 1,232,000	1,830,000 1,834,000 1,838,000 1,844,000 1,850,000	737,000 737,000 737,000 737,000 739,000	485,000 487,000 488,000 491,000 493,000	992,000 992,000 993,000 995,000 998,000	838,000 842,000 845,000 849,000 852,000	1,488,000 1,491,000 1,494,000 1,498,000 1,503,000	1,564,000 1,567,000 1,570,000 1,574,000 1,579,000	_ _ _ _	_ _ _ _
2025 <sup>1</sup> 2026 <sup>1</sup> 2027 <sup>1</sup> 2028 <sup>1</sup> 2029 <sup>1</sup>	3,092,000 3,104,000 3,109,000 3,111,000 3,112,000	1,743,000 1,750,000 1,750,000 1,749,000 1,747,000	1,349,000 1,354,000 1,358,000 1,362,000 1,365,000	1,236,000 1,241,000 1,243,000 1,244,000 1,245,000	1,856,000 1,863,000 1,865,000 1,866,000 1,867,000	742,000 745,000 745,000 745,000 744,000	494,000 497,000 498,000 499,000 501,000	1,001,000 1,005,000 1,005,000 1,004,000 1,003,000	854,000 858,000 860,000 862,000 865,000	1,508,000 1,514,000 1,516,000 1,517,000 1,518,000	1,584,000 1,590,000 1,593,000 1,594,000 1,594,000	_ _ _ _	

<sup>—</sup>Not available

'Projected.

NOTE: Data include unclassified graduate students. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher

education institutions that did not grant degrees. Some data have been revised from

education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Table 303.90. Fall enrollment and number of degree-granting postsecondary institutions, by control and religious affiliation of institution: Selected years, 1980 through 2018

			Total enr	rollment				Enr	ollment, fall 20	18			Numbe	r of insti	tutions1	
								Full-	time	Part-t	ime	Fall	Fall	Fall	Fall	Fall
Control and religious affiliation of institution	Fall 1980	Fall 1990	Fall 2000	Fall 2010	Fall 2016	Fall 2017	Total	Males	Females	Males	Females	1980	1990	2000	2010	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All institutions	12,096,895	13,818,637	15,312,289	21,019,438	19,846,904	19,778,151	19,645,918	5,338,934	6,652,787	3,103,728	4,550,469	3,226	3,501	4,056	4,589	4,034
Public institutions Federal	9,457,394 50.989	10,844,717 50.669	11,752,786 16.917	15,142,171 21.610	14,585,840 19.804	14,571,739 20.265	14,529,264 20.379	3,787,941 12.657	4,480,879 5.978	2,603,530 592	3,656,914 1.152	1,493 12	1,548 17	1,676 12	1,652 14	1,634 14
State	(2)	7,181,380	9,548,090	12,364,881	12,089,310	12,103,707	12,104,962	3,361,325	4,002,394	1,964,287	2,776,956	(2)	978	1,355	1,331	1,320
Local Other public	(²) 9,406,405	3,508,941 103,727	2,078,090 109,689	2,542,044 213,636	2,276,473 200,253	2,246,845 200,922	2,206,015 197,908	364,309 49,650	412,242 60,265	604,092 34,559	825,372 53,434	(²) 1,481	523 30	277 32	261 46	258 42
·	' '	´	<i>´</i>	,	, i	´	,	<i>′</i>	·		·	·				
Private institutions Independent nonprofit	2,639,501 1,521,614	2,973,920 1,474,818	3,559,503 1,577,242	5,877,267 1,994,900	5,261,064 2,190,233	5,206,412 2,222,677	5,116,654 2,246,622	1,550,993 743,384	2,171,908 968,932	500,198 205,119	893,555 329,187	1,733 795	1,953 709	2,380 729	2,937 736	2,400 785
For-profit	111,714	213,693	450,084	2,022,785	1,182,108	1,097,923	982,410	213,152	383,619	115,522	270,117	164	322	724	1,310	736
Religiously affiliated <sup>3</sup>	1,006,173	1,285,409	1,532,177	1,859,582	1,888,723	1,885,812	1,887,622	594,457	819,357	179,557	294,251	774	922	927	891	879
Advent Christian Church African Methodist Episcopal Zion Church	143 1,091	 88	34	1,536	 1.547	1.462	 1.484	— 740	— 685	33	 26	1 3	<u> </u>	_ 1	3	
African Methodist Episcopal	4,541	3,220	5,980	2,674	5,379	5,887	5,633	1,594	1,586	1,180	1,273	6	5	6	5	6
American Baptist American Evangelical Lutheran Church	6,131	10,800	15,410 743	15,120 1.340	12,801 1.295	12,500 1.394	12,622 1.443	3,784 684	5,099 678	1,274	2,465 48	11	15	17 1	18	18 1
ŭ				1,040	1,230	1,004	1,440	004	070	00	40				'	
American Lutheran and Lutheran Church in America American Lutheran	3,092 21.608	_	1,460	_	_		_	_		_	_	3 13		1		_
Assemblies of God Church	7,814	8,307	14,272	15,806	17,780	19,240	20,792	6,032	8,198	2,878	3,684	10	11	14	16	13
Baptist Brethren Church	38,231 3,925	99,510 958	107,610 2,088	174,538 8,506	111,744 9,135	111,124 8,627	113,415 8,656	34,111 2,694	47,269 3,320	14,590 1,455	17,445 1,187	33	69 3	68 3	69 3	63 2
Brethren in Christ Church	1,301	2,239	2,797	_	_	_	_	_	_	_	_	1	1	1	_	_
Christian and Missionary Alliance Church Christian Church (Disciples of Christ)	1,705 14,913	2,519 30,397	5,278 35,984	6,455 52,839	6,094 47,970	6,122 46,260	6,351 49,521	1,791 14,599	2,313 21,603	969 5,615	1,278 7,704	3 12	4 18	4 16	4 18	4 19
Christian Churches and Churches of Christ	1,342	2,263	7,277	10,074	10,061	9,970	10,050	3,641	3,432	1,433	1,544	7	8	18	18	17
Christian Methodist Episcopal	2,486	2,174	1,502	4,817	4,207	4,053	3,824	1,890	1,789	57	88	4	4	1	3	3
Christian Reformed Church	5,408	4,488	5,999	5,625	5,710	5,714	5,630	2,465	2,560	325	280	3	2	3	3	3
Church of Christ (Scientist) Church of God of Prophecy	2,773	2,557 249		_				_				6	8 1	_		_
Church of God Church of New Jerusalem	6,082 170	5,627	12,540	16,731	17,768	16,962	16,422	4,653	7,543	1,932	2,294	9	9	7	7	9
Church of the Brethren	8,482	4,463	4,187	6.154	6.484	6.401	6,255	2,594	3.076	226	359	6	5	1	5	6
Church of the Nazarene	11,716	10,779	16,661	21,144	22,572	23,267	23,353	6,528	10,358	2,136	4,331	10	9	12	10	10
Churches of Christ Cumberland Presbyterian	9,343 594	14,611 746	30,140 1.112	35,538 4.652	36,299 6.142	36,131 6.007	35,453 5.615	11,200 1.694	15,690 2.010	3,126 738	5,437 1.173	9	19 2	19 2	17	18 2
Episcopal Church, Reformed	67	-	-,	- 1,002	1,242	1,286	1,179	66	318	113	682	1	-	_	-	2
Evangelical Christian	_	_	_	_	77,375	76,654	83,835	18,652	27,140	15,932	22,111	_	_	_	_	4
Evangelical Congregational Church Evangelical Covenant Church of America	80 1,401	88 1.035	148 2,387	153 3.233	120 3.122	111 3.011	151 2.981	28 755	11 1,211	82 362	30 653	1	1 1	1 1	1	1 2
Evangelical Free Church of America	833	2,355	4,022	2,926	2,391	2,409	1,998	629	368	630	371	1	2	3	2	2
Evangelical Lutheran Church	743	49,210	49,085	56,162	49,863	49,960	52,138	20,241	26,905	1,785	3,207	3	33	34	33	27
Free Methodist Free Will Baptist Church	5,543 1,132	5,902 1,177	7,323 2,378	12,270 528	11,324 713	10,965 704	10,721 733	2,880 286	5,913 255	545 103	1,383 89	5	3	4	5	5 3
Friends United Meeting	1,109	´—		_	_		_		-	_		i			_	_
Friends General Baptist	5,157 —	5,844 —	10,898	13,876	11,636 1,469	11,368 1,303	11,070 1,419	4,140 332	4,886 353	821 338	1,223 396	5	6	8	7	7 1

Table 303.90. Fall enrollment and number of degree-granting postsecondary institutions, by control and religious affiliation of institution: Selected years, 1980 through 2018—Continued

			Total enr	ollment				Enro	ollment, fall 201	8			Numbe	r of instit	utions <sup>1</sup>	
								Full-1	time	Part-ti	me	Fall	Fall	Fall	Fall	Fall
Control and religious affiliation of institution	Fall 1980	Fall 1990	Fall 2000	Fall 2010	Fall 2016	Fall 2017	Total	Males	Females	Males	Females	1980	1990	2000	2010	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
General Conference Mennonite Church Greek Orthodox Interdenominational Jewish Latter-Day Saints	820 204 1,254 5,738 39,172	1,243 148 11,103 12,217 42,274	1,059 132 9,788 14,182 44,680	220 33,778 12,755 53,514	195 41,113 13,846 84,046	170 41,175 14,066 91,403	341 40,777 14,221 82,012	202 12,111 10,290 25,584	110 17,164 2,561 27,048	19 5,587 416 12,322	10 5,915 954 17,058	2 1 4 24 4	2 1 17 63 4	1 1 14 62 4	1 31 36 4	1 34 34 4
Lutheran Church—Missouri Synod Lutheran Church in America Mennonite Brethren Church Mennonite Church Missionary Church Inc	11,727 23,877 1,344 4,008 487	13,827 5,796 1,864 2,859 699	18,866 4,322 2,390 3,553 1,647	28,255 8,240 4,136 4,263 2,152	36,542 8,708 4,291 4,131 1,639	36,243 8,181 4,875 3,886 1,513	35,715 6,004 5,005 3,704 1,513	7,970 2,218 1,124 1,271 435	14,710 3,175 2,400 1,639 667	4,403 182 446 209 109	8,632 429 1,035 585 302	15 20 3 6 1	14 5 3 5 1	13 2 3 5 1	12 3 3 6 1	11 2 2 6 1
Moravian Church Multiple Protestant denominations Nondenominational North American Baptist Original Free Will Baptist	2,434 5,526 — 155 —	2,511 211 — — —	2,939 4,690 — 124 —	3,095 5,350 — 120 3,855	3,513 4,758 — 207 3,430	3,430 4,766 — 229 3,451	3,356 4,663 1,364 306 3,208	808 967 547 48 591	1,754 1,555 800 20 819	147 1,213 7 167 541	647 928 10 71 1,257	2 8 1 —	2 1 — —	2 7 1	2 6 1 1	2 6 2 1 1
Pentacostal Holiness Church Presbyterian Presbyterian USA Presbyterian Church in America Protestant Episcopal	767 47,144 5,396	566 	976 — 78,950 4,499 5,479	1,272 — 85,719 2,071 5,006	1,684 2,965 82,215 1,611 3,687	1,623 3,079 80,862 1,585 3,719	1,518 3,295 80,706 1,567 3,535	712 1,076 29,177 665 1,577	598 1,622 38,490 588 1,645	91 176 4,029 163 152	117 421 9,010 151 161	3 57 12	3 70 1 9	2 64 5 12	3 58 2 11	2 4 56 2 8
Protestant, other Reformed Church in America Reformed Presbyterian Church Reorganized Latter-Day Saints Church Roman Catholic	4,072 2,713 2,014 4,274 422,842	38,136 5,525 1,556 4,793 530,585	30,116 6,002 2,355 3,390 636,336	13,450 6,555 2,982 — 751,091	19,342 6,205 2,585 — 720,808	19,238 6,125 2,393 — 711,801	18,950 5,992 2,325 — 707,105	5,467 2,222 1,019 — 217,382	7,378 3,006 825 — 323,277	2,651 269 257 — 56,043	3,454 495 224 — 110,403	11 4 4 2 229	44 4 2 1 239	34 5 2 2 239	23 5 3 — 237	25 5 3 — 227
Russian Orthodox Seventh-Day Adventists Southern Baptist Undenominational Unitarian Universalist	47 19,168 85,281 — 87	38 15,771 49,493 6,758 82	106 19,223 54,275 23,573 132	60 25,430 49,936 27,748 166	75 23,914 55,308 35,365 181	89 23,602 60,043 36,006 178	90 23,315 65,762 35,983 164	68 7,320 21,888 8,006 24	6 10,979 22,887 12,426 76	15 1,831 8,800 6,009 17	3,185 12,187 9,542 47	1 11 54 —	1 11 29 14 2	1 13 32 16 2	1 14 22 16 2	1 13 22 20 2
United Brethren Church United Church of Christ United Methodist Wesleyan Church Wisconsin Evangelical Lutheran Synod Other religiously affiliated	545 14,169 127,099 3,583 808 462	601 20,175 148,851 5,311 931 5,743	938 23,709 171,109 11,128 1,660 2,534	1,260 20,537 206,744 20,670 1,677 4,778	1,295 15,641 200,792 19,240 2,051 5,097	1,321 15,324 200,217 18,608 2,095 5,624	1,302 15,336 199,759 18,339 2,220 5,426	426 5,042 72,248 4,765 823 1,681	698 6,529 95,922 10,225 887 2,302	75 1,229 11,556 1,040 215 460	103 2,536 20,033 2,309 295 983	1 16 91 5 1	1 18 96 4 3 9	1 18 100 4 2 4	1 17 96 6 2 11	1 14 94 8 2 12

<sup>-</sup>Not available.

colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" and "Institutional Characteristics" surveys, 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90) and "Institutional Characteristics Survey" (IPEDS-IC:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>1</sup>Counts of institutions in this table may be lower than reported in other tables because counts in this table include only institutions reporting separate enrollment data.

<sup>&</sup>lt;sup>2</sup>Included under "Other public."

<sup>&</sup>lt;sup>3</sup>Religious affiliation as reported by institution.

NOTE: Data for 1980 and 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year

Table 304.10. Total fall enrollment in degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1970 through 2018

	1										
State or jurisdiction	1970	1980	1990	2000	2010	2013	2015	2016	2017	2018	Percent change, 2013 to 2018
1	2	3	4	5	6	7	8	9	10	11	12
United States	8,580,887	12,096,895	13,818,637	15,312,289	21,019,438	20,376,677	19,988,204	19,846,904	19,778,151	19,645,918	-3.6
Alabama	103,936	164,306	218,589	233,962	327,606	305,817	302,959	304,052	306,817	304,182	-0.5
Alaska	9,471	21,296	29,833	27,953	34,799	34,890	31,373	28,436	26,905	25,692	-26.4
Arizona	109,619	202,716	264,148	342,490	793,871	693,714	650,422	608,086	591,122	581,982	-16.1
Arkansas	52,039	77,347	90,425	115,172	175,848	172,432	168,402	167,235	163,963	159,738	-7.4
California	1,257,245	1,791,088	1,808,740	2,256,708	2,714,699	2,641,331	2,687,410	2,700,445	2,724,446	2,712,420	2.7
Colorado	123,395	162,916	227,131	263,872	369,450	358,330	348,159	352,255	360,236	360,537	0.6
Connecticut	124,700	159,632	168,604	161,243	199,384	201,028	199,666	198,010	197,534	197,480	-1.8
Delaware	25,260	32,939	42,004	43,897	55,258	59,615	60,392	61,139	60,338	60,700	1.8
District of Columbia	77,158	86,675	79,551	72,689	91,992	89,257	93,972	93,040	95,999	97,776	9.5
Florida	235,525	411,891	588,086	707,684	1,124,778	1,125,872	1,083,570	1,075,527	1,073,338	1,068,063	-5.1
Georgia	126,511	184,159	251,786	346,204	568,916	533,425	530,711	533,073	538,124	543,443	1.9
Hawaii	36,562	49,009	56,436	60,182	78,073	76,434	69,332	65,843	64,125	61,855	-19.1
Idaho	34,567	43,018	51,881	65,594	85,201	109,044	121,109	123,796	131,803	123,487	13.2
Illinois	452,146	645,288	729,246	743,918	906,845	842,888	802,211	777,720	757,001	738,448	-12.4
Indiana	192,668	247,253	284,832	314,334	459,493	444,409	426,364	419,284	398,802	388,348	-12.6
lowa	108,902	140,449	170,515	188,974	381,867	339,738	275,106	266,513	260,801	254,058	-25.2
Kansas	102,485	136,605	163,733	179,968	214,849	215,855	219,994	215,832	213,997	212,737	-1.4
Kentucky	98,591	143,066	177,852	188,341	291,104	273,073	255,722	255,062	258,498	262,961	-3.7
Louisiana	120,728	160,058	186,840	223,800	263,676	251,935	245,305	239,278	241,567	241,401	-4.2
Maine	34,134	43,264	57,186	58,473	72,406	72,412	71,719	72,116	71,811	71,773	-0.9
Maryland	149,607	225,180	259,700	273,745	377,967	363,699	364,225	366,809	364,178	361,442	-0.6
Massachusetts	303,809	418,415	417,833	421,142	507,753	513,964	510,512	505,722	503,539	499,769	-2.8
Michigan	392,726	520,131	569,803	567,631	697,765	643,575	601,462	583,034	558,072	541,096	-15.9
Minnesota	160,788	206,691	253,789	293,445	465,449	441,637	430,466	422,793	412,966	408,783	-7.4
Mississippi	73,967	102,364	122,883	137,389	179,995	173,084	174,183	172,588	171,824	169,360	-2.2
Missouri	183,930	233,378	289,899	321,348	444,750	438,446	409,999	401,098	385,483	374,424	-14.6
Montana	30,062	35,177	35,876	42,240	53,282	52,777	50,799	50,918	50,642	49,363	-6.5
Nebraska	66,915	89,488	112,831	112,117	144,692	137,943	136,091	136,098	135,710	134,938	-2.2
Nevada	13,669	40,455	61,728	87,893	129,360	116,738	116,101	116,030	117,574	117,798	0.9
New Hampshire	29,400	46,794	59,510	61,718	75,539	92,440	123,508	133,159	149,184	160,743	73.9
New Jersey	216,121	321,610	324,286	335,945	444,092	436,939	423,759	421,386	419,037	414,416	-5.2
New Mexico	44,461	58,629	85,500	110,739	162,552	153,455	138,248	134,607	129,595	123,297	-19.7
New York	806,479	992,349	1,048,286	1,043,395	1,305,151	1,305,121	1,285,406	1,273,634	1,260,557	1,250,287	-4.2
North Carolina	171,925	287,537	352,138	404,652	585,792	575,020	562,442	561,415	564,111	563,710	-2.0
North Dakota	31,495	34,069	37,878	40,248	56,903	55,030	53,834	54,203	53,749	53,286	-3.2
Ohio	376,267	488,938	557,690	549,553	745,115	696,912	664,623	658,043	649,586	644,962	-7.5
Oklahoma	110,155	160,295	173,221	178,016	230,560	220,897	211,117	208,333	202,150	195,943	-11.3
Oregon	122,177	157,458	165,741	183,065	251,708	251,087	240,649	236,851	229,988	228,140	-9.1
Pennsylvania	411,044	507,716	604,060	609,521	804,640	765,581	736,163	725,682	717,025	700,329	-8.5
Rhode Island	45,898	66,869	78,273	75,450	85,110	83,460	82,292	83,348	82,765	80,868	-3.1
South Carolina	69,518	132,476	159,302	185,931	257,064	257,844	249,655	246,563	246,416	240,533	-6.7
South Dakota	30,639	32,761	34,208	43,221	58,360	55,129	53,664	53,683	53,620	53,365	-3.2
Tennessee	135,103	204,841	226,238	263,910	351,762	338,197	323,869	321,752	323,157	322,115	-4.8
Texas	442,225	701,391	901,437	1,033,973	1,535,864	1,541,279	1,579,614	1,605,498	1,630,520	1,643,542	6.6
Utah	81,687	92,159	121,303	163,776	255,653	261,897	292,995	311,450	331,996	359,772	37.4
Vermont	22,209	30,628	36,398	35,489	45,572	43,536	43,865	44,719	43,855	42,914	-1.4
Virginia	151,915	280,504	353,442	381,893	577,922	583,755	569,752	557,444	554,120	552,041	-5.4
Washington	183,544	303,603	263,384	320,840	388,116	363,377	364,844	366,547	367,943	367,056	1.0
West Virginia	63,153	81,973	84,790	87,888	152,431	157,952	150,897	146,608	142,966	140,103	-11.3
Wisconsin	202,058	269,086	299,774	307,179	384,181	362,379	350,255	341,717	340,301	336,409	-7.2
Wyoming	15,220	21,147	31,326	30,004	38,298	37,031	34,205	33,365	33,014	32,510	-12.2
U.S. Service Academies <sup>1</sup>	17,079	49,808	48,692	13,475	15,925	14,997	14,812	15,065	15,281	15,523	3.5
Other jurisdictions  American Samoa Federated States of Micronesia Guam Marshall Islands	0 0 0 2,719 0	976 224 3,217 0	164,618 1,219 975 4,741 0	194,633 297 1,576 5,215 328	264,240 2,193 2,699 6,188 869	254,543 1,488 2,446 6,518 1,000	247,886 1,285 2,215 6,395 995	241,896 1,253 2,090 6,084 978	192,717 1,095 2,022 6,027 1,032	212,565 1,037 1,931 5,888 1,119	-16.5 -30.3 -21.1 -9.7 11.9
Northern Marianas	0	0	661	1,078	1,137	1,109	1,157	1,038	1,216	1,194	7.7
Palau	0	0	491	581	694	646	627	587	532	497	-23.1
Puerto Rico	63,073	131,184	154,065	183,290	247,727	239,015	232,891	227,496	178,623	198,915	-16.8
U.S. Virgin Islands	1,445	2,148	2,466	2,268	2,733	2,321	2,321	2,370	2,170	1,984	-14.5

¹Data for 2000 and later years reflect a substantial reduction in the number of Department of Defense institutions included in the IPEDS survey.

NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher

note: Data through 1990 are for institutions or injerte education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.15. Total fall enrollment in public degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1970 through 2018

Chata and invitadiation	1070	1000	1000	0000	0010	0010	0015	0010	0017	0010	Percent change, 2013 to
State or jurisdiction  1	1970	1980	1990	2000	2010	2013	2015	2016	2017	2018	2018
United States	6,428,134	9,457,394	10,844,717	11,752,786	15,142,171	14,746,848	14,572,843	14,585,840	14,571,739	14,529,264	-1.5
Alabama	87,884	143,674	195,939	207,435	267,083	248,296	247,450	251,038	254,071	255,087	2.7
Alaska	8,563	20,561	27,792	26,559	32,303	31,600	28,429	27,352	25,850	24,649	-22.0
Arizona	107,315	194,034	248,213	284,522	366,976	354,485	360,976	361,400	366,787	367,198	3.6
Arkansas	43,599	66,068	78,645	101,775	155,780	153,898	150,165	149,298	146,578	142,382	-7.5
California	1,123,529	1,599,838	1,594,710	1,927,771	2,223,163	2,151,521	2,202,258	2,228,592	2,257,256	2,250,219	4.6
Colorado	108,562	145,598	200,653	217,897	269,433	271,223	265,828	272,668	278,909	279,495	3.0
Connecticut	73,391	97,788	109,556	101,027	127,194	123,093	119,766	117,345	116,090	114,529	-7.0
Delaware	21,151	28,325	34,252	34,194	39,935	40,992	40,611	41,816	42,321	42,601	3.9
District of Columbia	12,194	13,900	11,990	5,499	5,840	5,347	5,118	4,587	4,529	4,500	-15.8
Florida	189,450	334,349	489,081	556,912	790,027	795,860	794,390	797,048	798,045	800,451	0.6
Georgia	101,900	140,158	196,413	271,755	436,047	413,706	417,860	422,159	428,586	435,744	5.3
Hawaii	32,963	43,269	45,728	44,579	60,090	58,941	55,756	53,418	51,674	51,063	-13.4
Idaho	27,072	34,491	41,315	53,751	64,204	75,910	72,339	74,667	75,792	77,133	1.6
Illinois	315,634	491,274	551,333	534,155	585,515	546,483	509,104	492,578	478,042	465,229	-14.9
Indiana	136,739	189,224	223,953	240,023	337,705	335,923	321,501	319,581	301,562	296,229	-11.8
lowa	68,390	97,454	117,834	135,008	177,781	168,644	171,005	171,075	170,262	199,231	18.1
Kansas	88,215	121,987	149,117	159,976	185,623	184,075	179,532	180,170	179,624	179,600	-2.4
Kentucky	77,240	114,884	147,095	151,973	229,725	218,472	205,908	205,431	202,266	199,748	-8.6
Louisiana	101,127	136,703	158,290	189,213	224,811	215,701	212,098	208,254	210,166	210,696	-2.3
Maine	25,405	31,878	41,500	40,662	50,903	49,602	47,408	47,763	46,999	48,332	-2.6
Maryland	118,988	195,051	220,783	223,797	309,779	301,565	303,849	306,892	303,614	301,959	0.1
Massachusetts	116,127	183,765	186,035	183,248	224,542	228,253	222,243	218,465	213,388	207,767	-9.0
Michigan	339,625	454,147	487,359	467,861	562,448	527,745	501,411	492,771	478,735	466,806	-11.5
Minnesota	130,567	162,379	199,211	218,617	276,176	266,440	256,187	253,239	249,385	245,164	-8.0
Mississippi	64,968	90,661	109,038	125,355	161,493	154,366	155,334	153,082	152,392	150,583	-2.5
Missouri	132,540	165,179	200,093	201,509	256,030	254,650	248,516	244,921	237,454	232,040	-8.9
Montana	27,287	31,178	31,865	37,387	48,231	47,851	45,935	46,262	46,002	44,925	-6.1
Nebraska	51,454	73,509	94,614	88,531	107,979	101,893	100,030	101,032	101,038	100,594	-1.3
Nevada	13,576	40,280	61,242	83,120	113,103	102,538	104,418	106,196	107,864	108,658	6.0
New Hampshire	15,979	24,119	32,163	35,870	44,077	42,711	42,628	41,170	39,761	38,735	-9.3
New Jersey	145,373	247,028	261,601	266,921	358,256	352,822	339,722	337,099	334,597	329,037	-6.7
New Mexico	40,795	55,077	83,403	101,450	150,844	144,381	131,343	129,038	125,381	120,293	-16.7
New York	449,437	563,251	616,884	583,417	723,500	720,948	709,243	700,875	697,458	690,097	-4.3
North Carolina	123,761	228,154	285,405	329,422	475,064	460,125	448,055	450,080	454,998	456,128	-0.9
North Dakota	30,192	31,709	34,690	36,014	48,904	48,718	48,191	47,964	47,574	46,531	-4.5
Ohio	281,099	381,765	427,613	411,161	547,551	520,039	501,677	501,146	497,409	495,612	-4.7
Oklahoma	91,438	137,188	151,073	153,699	197,641	187,078	179,008	177,629	174,239	170,979	-8.6
Oregon	108,483	140,102	144,427	154,756	208,001	208,317	197,948	197,819	192,402	191,943	-7.9
Pennsylvania	232,982	292,499	343,478	339,229	432,923	419,856	408,522	406,346	401,045	392,771	-6.5
Rhode Island	25,527	35,052	42,350	38,458	43,224	42,786	41,320	41,369	41,018	40,082	-6.3
South Carolina	47,101	107,683	131,134	155,519	205,080	207,717	202,487	200,295	200,622	196,525	-5.4
South Dakota	23,936	24,328	26,596	34,857	44,569	44,272	44,254	44,305	44,630	43,871	-0.9
Tennessee	98,897	156,835	175,049	202,530	242,486	229,302	223,411	221,288	223,179	225,281	-1.8
Texas	365,522	613,552	802,314	896,534	1,334,110	1,349,490	1,388,266	1,423,205	1,448,398	1,468,587	8.8
Utah	49,588	59,598	86,108	123,046	179,061	168,311	170,689	175,308	180,034	183,949	9.3
Vermont	12,536	17,984	20,910	20,021	27,524	25,852	25,383	25,736	25,300	25,197	-2.5
Virginia	123,279	246,500	291,286	313,780	409,004	405,915	394,210	389,446	389,251	384,879	-5.2
Washington	162,718	276,028	227,632	273,928	330,853	310,192	313,964	315,356	318,336	319,377	3.0
West Virginia	51,363	71,228	74,108	76,136	96,104	90,780	86,342	85,099	83,898	81,605	-10.1
Wisconsin	170,374	235,179	253,529	249,737	301,259	287,619	282,250	278,300	279,097	277,178	-3.6
Wyoming	15,220	21,121	30,623	28,715	36,292	35,547	33,693	32,802	32,550	32,472	-8.7
U.S. Service Academies <sup>1</sup>	17,079	49,808	48,692	13,475	15,925	14,997	14,812	15,065	15,281	15,523	3.5
Other jurisdictions	46,680	60,692	66,244	84,464	83,719	78,136	80,129	81,479	37,419	72,399	-7.3
American Samoa Federated States of Micronesia Guam Marshall Islands Northern Marianas Palau Puerto Rico U.S. Virgin Islands	0 0 2,719 0 0 42,516 1,445	976 224 3,217 0 0 0 54,127 2,148	1,219 975 4,741 0 661 491 55,691 2,466	297 1,576 5,215 328 1,078 581 73,121 2,268	2,193 2,699 6,103 869 1,137 694 67,291 2,733	1,488 2,446 6,439 1,000 1,109 646 62,687 2,321	1,285 2,215 6,325 995 1,157 627 65,204 2,321	1,253 2,090 6,017 978 1,038 587 67,146 2,370	1,095 2,022 5,972 1,032 1,216 532 23,380 2,170	1,037 1,931 5,826 1,119 1,194 497 58,811 1,984	-30.3 -21.1 -9.5 11.9 7.7 -23.1 -6.2 -14.5

<sup>1</sup>Data for 2000 and later years reflect a substantial reduction in the number of Department

of Defense institutions included in the IPEDS survey.

NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.21. Total fall enrollment in private nonprofit degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1980 through 2018

State or jurisdiction	1980	1990	2000	2010	2012	2013	2015	2016	2017	2018	Percent change, 2013 to 2018
1	2	3	4	5	6	7	8	9	10	11	12
United States	2,527,787	2,760,227	3,109,419	3,854,482	3,951,388	3,971,390	4,065,891	4,078,956	4,108,489	4,134,244	4.1
Alabama Alaska Arizona Arkansas California	19,233 735 2,949 9,557 183,700	20,421 1,647 7,184 10,078 201,222	22,649 908 11,092 12,640 252,449	25,136 732 8,817 16,654 285,898	26,109 715 9,187 17,152 297,250	25,239 764 9,150 16,919 306,964	25,967 621 9,606 17,554 304,296	24,956 660 9,802 17,446 304,789	26,144 625 9,935 17,009 309,239	26,261 628 10,923 16,932 311,573	4.0 -17.8 19.4 0.1 1.5
Colorado Connecticut Delaware District of Columbia Florida	16,156 61,457 4,614 70,894 73,767	19,254 58,346 7,752 64,645 87,476	27,548 58,444 9,703 64,212 113,580	32,938 66,750 14,833 78,215 162,311	33,765 67,765 16,627 79,000 179,935	34,530 68,779 18,245 78,908 180,611	35,400 71,715 19,455 79,276 207,518	34,269 72,344 19,022 78,938 205,323	34,081 72,360 17,697 81,099 205,106	33,880 73,023 17,748 81,391 200,329	-1.9 6.2 -2.7 3.1 10.9
Georgia Hawaii Idaho Illinois Indiana	39,122 5,740 8,527 147,269 54,641	46,297 10,708 10,133 165,669 56,929	64,123 13,727 11,167 184,856 67,307	71,134 14,273 18,185 227,482 88,928	73,235 14,292 26,749 227,880 88,916	73,395 13,087 31,489 224,127 88,834	74,106 10,586 47,651 221,310 90,752	76,263 9,799 48,492 218,283 91,604	78,855 10,159 55,503 215,250 89,983	81,101 9,695 45,926 213,452 88,799	10.5 -25.9 45.8 -4.8
lowa Kansas Kentucky Louisiana Maine	42,693 14,618 22,326 22,980 10,258	51,851 14,518 26,084 26,183 14,348	51,625 19,522 28,015 29,963 16,837	57,430 25,212 37,554 27,667 19,578	56,221 26,004 40,223 28,881 21,121	56,283 26,693 39,830 28,065 21,329	54,078 25,249 39,483 26,345 22,424	53,475 23,058 41,332 25,676 22,737	52,882 23,177 47,958 26,436 23,468	51,467 23,312 55,504 27,318 23,234	-8.6 -12.7 39.4 -2.7 8.9
Maryland Massachusetts Michigan Minnesota Mississippi	30,035 234,007 65,984 42,292 10,556	38,557 231,232 82,444 51,502 12,034	46,529 236,050 96,669 62,870 11,625	54,894 275,565 124,307 73,504 15,398	54,917 278,907 114,676 71,446 16,058	53,856 280,088 108,166 71,366 16,046	53,063 284,065 95,107 70,666 16,873	53,881 284,513 87,297 70,356 17,856	54,644 288,019 76,782 70,653 17,576	55,012 289,932 72,631 71,190 17,576	2.1 3.5 -32.9 -0.2 9.5
Missouri Montana Nebraska Nevada New Hampshire	66,440 3,482 15,979 175 20,783	86,202 4,011 17,885 339 24,900	109,784 4,853 21,608 586 21,939	153,918 5,051 32,940 3,370 26,566	154,169 4,921 32,783 3,421 35,681	152,442 4,926 33,400 3,546 46,681	147,328 4,864 34,233 4,214 79,388	146,452 4,621 33,747 4,057 91,989	139,978 4,603 33,700 4,266 109,423	138,418 4,395 34,191 4,233 122,008	-9.2 -10.8 2.4 19.4 161.4
New Jersey New Mexico New York North Carolina North Dakota	73,757 3,552 407,101 55,729 2,360	59,011 1,796 406,510 64,859 3,188	62,049 4,258 424,379 74,640 4,123	75,980 1,120 526,357 92,031 6,234	74,391 1,334 535,236 94,023 5,313	73,483 1,503 533,749 96,072 5,348	73,636 1,617 530,798 97,684 5,040	73,822 1,658 530,938 97,322 5,690	73,693 1,590 524,627 97,121 5,648	74,413 1,498 522,350 97,122 6,140	1.3 -0.3 -2.1 1.1 14.8
Ohio Oklahoma Oregon Pennsylvania Rhode Island	95,918 21,149 17,192 207,975 31,817	109,749 18,492 20,353 223,478 35,923	124,718 21,094 25,289 239,128 36,768	146,389 22,657 32,811 298,997 41,886	146,179 24,032 33,370 296,704 40,748	142,502 25,117 35,289 294,767 40,674	138,542 25,996 37,533 292,166 40,972	138,327 26,227 35,429 291,914 41,979	136,776 23,919 34,607 294,437 41,747	135,303 22,549 33,809 294,037 40,786	-5.1 -10.2 -4.2 -0.2 0.3
South Carolina South Dakota Tennessee Texas Utah	21,868 8,433 44,711 86,001 32,561	26,734 6,188 47,344 92,672 34,387	29,655 5,660 55,809 120,123 35,986	35,089 9,044 77,764 131,485 61,310	34,601 7,273 82,816 136,187 81,270	34,195 7,153 83,912 136,077 85,599	34,606 7,221 83,352 140,057 117,009	35,106 7,223 84,426 142,266 131,527	34,165 7,060 84,459 142,727 147,610	36,950 7,405 83,974 141,753 171,644	8.1 3.5 0.1 4.2 100.5
Vermont Virginia Washington West Virginia Wisconsin Wyoming	12,644 33,269 27,087 10,440 33,254	15,488 57,142 32,145 9,822 45,095	15,131 50,979 41,415 9,800 55,535 0	17,433 110,720 43,702 12,952 65,281 0	17,679 128,323 43,177 7,683 63,043 0	17,222 130,794 43,222 8,505 62,427 22	18,103 135,037 44,568 8,665 59,584 512	18,683 132,850 43,992 8,809 57,168 563	18,411 132,956 42,860 8,583 58,419 464	17,644 137,115 42,267 8,368 57,035	2.5 4.8 -2.2 -1.6 -8.6 -100.0
Other jurisdictions	70,702	164,618	194,633	137,375	138,661	134,587	127,194	122,016	118,597	108,934	-19.1
American Samoa Federated States of Micronesia Guam Marshall Islands Northern Marianas Palau Puerto Rico	0 0 0 0 0 0 70,702	1,219 975 4,741 0 661 491 154,065	297 1,576 5,215 328 1,078 581 183,290	0 0 85 0 0 0 137,290	0 0 77 0 0 0 138,584	0 79 0 0 0 134,508	0 0 70 0 0 0 127,124	0 0 67 0 0 0 121,949	0 0 55 0 0 0 118,542	0 0 62 0 0 108,872	-21.5 + + + + -19.1
U.S. Virgin Islands	0		2,268	0	0	0	0	0	0	0	

†Not applicable.

NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.22. Total fall enrollment in private for-profit degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1980 through 2018

Obd. of Autotic	4000	4000	2000	2040	2040	0010	0045	9949	0017	2010	Percent change, 2013 to
State or jurisdiction	1980	1990	2000	2010	2012	2013	2015	2016	2017	2018	2018
1	2	3	450,004	5 000 705	6	7 4 CEO 420	1 240 470		10 <b>1,097,923</b>	11	12
United States Alabama Alaska Arizona Arkansas California	111,714 1,399 0 5,733 1,722 7,550	213,693 2,229 394 8,751 1,702 12,808	3,878 486 46,876 757 76,488	2,022,785 35,387 1,764 418,078 3,414 205,638	33,157 1,487 368,049 2,082 195,204	32,282 2,526 330,079 1,615 182,846	1,349,470 29,542 2,323 279,840 683 180,856	1,182,108 28,058 424 236,884 491 167,064	26,602 430 214,400 376 157,951	982,410 22,834 415 203,861 424 150,628	-40.8 -29.3 -83.6 -38.2 -73.7 -17.6
Colorado Connecticut Delaware District of Columbia Florida	1,162 387 0 1,881 3,775	7,224 702 0 2,916 11,529	18,427 1,772 0 2,978 37,192	67,079 5,440 490 7,937 172,440	56,961 8,941 387 5,674 169,878	52,577 9,156 378 5,002 149,401	46,931 8,185 326 9,578 81,662	45,318 8,321 301 9,515 73,156	47,246 9,084 320 10,371 70,187	47,162 9,928 351 11,885 67,283	-10.3 8.4 -7.1 137.6 -55.0
Georgia Hawaii Idaho Illinois Indiana	4,879 0 0 6,745 3,388	9,076 0 433 12,244 3,950	10,326 1,876 676 24,907 7,004	61,735 3,710 2,812 93,848 32,860	49,936 3,869 2,478 82,123 24,578	46,324 4,406 1,645 72,278 19,652	38,745 2,990 1,119 71,797 14,111	34,651 2,626 637 66,859 8,099	30,683 2,292 508 63,709 7,257	26,598 1,097 428 59,767 3,320	-42.6 -75.1 -74.0 -17.3 -83.1
lowa Kansas Kentucky Louisiana Maine	302 0 5,856 375 1,128	830 98 4,673 2,367 1,338	2,341 470 8,353 4,624 974	146,656 4,014 23,825 11,198 1,925	131,410 3,937 17,810 8,994 1,419	114,811 5,087 14,771 8,169 1,481	50,023 15,213 10,331 6,862 1,887	41,963 12,604 8,299 5,348 1,616	37,657 11,196 8,274 4,965 1,344	3,360 9,825 7,709 3,387 207	-97.1 93.1 -47.8 -58.5 -86.0
Maryland Massachusetts Michigan Minnesota Mississippi	94 643 0 2,020 1,147	360 566 0 3,076 1,811	3,419 1,844 3,101 11,958 409	13,294 7,646 11,010 115,769 3,104	9,076 7,034 8,785 107,925 2,565	8,278 5,623 7,664 103,831 2,672	7,313 4,204 4,944 103,613 1,976	6,036 2,744 2,966 99,198 1,650	5,920 2,132 2,555 92,928 1,856	4,471 2,070 1,659 92,429 1,201	-46.0 -63.2 -78.4 -11.0 -55.1
Missouri Montana Nebraska Nevada New Hampshire	1,759 517 0 0 1,892	3,604 0 332 147 2,447	10,055 0 1,978 4,187 3,909	34,802 0 3,773 12,887 4,896	29,587 0 2,609 11,260 3,708	31,354 0 2,650 10,654 3,048	14,155 0 1,828 7,469 1,492	9,725 35 1,319 5,777 0	8,051 37 972 5,444 0	3,966 43 153 4,907 0	-87.4 † -94.2 -53.9 -100.0
New Jersey New Mexico New York North Carolina North Dakota	825 0 21,997 3,654 0	3,674 301 24,892 1,874	6,975 5,031 35,599 590 111	9,856 10,588 55,294 18,697 1,765	9,118 8,298 52,174 18,292 1,000	10,634 7,571 50,424 18,823 964	10,401 5,288 45,365 16,703 603	10,465 3,911 41,821 14,013 549	10,747 2,624 38,472 11,992 527	10,966 1,506 37,840 10,460 615	3.1 -80.1 -25.0 -44.4 -36.2
Ohio Oklahoma Oregon Pennsylvania Rhode Island	11,255 1,958 164 7,242	20,328 3,656 961 37,104	13,674 3,223 3,020 31,164 224	51,175 10,262 10,896 72,720 0	39,227 9,342 9,015 54,756	34,371 8,702 7,481 50,958 0	24,404 6,113 5,168 35,475 0	18,570 4,477 3,603 27,422 0	15,401 3,992 2,979 21,543 0	14,047 2,415 2,388 13,521 0	-59.1 -72.2 -68.1 -73.5
South Carolina South Dakota Tennessee Texas Utah	2,925 0 3,295 1,838 0	1,434 1,424 3,845 6,451 808	757 2,704 5,571 17,316 4,744	16,895 4,747 31,512 70,269 15,282	15,993 4,600 25,652 56,277 15,038	15,932 3,704 24,983 55,712 7,987	12,562 2,189 17,106 51,291 5,297	11,162 2,155 16,038 40,027 4,615	11,629 1,930 15,519 39,395 4,352	7,058 2,089 12,860 33,202 4,179	-55.7 -43.6 -48.5 -40.4 -47.7
Vermont Virginia Washington West Virginia Wisconsin Wyoming	0 735 488 305 653 26	0 5,014 3,607 860 1,150 703	337 17,134 5,497 1,952 1,907 1,289	615 58,198 13,561 43,375 17,641 2,006	517 50,632 10,855 61,482 13,279 1,953	462 47,046 9,963 58,667 12,333 1,462	379 40,505 6,312 55,890 8,421	300 35,148 7,199 52,700 6,249 0	144 31,913 6,747 50,485 2,785	73 30,047 5,412 50,130 2,196 38	-84.2 -36.1 -45.7 -14.6 -82.2 -97.4
Other jurisdictions	6,355	164,618	194,633	43,146	42,914	41,820	40,563	38,401	36,701	31,232	-25.3
American Samoa Federated States of Micronesia Guam Marshall Islands Northern Marianas Palau Puerto Rico U.S. Virgin Islands	0 0 0 0 0 0 0 6,355	1,219 975 4,741 0 661 491 154,065 2,466	297 1,576 5,215 328 1,078 581 183,290 2,268	0 0 0 0 0 0 0 43,146	0 0 0 0 0 0 0 42,914	0 0 0 0 0 0 41,820 0	0 0 0 0 0 0 0 40,563	0 0 0 0 0 0 0 38,401	0 0 0 0 0 0 0 36,701	0 0 0 0 0 0 0 31,232	† † † † † -25.3

†Not applicable. NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.30. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and state or jurisdiction: 2017 and 2018

			2017					2018			
		Full-1	time	Part-1	time		Full-1	time	Part-	time	Percent change,
State or jurisdiction	Total	Males	Females	Males	Females	Total	Males	Females	Males	Females	2017 to 2018
1	2	3	4	5	6	7	8	9	10	11	12
United States Alabama Alaska Arizona Arkansas California	306,817 26,905 591,122 163,963 2,724,446	91,970 5,485 141,786 44,881 665,176	6,652,186 118,873 6,705 196,426 58,757 827,351	3,147,359 39,522 5,409 94,483 23,301 558,940	4,554,651 56,452 9,306 158,427 37,024 672,979	304,182 25,692 581,982 159,738 2,712,420	5,338,934 89,797 5,126 135,977 43,198 660,564	6,652,787 116,948 6,323 188,169 57,698 832,468	3,103,728 39,958 5,057 94,537 22,762 550,771	<b>4,550,469</b> 57,479 9,186 163,299 36,080 668,617	-0.7 -0.9 -4.5 -1.5 -2.6 -0.4
Colorado	360,236	95,560	109,193	64,269	91,214	360,537	94,850	111,629	63,371	90,687	0.1
Connecticut	197,534	58,447	70,992	25,363	42,732	197,480	57,954	71,751	24,775	43,000	#
Delaware	60,338	15,918	21,376	7,965	15,079	60,700	15,831	21,559	7,881	15,429	0.6
District of Columbia	95,999	25,965	38,178	12,279	19,577	97,776	26,073	38,737	12,474	20,492	1.9
Florida	1,073,338	265,282	350,453	182,876	274,727	1,068,063	262,973	353,235	179,316	272,539	-0.5
Georgia	538,124	144,116	194,896	75,723	123,389	543,443	142,719	196,570	79,369	124,785	1.0
Hawaii	64,125	15,659	21,771	10,376	16,319	61,855	14,533	20,926	10,065	16,331	-3.5
Idaho	131,803	27,695	32,239	29,016	42,853	123,487	27,904	33,060	24,625	37,898	-6.3
Illinois	757,001	201,572	236,661	123,667	195,101	738,448	195,385	234,805	118,461	189,797	-2.5
Indiana	398,802	121,301	142,262	57,892	77,347	388,348	118,999	140,588	54,526	74,235	-2.6
lowa	260,801	73,441	79,614	41,604	66,142	254,058	71,910	78,623	40,862	62,663	-2.6
Kansas	213,997	59,690	64,184	37,923	52,200	212,737	58,189	63,617	37,830	53,101	-0.6
Kentucky	258,498	66,423	89,574	43,704	58,797	262,961	69,016	90,575	44,286	59,084	1.7
Louisiana	241,567	66,556	94,299	29,315	51,397	241,401	66,364	96,614	28,291	50,132	-0.1
Maine	71,811	19,554	24,020	9,644	18,593	71,773	19,187	23,873	10,053	18,660	-0.1
Maryland	364,178	87,111	101,730	74,525	100,812	361,442	85,352	100,876	73,751	101,463	-0.8
Massachusetts	503,539	161,201	192,140	57,461	92,737	499,769	159,187	191,879	57,138	91,565	-0.7
Michigan	558,072	157,306	176,811	95,601	128,354	541,096	153,053	175,363	90,558	122,122	-3.0
Minnesota	412,966	94,227	125,640	66,074	127,025	408,783	92,241	126,186	64,338	126,018	-1.0
Mississippi	171,824	53,131	75,552	15,386	27,755	169,360	50,286	72,829	16,464	29,781	-1.4
Missouri	385,483	105,974	129,656	59,274	90,579	374,424	100,863	125,363	58,730	89,468	-2.9
Montana	50,642	17,412	17,980	5,869	9,381	49,363	16,635	17,498	5,953	9,277	-2.5
Nebraska	135,710	40,242	47,157	19,992	28,319	134,938	38,980	46,347	20,289	29,322	-0.6
Nevada	117,574	26,886	36,078	22,872	31,738	117,798	26,965	36,032	22,807	31,994	0.2
New Hampshire	149,184	29,337	38,914	28,460	52,473	160,743	30,576	42,121	30,624	57,422	7.7
New Jersey	419,037	131,377	143,515	59,872	84,273	414,416	130,541	143,158	58,234	82,483	-1.1
New Mexico	129,595	28,211	35,831	25,972	39,581	123,297	26,026	33,859	24,685	38,727	-4.9
New York	1,260,557	404,510	491,234	146,069	218,744	1,250,287	400,139	491,531	143,092	215,525	-0.8
North Carolina	564,111	156,448	203,139	77,753	126,771	563,710	154,504	201,933	78,070	129,203	-0.1
North Dakota	53,749	18,770	18,292	7,514	9,173	53,286	18,235	18,126	7,489	9,436	-0.9
Ohio	649,586	192,545	219,991	94,259	142,791	644,962	188,767	218,435	92,003	145,757	-0.7
Oklahoma	202,150	60,390	70,764	27,760	43,236	195,943	56,725	69,359	27,009	42,850	-3.1
Oregon	229,988	64,634	78,304	38,827	48,223	228,140	62,439	77,280	39,104	49,317	-0.8
Pennsylvania	717,025	242,852	279,962	72,050	122,161	700,329	234,273	275,567	70,105	120,384	-2.3
Rhode Island	82,765	27,742	34,659	7,682	12,682	80,868	27,453	34,120	7,272	12,023	-2.3
South Carolina	246,416	74,108	97,010	26,901	48,397	240,533	72,906	95,054	25,475	47,098	-2.4
South Dakota	53,620	16,230	16,728	7,984	12,678	53,365	15,905	16,707	8,070	12,683	-0.5
Tennessee	323,157	100,053	130,691	35,515	56,898	322,115	97,314	130,278	35,830	58,693	-0.3
Texas	1,630,520	387,457	465,124	318,908	459,031	1,643,542	384,004	467,710	319,572	472,256	0.8
Utah	331,996	103,614	138,924	43,149	46,309	359,772	111,363	156,848	42,809	48,752	8.4
Vermont	43,855	15,396	16,407	4,724	7,328	42,914	14,973	16,316	4,534	7,091	-2.1
Virginia	554,120	153,150	188,204	86,804	125,962	552,041	152,793	191,686	84,284	123,278	-0.4
Washington	367,943	115,274	138,436	49,054	65,179	367,056	113,364	138,830	49,513	65,349	-0.2
West Virginia	142,966	34,777	39,523	36,928	31,738	140,103	32,257	37,948	37,348	32,550	-2.0
Wisconsin	340,301	96,750	112,774	54,071	76,706	336,409	94,452	112,491	52,641	76,825	-1.1
Wyoming	33,014	8,931	9,364	6,760	7,959	32,510	8,332	9,267	6,650	8,261	-1.5
U.S. Service Academies	15,281	11,432	3,828	18	3	15,523	11,482	4,022	17	2	1.6
Other jurisdictions  American Samoa Federated States of Micronesia Guam Marshall Islands Northern Marianas Palau Puerto Rico U.S. Virgin Islands	192,717 1,095 2,022 6,027 1,032 1,216 532 178,623 2,170	62,759 205 639 1,695 331 354 164 58,889 482	86,060 410 815 2,237 336 559 188 80,635 880	17,998 164 257 886 196 124 74 16,067 230	25,900 316 311 1,209 169 179 106 23,032 578	212,565 1,037 1,931 5,888 1,119 1,194 497 198,915 1,984	69,481 195 634 1,651 380 349 117 65,722 433	98,503 418 781 2,174 360 578 150 93,171 871	18,092 124 234 896 191 104 72 16,272 199	26,489 300 282 1,167 188 163 158 23,750 481	-5.3 -4.5 -2.3 8.4 -1.8 -6.6 11.4 -8.6

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.35. Total fall enrollment in public degree-granting postsecondary institutions, by attendance status, sex, and state or jurisdiction: 2017 and 2018

			2017					2018			
		Full-1	time	Part-	time		Full-	time	Part-	time	Percent
State or jurisdiction	Total	Males	Females	Males	Females	Total	Males	Females	Males	Females	change, 2017 to 2018
1	2	3	4	5	6	7	8	9	10	11	12
United States	14,571,739	3,857,431	4,469,043	2,624,115	3,621,150	14,529,264	3,787,941	4,480,879	2,603,530	3,656,914	-0.3
Alabama Alaska	254,071 25,850	74,203 5,289	96,246 6,133	32,969 5,306	50,653 9,122	255,087 24,649	72,952 4,936	97,147 5,735	33,201 4,953	51,787 9,025	0.4 -4.6
Arizona Arkansas	366,787 146,578	90,375 38,360	98,218 50,741	75,047 22,134	103,147 35,343	367,198 142,382	87,940 36,664	98,735 49,735	74,940 21,565	105,583 34,418	0.1 -2.9
California	2,257,256	515,912	604,857	521,696	614,791	2,250,219	514,188	611,606	514,775	609,650	-0.3
Colorado	278,909	74,706	78,038	54,672	71,493	279,495	74,548	78,844	54,141	71,962	0.2
Connecticut Delaware	116,090 42,321	32,653 12,727	36,476 17,222	18,798 4,488	28,163 7,884	114,529 42,601	32,028 12,787	36,521 17,560	18,281 4,363	27,699 7,891	-1.3 0.7
District of Columbia Florida	4,529 798,045	1,050 181,640	1,206 227,474	830 155,578	1,443 233,353	4,500 800,451	1,036 180,635	1,197 231,016	848 154,014	1,419 234,786	-0.6 0.3
Georgia	428,586	115,084	146,935	66,216	100,351	435,744	113,576	149,155	70,018	102,995	1.7
Hawaii	51,674	12,080	15,581	9,201	14,812	51,063	11,482	15,453	9.089	15,039	-1.2
ldaho Illinois	75,792 478,042	18,453 122,250	20,740 129,588	14,690 96,430	21,909 129,774	77,133 465,229	18,142 117,478	21,085 127,488	14,870 93,360	23,036 126,903	1.8 -2.7
Indiana	301,562	87,402	96,787	51,562	65,811	296,229	86,116	97,242	48,548	64,323	-1.8
lowa Kansas	170,262 179,624	51,117 49,741	50,326 53,637	30,347 31,783	38,472 44,463	199,231 179,600	51,927 48,500	55,569 53,240	36,783 32,132	54,952 45,728	17.0
Kentucky	202,266	53,145	68,233	34,491	46,397	199,748	50,979	67,572	34,719	46,478	-1.2
Louisiana Maine	210,166 46,999	57,512 12,283	77,279 13,326	27,768 7,845	47,607 13,545	210,696 48,332	57,368 12,010	80,314 13,446	26,701 8,281	46,313 14,595	0.3 2.8
Maryland	303,614	70,748	79,761	66,368	86,737	301,959	69,549	79,629	65,438	87,343	-0.5
Massachusetts Michigan	213,388 478,735	59,644 133,968	64,619 150,110	34,182 83,964	54,943 110,693	207,767 466,806	57,016 130,309	62,954 149,192	33,684 80,258	54,113 107,047	-2.6 -2.5
Minnesota Mississippi	249,385 152,392	66,561 48,624	73,545 67,625	45,331 13,279	63,948 22,864	245,164 150,583	64,864 45,900	73,047 65,448	44,292 14,356	62,961 24,879	-1.7 -1.2
Missouri	237,454	66,014	78,906	36,840	55,694	232,040	62,660	76,836	36,225	56,319	-2.3
Montana	46,002	15,834	15,819	5,648	8,701	44,925	15,115	15,466	5,725	8,619	-2.3
Nebraska Nevada	101,038 107,864	29,570 23,908	31,906 30,673	17,199 22,445	22,363 30,838	100,594 108,658	29,278 24,258	32,112 30,972	16,645 22,387	22,559 31,041	-0.4 0.7
New Hampshire	39,761	12,907	15,160	4,447	7,247	38,735	12,685	14,851	4,375	6,824	-2.6
New Jersey New Mexico	334,597 125,381	99,889 27,136	110,370 33,469	52,439 25,757	71,899 39,019	329,037 120,293	98,373 25,212	109,706 32,061	51,043 24,566	69,915 38,454	-1.7 -4.1
New York North Carolina	697,458 454,998	215,895 118,312	248,886 152,809	95,192 71,274	137,485 112,603	690,097 456,128	211,638 116,740	247,145 152,933	94,227 71,619	137,087 114,836	-1.1 0.2
North Dakota	47,574	16,888	15,366	7,034	8,286	46,531	16,257	15,063	6,870	8,341	-2.2
Ohio	497,409	140,321	154,805	82,121	120,162	495,612	136,593	153,336	80,742	124,941	-0.4
Oklahoma Oregon	174,239 192,402	48,788 53,364	58,315 58,990	26,081 36,471	41,055 43,577	170,979 191,943	46,536 51,780	58,025 58,291	25,510 36,950	40,908 44,922	-1.9 -0.2
Pennsylvania Rhode Island	401,045 41,018	132,642 10,563	142,412 14,628	49,588 5,775	76,403 10,052	392,771 40,082	127,742 10,631	139,774 14,810	48,664 5,397	76,591 9,244	-2.1 -2.3
South Carolina	200,622	59,898	74,953	24,044	41,727	196,525	59,162	74,160	22,698	40,505	-2.0
South Dakota Tennessee	44,630 223,179	14,203 67,470	13,525 83,070	6,747 28,797	10,155 43,842	43,871 225,281	13,736 65,732	13,481 83,417	6,576 29,616	10,078 46,516	-1.7 0.9
Texas	1,448,398	326,263	380,891	303,811	437,433	1,468,587	324,380	388,301	305,072	450,834	1.4
Utah	180,034	48,153	48,276	40,039	43,566	183,949	48,712	49,749	39,868	45,620	2.2
Vermont Virginia	25,300 389,251	7,565 109,603	9,503 127,095	2,667 64,099	5,565 88,454	25,197 384,879	7,475 108,617	9,642 127,274	2,629 62,198	5,451 86,790	-0.4 -1.1
Washington West Virginia	318,336 83,898	99,257 28,669	113,978 32,107	45,683 8,648	59,418 14,474	319,377 81,605	97,946 26,750	115,019 31,242	46,438 8,776	59,974 14,837	0.3 -2.7
Wisconsin	279,097	78,858	85,271	49,516	65,452	277,178	77,222	84,999	48,437	66,520	-0.7
Wyoming	32,550	8,502	9,329	6,760	7,959	32,472	8,299	9,262	6,650 17	8,261 2	-0.2
U.S. Service Academies	15,281	11,432	3,828	18	3	15,523	11,482	4,022			1.6
Other jurisdictions American Samoa	<b>37,419</b> 1,095	<b>14,488</b> 205	<b>15,921</b> 410	<b>3,145</b>	<b>3,865</b> 316	<b>72,399</b> 1,037	<b>26,338</b> 195	<b>34,587</b> 418	<b>5,004</b>	<b>6,470</b>	<b>93.5</b> -5.3
Federated States of Micronesia	2,022	639	815	257	311	1,931	634	781	234	282	-4.5
Guam Marshall Islands	5,972 1,032	1,673 331	2,217 336	880 196	1,202 169	5,826 1,119	1,628 380	2,150 360	888 191	1,160 188	-2.4 8.4
Northern Marianas Palau	1,216 532	354 164	559 188	124 74	179 106	1,194 497	349 117	578 150	104 72	163 158	-1.8 -6.6
Puerto Rico U.S. Virgin Islands	23,380 2,170	10,640 482	10,516 880	1,220 230	1,004 578	58,811 1,984	22,602 433	29,279 871	3,192 199	3,738 481	151.5 -8.6
o.o. virgiii isiaiiUS	2,170	402	000	230	3/6	1,904	433	011	199	401	-0.0

#Rounds to zero

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 304.60. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2017 and 2018

			20	17					20	18		
			Private	4-year	Private	2-year	5	5	Private		Private	2-year
State or jurisdiction	Public 4-year	Public 2-year	Nonprofit	For-profit	Nonprofit	For-profit	Public 4-year	Public 2-year	Nonprofit	For-profit	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	8,854,279	5,717,460	4,060,094	911,007	48,395	186,916	8,982,560	5,546,704	4,089,090	829,060	45,154	153,350
Alabama Alaska Arizona Arkansas California	173,335 25,850 180,262 100,055 1,014,651	80,736 † 186,525 46,523 1,242,605	26,144 551 9,935 15,713 307,742	24,841 † 203,877 323 131,822	74 74 † 1,296 1,497	1,761 430 10,523 53 26,129	174,857 24,649 188,360 98,718 1,016,497	80,230 † 178,838 43,664 1,233,722	26,261 547 10,923 15,606 310,313	22,728 † 194,257 368 127,229	1,326 1,260	106 415 9,604 56 23,399
Colorado Connecticut Delaware District of Columbia Florida	212,011 66,710 42,321 4,529 770,419	66,898 49,380 † † 27,626	33,730 72,360 17,554 81,099 184,960	39,861 9,084 320 9,984 50,603	351 † 143 † 20,146	7,385 † † 387 19,584	238,952 66,620 42,601 4,500 777,268	40,543 47,909 † † 23,183	33,750 73,023 17,630 81,391 179,885	38,775 9,928 351 11,537 50,822	130 † 118 † 20,444	8,387 † 1 348 16,461
Georgia Hawaii Idaho Illinois Indiana	314,455 27,535 52,432 184,631 226,076	114,131 24,139 23,360 293,411 75,486	77,092 10,159 55,503 214,829 89,435	24,084 1,670 79 59,655 4,403	1,763 † † 421 548	6,599 622 429 4,054 2,854	318,412 27,336 53,392 181,814 224,223	117,332 23,727 23,741 283,415 72,006	79,170 9,695 45,926 213,041 88,384	21,258 406 † 56,854 668	1,931 † † 411 415	5,340 691 428 2,913 2,652
lowa Kansas Kentucky Louisiana Maine	80,020 100,731 124,710 143,905 30,040	90,242 78,893 77,556 66,261 16,959	52,882 23,177 47,958 25,955 23,226	37,550 10,154 7,272 56 1,096	† † 481 242	107 1,042 1,002 4,909 248	109,809 100,937 122,074 145,708 31,720	89,422 78,663 77,674 64,988 16,612	51,467 23,312 55,504 26,826 23,173	3,284 9,015 6,726 75	† † † 492 61	76 810 983 3,312 207
Maryland Massachusetts Michigan Minnesota Mississippi	184,495 125,770 327,750 132,119 80,730	119,119 87,618 150,985 117,266 71,662	54,644 286,926 76,782 70,563 17,576	3,511 1,914 1,411 92,658 359	1,093 † 90 †	2,409 218 1,144 270 1,497	186,212 124,447 322,932 128,746 78,558	115,747 83,320 143,874 116,418 72,025	55,012 288,720 72,631 71,084 17,576	3,181 1,937 411 92,204 508	1,212 † 106 †	1,290 133 1,248 225 693
Missouri Montana Nebraska Nevada New Hampshire	148,708 38,116 60,740 97,144 27,308	88,746 7,886 40,298 10,720 12,453	139,805 4,228 33,668 3,994 109,300	4,929 † 903 1,862 †	173 375 32 272 123	3,122 37 69 3,582 †	146,372 36,977 60,365 108,658 26,950	85,668 7,948 40,229 † 11,785	138,235 4,090 34,176 4,136 121,896	2,885 † 107 1,836 †	183 305 15 97 112	1,081 43 46 3,071 †
New Jersey New Mexico New York North Carolina North Dakota	187,735 58,353 400,971 232,872 40,368	146,862 67,028 296,487 222,126 7,206	73,693 1,590 521,931 96,497 5,648	6,894 1,283 27,702 8,875 527	† 2,696 624 †	3,853 1,341 10,770 3,117 †	189,539 55,908 403,935 237,460 39,204	139,498 64,385 286,162 218,668 7,327	74,254 1,498 519,645 96,528 6,140	6,891 519 27,680 8,335 615	159 † 2,705 594 †	4,075 987 10,160 2,125 †
Ohio Oklahoma Oregon Pennsylvania Rhode Island	326,478 117,916 104,604 277,538 26,260	170,931 56,323 87,798 123,507 14,758	135,357 23,338 34,573 288,384 41,747	6,092 1,464 2,209 8,544 †	1,419 581 34 6,053 †	9,309 2,528 770 12,999 †	334,004 116,267 103,375 271,256 25,543	161,608 54,712 88,568 121,515 14,539	134,139 21,971 33,764 289,345 40,786	4,904 1,088 1,621 4,083	1,164 578 45 4,692	9,143 1,327 767 9,438 †
South Carolina South Dakota Tennessee Texas Utah	114,569 37,897 136,810 737,555 150,414	86,053 6,733 86,369 710,843 29,620	33,375 7,060 83,777 140,806 145,565	7,883 1,930 7,698 18,175 3,862	790 † 682 1,921 2,045	3,746 † 7,821 21,220 490	115,686 37,034 137,180 785,517 154,793	80,839 6,837 88,101 683,070 29,156	36,081 7,405 83,265 140,143 169,648	4,308 2,089 7,510 17,501 3,699	869 † 709 1,610 1,996	2,750 † 5,350 15,701 480
Vermont Virginia Washington West Virginia Wisconsin Wyoming	19,796 219,882 282,316 67,191 189,518 12,397	5,504 169,369 36,020 16,707 89,579 20,153	18,411 132,378 41,472 8,583 58,419	144 28,278 5,044 47,715 2,407	578 1,388 † † 464	† 3,635 1,703 2,770 378 †	19,819 220,817 286,838 65,121 186,627 12,450	5,378 164,062 32,539 16,484 90,551 20,022	17,644 136,722 41,326 8,368 57,035	73 26,840 4,110 47,815 2,029	† 393 941 † †	1,307 1,302 2,315 167 38
U.S. Service Academies	15,281	t	†	†	†	†	15,523	†	†	†	†	<u>†</u>
Other jurisdictions	29,524	7,895	118,239	18,879	358	17,822	65,951	6,448	108,807	17,989	127	13,243
American Samoa Federated States of Micronesia Guam Marshall Islands Northern Marianas Palau Puerto Rico U.S. Virgin Islands	1,095 † 3,917 † 1,216 † 21,126 2,170	† 2,022 2,055 1,032 † 532 2,254	† 55 † † † 118,184	† † † † † 18,879	† † † † † 358	† † † † 17,822	1,037 † 3,744 1,119 1,194 † 56,873 1,984	1,931 2,082 † † 497 1,938	† 62 † † † 108,745	† † † † † 17,989	† † † † † 127	† † † † 13,243

†Not applicable.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared January 2020.)

Table 305.10. Total fall enrollment of first-time degree/certificate-seeking students in degree-granting postsecondary institutions, by attendance status, sex of student, and level and control of institution: 1960 through 2029

-					Males			Females		4-y	ear	2-ye	ear
Year	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Public	Private	Public	Private
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1960 <sup>1</sup> 1961 <sup>1</sup>	923,069 1,018,361	_		539,512 591,913		_	383,557 426,448		=	395,884 <sup>2</sup> 438,135 <sup>2</sup>	313,209 <sup>2</sup> 336,449 <sup>2</sup>	181,860 <sup>2</sup> 210,101 <sup>2</sup>	32,116 <sup>2</sup> 33,676 <sup>2</sup>
1962 <sup>1</sup> 1963 <sup>1</sup> 1964 <sup>1</sup>	1,030,554 1,046,424 1,224,840	=	=	598,099 604,282 701,524	=	=	432,455 442,142 523,316	=	=	445,191 <sup>2</sup> — 539,251 <sup>2</sup>	324,923 <sup>2</sup> — 363,348 <sup>2</sup>	224,537 <sup>2</sup> — — 275,413 <sup>2</sup>	35,903 <sup>2</sup> — 46,828 <sup>2</sup>
1965 <sup>1</sup>		_					612,607		_		398,792 <sup>2</sup>	347,788 <sup>2</sup>	53,009 <sup>2</sup>
1966 1967	1,441,822 1,554,337 1,640,936	 1,335,512	305,424	829,215 889,516 931,127	761,299	169,828	664,821 709,809	 574,213	135,596	642,233 <sup>2</sup> 626,472 <sup>2</sup> 644,525	382,889 <sup>2</sup> 368,300	478,459 <sup>2</sup>   561,488	66,517 <sup>2</sup> 66,623
1968 1969	1,892,849 1,967,104	1,470,653 1,525,290	422,196 441,814	1,082,367 1,118,269	847,005 876,280	235,362 241,989	810,482 848,835	623,648 649,010	186,834 199,825	724,377 699,167	378,052 391,508	718,562 814,132	71,858 62,297
1970 1971	2,063,397 2,119,018	1,587,072 1,606,036	476,325 512,982	1,151,960 1,170,518	896,281 895,715	255,679 274,803	911,437 948,500	690,791 710,321	220,646 238,179	717,449 704,052	395,886 384,695	890,703 971,295	59,359 58,976
1972 1973	2,152,778 2,226,041	1,574,197 1,607,269	578,581 618,772	1,157,501 1,182,173	858,254 867,314	299,247 314,859	995,277 1,043,868	715,943 739,955	279,334 303,913	680,337 698,777	380,982 378,994	1,036,616 1,089,182	54,843 59,088
1974	2,365,761	1,673,333	692,428	1,243,790	896,077	347,713	1,121,971	777,256	344,715	745,637	386,391	1,175,759	57,974
1975 1976	2,515,155 2,347,014 2,394,426	1,763,296 1,662,333	751,859 684,681	1,327,935 1,170,326	942,198 854,597	385,737 315,729	1,187,220 1,176,688	821,098 807,736	366,122 368,952	771,725 717,373	395,440 413,961	1,283,523 1,152,944	64,467 62,736
1977 1978 1979	2,394,426 2,389,627 2,502,896	1,680,916 1,650,848 1,706,732	713,510 738,779 796,164	1,155,856 1,141,777 1,179,846	839,848 817,294 840,315	316,008 324,483 339,531	1,238,570 1,247,850 1,323,050	841,068 833,554 866,417	397,502 414,296 456,633	737,497 736,703 760,119	404,631 406,669 415,126	1,185,648 1,173,544 1,253,854	66,650 72,711 73,797
1980	2,587,644	1,749,928	837,716	1,218,961	862,458	356,503	1,368,683	887,470	481,213	765,395	417,937	1,313,591	90,7213
1981 1982	2,595,421 2,505,466	1,737,714 1,688,620	857,707 816,846	1,217,680 1,199,237	851,833 837,223	365,847 362,014	1,377,741 1,306,229	885,881 851,397	491,860 454,832	754,007 730,775	419,257 404,252	1,318,436 1,254,193	103,721 <sup>3</sup> 116,246 <sup>3</sup>
1983 1984	2,443,703 2,356,898	1,678,071 1,613,185	765,632 743,713	1,159,049 1,112,303	824,609 786,099	334,440 326,204	1,284,654 1,244,595	853,462 827,086	431,192 417,509	728,244 713,790	403,882 402,959	1,189,869 1,130,311	121,708 109,838
1985 1986	2,292,222 2,219,208	1,602,038 1,589,451	690,184 629,757	1,075,736 1,046,527	774,858 768,856	300,878 277,671	1,216,486 1,172,681	827,180 820,595	389,306 352,086	717,199 719,974	398,556 391,673	1,060,275 990,973	116,192 116,588
1987 1988	2,246,359 2,378,803	1,626,719 1,698,927	619,640 679,876	1,046,615 1,100,026	779,226 807,319	267,389 292,707	1,199,744 1,278,777	847,493 891,608	352,251 387,169	757,833 783,358	405,113 425,907	979,820 1,048,914	103,593 120,624
1989	2,341,035	1,656,594	684,441	1,094,750	791,295	303,455	1,246,285	865,299	380,986	762,217	413,836	1,048,529	116,453
1990 1991	2,256,624	1,617,118 1,652,983	639,506 624,937	1,045,191 1,068,433 1,013,058	771,372 798,043 760,290	273,819 270,390 252,768	1,211,433 1,209,487	845,746 854,940 843,447	365,687 354,547 327,608	727,264 717,697 697,393	400,120 392,904	1,041,097 1,070,048	88,143 97,271 85,340
1992 1993 1994	2,184,113 2,160,710 2,133,205	1,603,737 1,608,274 1,603,106	580,376 552,436 530,099	1,013,036 1,007,647 984,558	762,240 751,081	245,407 233,477	1,171,055 1,153,063 1,148,647	846,034 852,025	307,029 296,622	702,273 709,042	408,306 410,688 405,917	993,074 973,545 952,468	74,204 65,778
1995	2,168,831 2,274,319	1,646,812	522,019	1,001,052	767,185	233,867	1,167,779	879,627	288,152	731,836	419,025	954,595	63,375
1996 1997	2,219,255	1,739,852 1,733,512	534,467 485,743	1,046,662 1,026,058	805,982 806,054	240,680 220,004	1,227,657 1,193,197	933,870 927,458	293,787 265,739	741,164 755,362	427,442 442,397	989,536 923,954	116,177 97,542
1998 1999	2,212,593 2,357,590	1,775,412 1,849,741	437,181 507,849	1,022,656 1,094,539	825,577 865,545	197,079 228,994	1,189,937 1,263,051	949,835 984,196	240,102 278,855	792,772 819,503	460,948 474,223	858,417 955,499	100,456 108,365
2000 2001	2,427,551 2,497,078	1,918,093 1,989,179	509,458 507,899	1,123,948 1,152,837	894,432 926,393	229,516 226,444	1,303,603 1,344,241	1,023,661 1,062,786	279,942 281,455	842,228 866,619	498,532 508,030	952,175 988,726	134,616 133,703
2002 2003	2,570,611 2,591,754	2,053,065 2,102,394	517,546 489,360	1,170,609 1,175,856	945,938 965,075	224,671 210,781	1,400,002 1,415,898	1,107,127 1,137,319	292,875 278,579	886,297 918,602	517,621 537,726	1,037,267 1,004,428	129,426 130,998
2004	2,630,243	2,147,546	482,697	1,190,268	981,591	208,677	1,439,975	1,165,955	274,020	925,249	562,485	1,009,082	133,427
2005 2006 2007	2,657,338 2,707,205 2,777,168	2,189,884 2,220,184 2,295,518	467,454 487,021 481,650	1,200,055 1,228,703 1,268,137	995,610 1,015,786 1,053,375	204,445 212,917 214,762	1,457,283 1,478,502 1,509,031	1,194,274 1,204,398 1,242,143	263,009 274,104 266,888	953,903 990,077 1,023,789	606,712 598,266 633,772	977,224 1,013,419 1,016,636	119,499 105,443 102,971
2008 2009	3,022,736 3,156,882	2,425,987 2,534,440	596,749 622,442	1,388,441 1,464,424	1,114,724 1,177,119	273,717 287,305	1,634,295 1,692,458	1,311,263 1,357,321	323,032 335,137	1,053,829 1,090,980	672,372 658,808	1,186,640 1,275,974	109,895 131,120
2010	3,156,727	2,533,636	623,091	1,461,016	1,171,090	289,926	1,695,711	1,362,546	333,165	1,110,601	674,573	1,238,491	133,062
2011 2012	3,091,496 2,994,187	2,479,155 2,408,063	612,341 586,124	1,424,140 1,387,316	1,140,843 1,115,266	283,297 272,050	1,667,356 1,606,871	1,338,312 1,292,797	329,044 314,074	1,131,091 1,128,344	656,864 642,716	1,195,083 1,137,927	108,458 85,200
2013 2014	2,985,366 2,925,998	2,415,969 2,383,328	569,397 542,670	1,383,852 1,355,164	1,117,525 1,100,005	266,327 255,159	1,601,514 1,570,834	1,298,444 1,283,323	303,070 287,511	1,144,102 1,170,639	633,184 612,162	1,126,978 1,070,625	81,102 72,572
2015 2016	2,882,949 2,882,991	2,368,283 2,369,021	514,666 513,970	1,338,853 1,333,598	1,096,976 1,093,968	241,877 239,630	1,544,096 1,549,393	1,271,307 1,275,053	272,789 274,340	1,190,206 1,259,214	599,242 581,098	1,031,117 981,029	62,384 61,650
2017 2018	2,883,001 2,885,818	2,377,999 2,392,319	505,002 493,499	1,326,237 1,317,522	1,091,909 1,093,233	234,328 224,289	1,556,764 1,568,296	1,286,090 1,299,086	270,674 269,210	1,285,500 1,309,453	588,395 595,543	954,930 934,085	54,176 46,737
2019 <sup>4</sup> 2020 <sup>4</sup>	2,895,000 2,898,000	_	_	1,320,000 1,321,000	_	_	1,575,000 1,577,000	_	_	_	_	_	_
2020 2021 <sup>4</sup> 2022 <sup>4</sup>	2,903,000 2,908,000 2,908,000			1,323,000 1,323,000 1,325,000			1,581,000 1,584,000			$\equiv$	Ξ	=	Ξ
2023 <sup>4</sup> 2024 <sup>4</sup>	2,915,000 2,925,000	_		1,327,000 1,332,000		_	1,588,000 1,593,000		_	_	_		_
20254	2,935,000	_	_	1,336,000	_	_	1,598,000	_	-	_	_	_	_
2026 <sup>4</sup> 2027 <sup>4</sup> 2028 <sup>4</sup>	2,946,000 2,950,000 2,952,000	_	_	1,342,000 1,344,000 1,345,000	_		1,604,000 1,606,000 1,607,000		_				=
2029 <sup>4</sup>	2,952,000	_		1,345,000		_	1,607,000			_			

<sup>-</sup>Not available.

NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting

classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Alaska and Hawaii are included in all years. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial

SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, 1963 through 1965; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1966 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and First-Time Freshmen Projection Model, 1980 through 2029. (This table was prepared December 2019.)

¹Excludes first-time degree/certificate-seeking students in occupational programs not creditable towards a bachelor's degree.

<sup>&</sup>lt;sup>2</sup>Data for 2-year branches of 4-year college systems are aggregated with the 4-year institutions.

<sup>&</sup>lt;sup>3</sup>Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

<sup>4</sup>Projected.

Table 305.20. Total fall enrollment of first-time degree/certificate-seeking students in degree-granting postsecondary institutions, by attendance status, sex of student, control of institution, and state or jurisdiction: Selected years, 2000 through 2018

		•								Fall 2018				
	Total,	Total,	Total,	Total,	Total,			Full-time			Part-time			
State or jurisdiction	fall 2000	fall 2010	fall 2015	fall 2016	fall 2017	Total	Total	Males	Females	Total	Males	Females	Public	Private
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States Alabama	<b>2,427,551</b> 43,411	<b>3,156,727</b> 52,990	<b>2,882,949</b> 50,151	<b>2,882,991</b> 50,108	<b>2,883,001</b> 50,263	<b>2,885,818</b> 48,346	<b>2,392,319</b> 43,016	<b>1,093,233</b> 18,863	<b>1,299,086</b> 24,153	<b>493,499</b> 5,330	<b>224,289</b> 2,441	<b>269,210</b> 2,889	<b>2,243,538</b> 43,501	<b>642,280</b> 4,845
Alaska	2,432	5,400	3,849	3,049	3,234	2,931	2,227	969	1,258	704	279	425	2,623	308
Arizona	46,646	76,832	67,751	65,784	62,440	61,748	44,007	20,329	23,678	17,741	7,594	10,147	51,814	9,934
Arkansas	22,695	29,321	27,388	27,276	26,779	26,567	24,053	10,782	13,271	2,514	1,104	1,410	22,902	3,665
California	246,128	402,832	383,920	394,845	390,289	387,767	277,907	127,275	150,632	109,860	57,322	52,538	344,117	43,650
Colorado	43,201	54,594	43,349	43,832	45,436	45,827	37,808	17,957	19,851	8,019	3,468	4,551	38,288	7,539
Connecticut	24,212	32,719	31,398	31,741	31,804	31,656	27,105	12,308	14,797	4,551	1,953	2,598	19,037	12,619
Delaware	7,636	8,947	9,352	9,727	10,051	9,879	8,469	3,572	4,897	1,410	535	875	8,731	1,148
District of Columbia	9,150	10,747	11,075	9,012	10,617	10,506	9,453	3,501	5,952	1,053	362	691	617	9,889
Florida	109,931	176,040	157,687	158,956	160,114	161,033	123,638	52,844	70,794	37,395	15,818	21,577	119,415	41,618
Georgia	67,616	100,140	86,071	84,932	85,737	87,518	72,456	31,274	41,182	15,062	6,526	8,536	71,495	16,023
Hawaii	8,931	10,740	8,851	8,398	8,691	8,645	7,104	2,720	4,384	1,541	653	888	6,952	1,693
Idaho	10,669	12,668	14,179	14,520	15,450	14,874	12,754	5,481	7,273	2,120	934	1,186	9,781	5,093
Illinois	107,592	114,467	95,852	93,994	92,736	92,486	78,563	37,344	41,219	13,923	6,343	7,580	63,451	29,035
Indiana	59,320	82,406	66,876	64,028	62,696	64,865	57,172	26,689	30,483	7,693	3,603	4,090	48,430	16,435
lowa	39,564	47,257	37,851	38,130	38,056	35,591	31,645	16,084	15,561	3,946	1,551	2,395	27,103	8,488
Kansas	31,424	33,544	32,268	32,597	32,379	30,960	26,786	13,364	13,422	4,174	1,889	2,285	26,804	4,156
Kentucky	34,140	43,735	37,623	36,378	37,257	38,634	33,950	14,585	19,365	4,684	2,067	2,617	31,356	7,278
Louisiana	45,383	43,144	40,740	40,261	39,782	40,876	36,527	15,419	21,108	4,349	1,804	2,545	35,184	5,692
Maine	9,231	12,203	11,357	11,727	11,597	11,665	10,586	5,044	5,542	1,079	431	648	7,742	3,923
Maryland	35,552	51,104	44,767	47,084	44,436	44,708	35,180	16,491	18,689	9,528	4,104	5,424	37,992	6,716
Massachusetts	66,044	76,857	73,189	72,432	73,366	71,899	64,620	29,717	34,903	7,279	3,058	4,221	33,584	38,315
Michigan	84,998	101,063	89,224	86,314	83,041	81,937	66,626	31,214	35,412	15,311	7,110	8,201	72,113	9,824
Minnesota	63,893	55,723	45,323	45,102	44,752	44,218	38,424	18,361	20,063	5,794	2,553	3,241	33,153	11,065
Mississippi	30,356	37,034	31,185	32,088	31,145	31,041	29,399	12,860	16,539	1,642	744	898	29,084	1,957
Missouri	48,639	64,381	54,660	53,824	52,028	50,900	45,079	20,360	24,719	5,821	2,662	3,159	37,792	13,108
Montana	7,771	9,959	8,749	8,959	8,770	8,511	7,333	3,764	3,569	1,178	535	643	7,657	854
Nebraska	19,027	19,284	18,092	18,423	17,883	18,258	16,612	8,016	8,596	1,646	751	895	14,797	3,461
Nevada	10,490	18,572	15,917	16,112	17,169	18,143	13,744	5,917	7,827	4,399	2,124	2,275	17,118	1,025
New Hampshire	13,143	13,613	17,097	15,728	18,388	20,398	12,826	5,796	7,030	7,572	2,581	4,991	7,802	12,596
New Jersey	52,233	71,296	65,232	65,178	65,109	65,246	57,771	28,056	29,715	7,475	3,385	4,090	53,495	11,751
New Mexico	15,261	22,353	18,045	19,085	18,282	16,654	13,345	5,959	7,386	3,309	1,352	1,957	16,275	379
New York	168,181	197,849	187,059	185,714	187,805	188,267	179,943	84,480	95,463	8,324	3,807	4,517	112,664	75,603
North Carolina	69,343	92,627	88,995	88,547	88,204	88,920	72,867	32,378	40,489	16,053	6,825	9,228	69,228	19,692
North Dakota	8,929	9,073	8,606	8,709	8,874	8,368	8,065	4,281	3,784	303	142	161	7,294	1,074
Ohio	98,823	123,063	100,029	101,393	99,542	107,591	89,106	42,131	46,975	18,485	7,233	11,252	81,991	25,600
Oklahoma	35,094	39,107	36,371	36,266	35,306	33,781	27,445	12,534	14,911	6,336	2,550	3,786	29,494	4,287
Oregon	26,946	35,442	30,765	31,324	32,002	32,046	25,631	11,540	14,091	6,415	3,043	3,372	27,330	4,716
Pennsylvania	125,578	144,184	126,933	125,063	122,264	118,558	106,220	49,337	56,883	12,338	5,088	7,250	69,744	48,814
Rhode Island	13,789	15,698	15,004	14,942	14,602	14,959	14,048	6,582	7,466	911	410	501	7,312	7,647
South Carolina	32,353	47,535	46,080	45,173	46,455	46,053	40,907	18,085	22,822	5,146	2,114	3,032	37,044	9,009
South Dakota	8,597	10,074	8,473	8,316	8,673	8,646	7,993	4,120	3,873	653	247	406	7,200	1,446
Tennessee	43,327	59,279	56,498	56,605	58,398	57,576	53,566	23,075	30,491	4,010	1,479	2,531	42,336	15,240
Texas	181,813	228,503	234,131	235,197	242,984	244,190	181,812	82,378	99,434	62,378	28,385	33,993	214,139	30,051
Utah	24,953	35,126	31,884	32,141	34,851	40,979	35,656	14,149	21,507	5,323	2,566	2,757	26,457	14,522
Vermont	6,810	8,242	7,202	7,474	7,393	7,249	6,626	3,215	3,411	623	209	414	4,343	2,906
Virginia	52,661	83,166	80,362	79,020	79,374	79,615	67,268	30,815	36,453	12,347	5,537	6,810	63,076	16,539
Washington	36,287	41,124	46,370	47,853	48,447	48,363	42,488	19,083	23,405	5,875	2,506	3,369	40,371	7,992
West Virginia	15,659	23,020	18,866	18,874	18,077	17,106	15,050	6,875	8,175	2,056	1,179	877	13,428	3,678
Wisconsin	53,662	61,249	50,978	51,423	50,654	50,357	42,953	20,180	22,773	7,404	3,139	4,265	41,000	9,357
Wyoming	4,209	6,042	5,210	5,227	5,173	4,828	4,411	2,084	2,327	417	194	223	4,803	25
U.S. Service Academies	3,818	4,359	4,065	4,106	4,146	4,079	4,079	2,996	1,083	0	0	0	4,079	
Other jurisdictions	39,609	52,222	43,746	48,706	31,606	37,759	35,795	15,956	19,839	1,964	867	1,097	13,813	23,946
American Samoa Federated States of	297	657	382	392	381	309	253	92	161	56	20	36	309	0
Micronesia	786	653	708	760	647	698		289	318	91	39	52	698	0
Guam	770	1,043	1,101	985	1,275	1,093		318	474	301	132	169	1,077	16
Marshall Islands	199	240	327	303	279	336		144	148	44	23	21	336	0
Northern Marianas	333	360	290	305	336	343		121	176	46	25	21	343	0
Palau	147	114	200	148	165	121		53	58	10	4	6	121	0
Puerto Rico	36,773	48,672	40,347	45,468	28,215	34,539		14,841	18,308	1,390	612	778	10,609	23,930
U.S. Virgin Islands	304	483	391	345	308	320	294	98	196	26	12	14	320	0

†Not applicable.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared December 2019.)

Table 305.40. Acceptance rates; number of applications, admissions, and enrollees; and enrollees' SAT and ACT scores for degree-granting postsecondary institutions with first-year undergraduates, by control and level of institution: 2018–19

	А	II institutions		Pub	lic institution	ns				Pri	vate institution	S			
Acceptance rates, applications, admissions,											Nonprofit			For-profit	
enrollees, and SAT and ACT scores	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Number of institutions reporting application data <sup>1</sup>	3,608	2,296	1,312	1,589	724	865	2,019	1,572	447	1,359	1,280	79	660	292	368
Percentage distribution of institutions by their acceptance of applications	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No application criteria	49.3	25.0	92.0	65.3	25.6	98.6	36.8	24.7	79.2	17.4	14.5	64.6	76.5	69.2	82.3
90.0 percent or more accepted 75.0 to 89.9 percent accepted	8.0 12.9	11.1 19.2	2.6 2.0	4.5 12.1	9.9 26.4	0.0 0.1	10.7 13.6	11.6 15.9	7.6 5.6	11.8 17.7	12.0 18.2	7.6 10.1	8.6 5.2	9.9 5.8	7.6 4.6
50.0 to 74.9 percent accepted	20.2	30.3	2.6	13.2	27.6	1.0	25.8	31.6	5.6	35.4	36.8	12.7	6.1	8.6	4.1
25.0 to 49.9 percent accepted 10.0 to 24.9 percent accepted	7.0 1.9	10.7 2.8	0.7 0.2	4.2 0.7	8.8 1.5	0.2 0.0	9.3 2.8	11.5 3.4	1.6 0.4	12.6 3.6	13.1 3.8	3.8 1.3	2.6 1.1	4.5 2.1	1.1 0.3
Less than 10.0 percent accepted	0.6	0.9	0.2	0.7	0.1	0.0	1.0	1.3	0.4	1.5	1.6	0.0	0.0	0.0	0.0
Number of applications (in thousands) Percentage distribution of admissions by institutions'	11,273	11,210	63	6,350	6,326	24	4,922	4,884	39	4,834	4,810	24	89	74	15
acceptance of applications No application criteria	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
90.0 percent or more accepted	4.4	4.4	10.6	5.4	5.4	0.0	3.2	3.1	17.3	3.0	3.0	1.2	12.4	6.2	42.4
75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted	20.5 37.4	20.6 37.3	13.1 46.8	24.6 37.8	24.7 37.5	4.9 91.6	15.3 36.9	15.3 37.0	18.3 18.5	15.4 36.3	15.4 36.5	13.1 14.4	10.2 65.0	6.8 73.2	26.5 24.8
25.0 to 49.9 percent accepted	22.7	22.8	2.7	25.9	26.0	3.5	18.6	18.7	2.2	18.7	18.8	0.8	12.0	13.6	4.4
10.0 to 24.9 percent accepted	10.3	10.2	26.8	6.1	6.1	0.0	15.7	15.5	43.8	16.0	15.8	70.4	0.4	0.1	1.8
Less than 10.0 percent accepted  Number of admissions (in thousands)	4.6 6,262	4.7 6,225	0.0	0.3 3,806	0.3 3,790	0.0	10.3 2,457	10.4 2,435	0.0	10.5 2,395	10.6 2,385	0.0	0.0 62	0.0 50	0.0 12
Percentage distribution of admissions by institutions'	·	, i		·	,		·	,		,	, i				
acceptance of applications No application criteria	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
90.0 percent or more accepted	7.5	7.4	17.1	8.4	8.5	0.0	6.0	5.8	29.6	5.7	5.8	3.1	16.9	8.8	49.6
75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted	30.1 42.6	30.2 42.6	18.2 51.7	33.5 39.4	33.7 39.2	5.9 92.1	24.8 47.7	24.8 47.9	27.2 22.0	25.1 47.3	25.1 47.4	27.9 23.1	11.8 64.0	8.2 74.5	26.6 21.2
25.0 to 49.9 percent accepted	15.9	16.0	1.8	16.8	16.9	2.0	14.6	14.7	1.6	14.8	14.9	0.8	7.1	8.4	2.1
10.0 to 24.9 percent accepted	3.2	3.2	11.3	1.8	1.8	0.0	5.4	5.3	19.7	5.6	5.4	45.1	0.1	#	0.5
Less than 10.0 percent accepted	0.6	0.6	0.0		#	0.0	1.5	1.5	0.0	1.5	1.5	0.0	0.0	0.0	0.0
Number of enrollees (in thousands) Percentage distribution of admissions by institutions'	1,625	1,610	15	1,090	1,084	7	535 100.0	526 100.0	100.0	514	512 100.0	100.0	21	15	100.0
acceptance of applications No application criteria	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	†	100.0 †	100.0	100.0	100.0	†	100.0
90.0 percent or more accepted	8.4	8.3	20.0	9.1	9.1	0.0	7.0	6.5	35.3	6.2	6.2	6.1	26.7	17.8	49.4
75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted	29.5 40.1	29.6 40.0	21.4 52.1	33.9 38.5	34.0 38.1	8.0 88.3	20.7 43.5	20.5 43.8	31.6 24.5	21.0 43.2	20.8 43.3	45.0 28.1	13.2 50.2	8.5 61.0	25.1 22.7
25.0 to 49.9 percent accepted	15.6	15.7	2.6	15.6	15.7	3.7	15.5	15.7	1.8	15.7	15.8	1.8	9.6	12.6	1.8
10.0 to 24.9 percent accepted Less than 10.0 percent accepted	4.9 1.5	4.9 1.5	3.9	2.9 0.1	2.9 0.1	0.0	9.1 4.3	9.1 4.3	6.9 0.0	9.5 4.4	9.4 4.5	19.0 0.0	0.4	0.1	1.0 0.0
SAT scores of enrollees	1.5	1.5	0.0	0.1	0.1	0.0	4.5	4.5	0.0	4.4	4.5	0.0	0.0	0.0	0.0
Evidence-based reading and writing (ERW), 25th percentile <sup>2</sup>	517	517	461	511	512	454	520	520	473	520	521	473	474	474	_
ERW, 75th percentile <sup>2</sup>	613 511	614 511	564 451	607 505	607 506	563 439	618 514	618 514	565 471	618 514	618 515	565 471	583 478	583 478	_
Mathematics, 25th percentile <sup>2</sup> Mathematics, 75th percentile <sup>2</sup>	610	610	563	604	605	551	613	613	583	613	613	583	591	591	_
ACT scores of enrollees															
Composite, 25th percentile <sup>2</sup> Composite, 75th percentile <sup>2</sup>	20.6 26.0	20.7 26.0	15.8 20.6	20.1 25.6	20.2 25.6	15.3 21.1	20.9 26.2	20.9 26.2	16.3 20.0	20.9 26.2	20.9 26.3	16.3 20.0	18.8 25.2	18.8 25.2	_
English, 25th percentile <sup>2</sup>	19.7	19.8	13.0	19.1	19.2	13.6	20.2	20.2	12.2	20.2	20.3	12.2	18.0	18.0	_
English, 75th percentile <sup>2</sup>	26.3	26.4	19.3	25.8	25.8	20.4	26.6	26.7	17.8	26.7	26.7	17.8	24.0	24.0	_
Mathematics, 25th percentile <sup>2</sup> Mathematics, 75th percentile <sup>2</sup>	19.4 25.4	19.4 25.4	14.6 19.4	19.1 25.2	19.1 25.2	15.4 20.9	19.5 25.5	19.6 25.6	13.4 17.4	19.5 25.5	19.6 25.6	13.4 17.4	19.5 23.5	19.5 23.5	_

<sup>—</sup>Not available.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes institutions not enrolling any first-time degree/certificate-seeking undergraduates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2018–19, Admissions component. (This table was prepared November 2019.)

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

<sup>&</sup>lt;sup>1</sup>The total on this table differs slightly from other counts of institutions with first-year undergraduates because approximately 1.0 percent of these institutions did not report application information.

<sup>&</sup>lt;sup>2</sup>Data are only for institutions that require test scores for admission. Relatively few 2-year institutions require test scores for admission. The SAT evidence-based reading and writing (ERW) and mathematics scales range from 200 to 800. The ACT composite, English, and mathematics scales range from 1 to 36.

Table 306.10. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018

Level of enrollment, sex, attendance					Fall enrol	lment (in tho	usands)					Pe	rcentage	distribu	ition of l	J.S. resid	dent stud	dents (e)	cludes i	nonresid	ent alier	ns)
status, and race/ethnicity or nonresident alien status of student	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
All students, total	10,985.6	12,086.8	13,818.6	15,312.3	21,019.4	20,376.7	20,209.1	19,988.2	19,846.9	19,778.2	19,645.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien <sup>1</sup>	9,076.1 1,690.8 1,033.0 383.8 197.9 — 76.1 — 218.7	9,833.0 1,948.8 1,106.8 471.7 286.4 — 83.9 — 305.0	10,722.5 2,704.7 1,247.0 782.4 572.4 ————————————————————————————————————	10,462.1 4,321.5 1,730.3 1,461.8 978.2 — — — — — — — 528.7	12,720.8 7,591.0 3,039.0 2,748.8 1,281.6 1,217.6 64.0 196.2 325.4 707.7	11,589.4 7,947.1 2,872.0 3,093.2 1,259.7 1,198.7 61.0 162.2 560.0 840.2	11,239.3 8,052.0 2,792.8 3,191.9 1,272.2 1,213.8 58.5 152.9 642.2 917.8	10,939.2 8,066.7 2,681.0 3,297.7 1,284.3 1,229.0 55.3 146.1 657.6 982.3	10,716.6 8,132.2 2,589.4 3,428.0 1,306.7 1,253.5 53.2 142.3 665.8 998.1	10,517.4 8,260.8 2,549.5 3,546.0 1,327.8 1,275.7 52.0 137.5 700.1 1,000.0	10,301.3 8,352.6 2,493.3 3,645.0 1,352.6 1,302.1 50.5 133.8 727.9 992.1	84.3 15.7 9.6 3.6 1.8 — 0.7 —	83.5 16.5 9.4 4.0 2.4 — 0.7 — †	79.9 20.1 9.3 5.8 4.3 — 0.8 —	70.8 29.2 11.7 9.9 6.6 — 1.0 —	62.6 37.4 15.0 13.5 6.3 6.0 0.3 1.0 1.6	59.3 40.7 14.7 15.8 6.4 6.1 0.3 0.8 2.9	58.3 41.7 14.5 16.5 6.6 6.3 0.3 0.8 3.3	57.6 42.4 14.1 17.4 6.8 6.5 0.3 0.8 3.5	56.9 43.1 13.7 18.2 6.9 6.7 0.3 0.8 3.5	56.0 44.0 13.6 18.9 7.1 6.8 0.3 0.7 3.7	55.2 44.8 13.4 19.5 7.3 7.0 0.3 0.7 3.9
Male White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien¹	5,794.4 4,813.7 826.6 469.9 209.7 108.4 — 38.5 — 154.1	5,868.1 4,772.9 884.4 463.7 231.6 151.3 — 37.8 — 210.8	6,283.9 4,861.0 1,176.6 484.7 353.9 294.9 — 43.1 — 246.3	6,721.8 4,634.6 1,789.8 635.3 627.1 465.9 — 61.4 — 297.3	9,045.8 5,605.8 3,060.3 1,089.0 1,157.6 600.6 572.1 28.5 78.7 134.4 379.6	8,861.2 5,132.4 3,268.7 1,064.9 1,307.7 594.3 567.1 27.2 64.7 237.1 460.1	8,797.5 4,974.3 3,313.4 1,035.1 1,348.2 599.1 573.0 26.1 61.3 269.7 509.9	8,723.8 4,848.5 3,326.8 998.9 1,389.2 602.9 577.8 25.1 58.2 277.6 548.6	8,638.4 4,736.1 3,346.7 959.5 1,439.3 610.1 586.4 23.7 56.3 281.7 555.6	8,571.3 4,632.2 3,387.5 942.0 1,479.0 617.3 594.0 23.3 53.7 295.5 551.6	8,442.7 4,500.5 3,399.3 909.7 1,507.6 625.6 603.3 22.2 51.6 304.8 543.0	100.0 85.3 14.7 8.3 3.7 1.9 — 0.7 —	100.0 84.4 15.6 8.2 4.1 2.7 — 0.7 —	100.0 80.5 19.5 8.0 5.9 4.9 — 0.7 —	100.0 72.1 27.9 9.9 9.8 7.3 — 1.0 —	100.0 64.7 35.3 12.6 13.4 6.9 6.6 0.3 0.9 1.6	100.0 61.1 38.9 12.7 15.6 7.1 6.8 0.3 0.8 2.8	100.0 60.0 40.0 12.5 16.3 7.2 6.9 0.3 0.7 3.3	100.0 59.3 40.7 12.2 17.0 7.4 7.1 0.3 0.7 3.4 †	100.0 58.6 41.4 11.9 17.8 7.5 7.3 0.3 0.7 3.5	100.0 57.8 42.2 11.7 18.4 7.7 7.4 0.3 0.7 3.7	100.0 57.0 43.0 11.5 19.1 7.9 7.6 0.3 0.7 3.9
Female White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien¹	5,191.2 4,262.4 864.2 563.1 174.1 89.4 — 37.6 — 64.6	6,218.7 5,060.1 1,064.4 643.0 240.1 135.2 — 46.1 — 94.2	7,534.7 5,861.5 1,528.1 762.3 428.5 277.5 — 59.7 — 145.2	8,590.5 5,827.5 2,531.7 1,095.0 834.7 512.3 — 89.7 — 231.4	11,973.7 7,115.0 4,530.7 1,949.9 1,591.2 681.0 645.5 35.5 117.5 191.0 328.0	11,515.5 6,457.0 4,678.4 1,807.1 1,785.5 665.4 631.6 33.7 97.5 322.9 380.1	11,411.6 6,265.0 4,738.6 1,757.7 1,843.7 673.1 640.7 32.4 91.6 372.5 407.9	11,264.4 6,090.7 4,739.9 1,682.1 1,908.5 681.5 651.3 30.2 88.0 379.9 433.7	11,208.5 5,980.5 4,785.4 1,630.0 1,988.7 696.6 667.1 29.5 86.0 384.1 442.5	11,206.8 5,885.2 4,873.2 1,607.5 2,067.0 710.5 681.7 28.7 83.7 404.6 448.4	11,203.3 5,800.8 4,953.3 1,583.6 2,137.4 727.0 698.8 28.3 82.2 423.1 449.1	100.0 83.1 16.9 11.0 3.4 1.7 — 0.7 —	100.0 82.6 17.4 10.5 3.9 2.2 — 0.8 —	100.0 79.3 20.7 10.3 5.8 3.8 — 0.8 —	100.0 69.7 30.3 13.1 10.0 6.1 — 1.1 —	100.0 61.1 38.9 16.7 13.7 5.8 5.5 0.3 1.0 1.6	100.0 58.0 42.0 16.2 16.0 6.0 5.7 0.3 0.9 2.9	100.0 56.9 43.1 16.0 16.8 6.1 5.8 0.3 0.8 3.4	100.0 56.2 43.8 15.5 17.6 6.3 6.0 0.3 0.8 3.5	100.0 55.6 44.4 15.1 18.5 6.5 6.2 0.3 0.8 3.6	100.0 54.7 45.3 14.9 19.2 6.6 6.3 0.3 0.8 3.8	100.0 53.9 46.1 14.7 19.9 6.8 6.5 0.3 0.8 3.9
Full-time White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien'	6,703.6 5,512.6 1,030.9 659.2 211.1 117.7 — 43.0 — 160.0	7,088.9 5,717.0 1,137.5 685.6 247.0 162.0 — 43.0 — 234.4	7,821.0 6,016.5 1,514.9 718.3 394.7 347.4 — 54.4 — 289.6	9,009.6 6,231.1 2,368.5 982.6 710.3 591.2 — 84.4 — 410.0	13,087.2 8,053.5 4,468.5 1,811.3 1,501.0 820.8 783.0 37.8 118.3 217.2 565.2	12,596.6 7,237.7 4,663.7 1,669.0 1,701.8 821.2 785.5 35.7 94.2 377.5 695.2	12,454.5 6,983.3 4,708.6 1,600.4 1,747.9 832.1 798.1 34.0 88.0 440.3 762.6	12,287.5 6,784.0 4,690.3 1,537.3 1,786.2 843.8 812.2 31.6 82.8 440.2 813.2	12,125.3 6,611.4 4,686.0 1,469.5 1,843.3 857.4 826.9 30.4 80.5 435.4 827.9	12,076.1 6,482.2 4,768.6 1,453.7 1,913.7 870.0 840.6 29.4 76.3 454.8 825.3	11,991.7 6,359.5 4,814.0 1,416.3 1,964.6 888.0 859.6 28.4 73.6 471.5 818.2	100.0 84.2 15.8 10.1 3.2 1.8 — 0.7 —	100.0 83.4 16.6 10.0 3.6 2.4 — 0.6 —	100.0 79.9 20.1 9.5 5.2 4.6 — 0.7 —	100.0 72.5 27.5 11.4 8.3 6.9 — 1.0 —	100.0 64.3 35.7 14.5 12.0 6.6 6.3 0.3 0.9 1.7	100.0 60.8 39.2 14.0 14.3 6.9 6.6 0.3 0.8 3.2	100.0 59.7 40.3 13.7 14.9 7.1 6.8 0.3 0.8 3.8	100.0 59.1 40.9 13.4 15.6 7.4 7.1 0.3 0.7 3.8 †	100.0 58.5 41.5 13.0 16.3 7.6 7.3 0.3 0.7 3.9	100.0 57.6 42.4 12.9 17.0 7.7 7.5 0.3 0.7 4.0	100.0 56.9 43.1 12.7 17.6 7.9 7.7 0.3 0.7 4.2
Part-time White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien¹	4,282.1 3,563.5 659.9 373.8 172.7 80.2 — 33.1 — 58.7	4,997.9 4,116.0 811.3 421.2 224.8 124.4 — 40.9 — 70.6	5,997.7 4,706.0 1,189.8 528.7 387.7 225.1 — 48.4 — 101.8	6,302.7 4,231.0 1,953.0 747.7 751.5 387.1 — 66.8 — 118.7	7,932.3 4,667.3 3,122.5 1,227.7 1,247.9 460.8 434.6 26.2 78.0 108.2 142.5	7,780.1 4,351.7 3,283.4 1,203.0 1,391.4 438.5 413.2 25.3 68.0 182.5 145.0	7,754.6 4,256.0 3,343.4 1,192.5 1,444.0 440.2 415.7 24.4 64.9 201.9 155.2	7,700.7 4,155.1 3,376.4 1,143.7 1,511.5 440.5 416.9 23.6 63.3 217.4 169.1	7,721.6 4,105.2 3,446.2 1,119.9 1,584.7 449.3 426.5 22.8 61.9 230.4 170.2	7,702.0 4,035.2 3,492.2 1,095.8 1,632.2 457.7 435.1 22.6 61.1 245.3 174.6	7,654.2 3,941.8 3,538.6 1,077.0 1,680.5 464.6 442.5 22.1 60.2 256.4 173.8	100.0 84.4 15.6 8.9 4.1 1.9 — 0.8 —	100.0 83.5 16.5 8.5 4.6 2.5 — 0.8 —	100.0 79.8 20.2 9.0 6.6 3.8 — 0.8 —	100.0 68.4 31.6 12.1 12.2 6.3 — 1.1 —	100.0 59.9 40.1 15.8 16.0 5.9 5.6 0.3 1.0 1.4	100.0 57.0 43.0 15.8 18.2 5.7 5.4 0.3 0.9 2.4	100.0 56.0 44.0 15.7 19.0 5.8 5.5 0.3 0.9 2.7	100.0 55.2 44.8 15.2 20.1 5.8 5.5 0.3 0.8 2.9	100.0 54.4 45.6 14.8 21.0 5.9 5.6 0.3 0.8 3.1	100.0 53.6 46.4 14.6 21.7 6.1 5.8 0.3 0.8 3.3	100.0 52.7 47.3 14.4 22.5 6.2 5.9 0.3 0.8 3.4

HAPTER 3: Postsecondary Education Enrollment of Racial/Ethnic Groups

Table 306.10. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018—Continued

Level of enrollment, sex, attendance					Fall enrol	Iment (in the	ousands)					Per	centage	distribu	ition of l	J.S. resi	dent stu	dents (ex	cludes r	nonresid	ent alien	s)
status, and race/ethnicity or nonresident alien status of student	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Undergraduate, total	9,419.0	10,469.1	11,959.1	13,155.4	18,082.4	17,476.3	17,294.1	17,046.7	16,874.6	16,773.0	16,610.2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	7,740.5 1,535.3 943.4 352.9 169.3 ————————————————————————————————————	8,480.7 1,778.5 1,018.8 433.1 248.7 — 77.9 — 209.9	9,272.6 2,467.7 1,147.2 724.6 500.5 — 95.5 _ 218.7	8,983.5 3,884.0 1,548.9 1,351.0 845.5 — 138.5 — 288.0	10,895.9 6,788.1 2,677.1 2,551.0 1,087.3 1,029.8 57.5 179.1 293.7 398.4	9,898.1 7,094.6 2,504.7 2,872.2 1,064.5 1,010.3 54.1 147.4 505.8 483.6	9,582.5 7,182.3 2,426.7 2,962.4 1,074.9 1,022.9 52.1 138.6 579.6 529.3	9,303.8 7,177.8 2,316.5 3,055.0 1,084.0 1,034.8 49.2 132.2 590.1 565.1	9,085.6 7,218.9 2,226.4 3,168.3 1,100.3 1,053.2 47.1 128.6 595.2 570.2	8,882.8 7,316.2 2,184.0 3,270.6 1,113.6 1,067.5 46.1 123.9 624.0 574.1	8,664.5 7,379.1 2,127.9 3,352.7 1,131.8 1,087.1 44.7 120.2 646.5 566.6	83.4 16.6 10.2 3.8 1.8 — 0.8 —	82.7 17.3 9.9 4.2 2.4 — 0.8 —	79.0 21.0 9.8 6.2 4.3 — 0.8 —	69.8 30.2 12.0 10.5 6.6 — 1.1 —	61.6 38.4 15.1 14.4 6.1 5.8 0.3 1.0 1.7	58.2 41.8 14.7 16.9 6.3 5.9 0.3 0.9 3.0	57.2 42.8 14.5 17.7 6.4 6.1 0.3 0.8 3.5	56.4 43.6 14.1 18.5 6.6 6.3 0.3 0.8 3.6	55.7 44.3 13.7 19.4 6.7 6.5 0.3 0.8 3.7	54.8 45.2 13.5 20.2 6.9 6.6 0.3 0.8 3.9	54.0 46.0 13.3 20.9 7.1 6.8 0.3 0.7 4.0
Male White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	4,896.8 4,052.2 748.2 430.7 191.7 91.1 — 34.8 — 96.4	4,997.4 4,054.9 802.7 428.2 211.2 128.5 — 34.8 — 139.8	5,379.8 4,184.4 1,069.3 448.0 326.9 254.5 — 39.9 — 126.1	5,778.3 4,010.1 1,618.0 577.0 582.6 401.9 — 56.4 — 150.2	7,836.3 4,861.0 2,773.8 982.9 1,082.9 513.4 487.4 26.0 72.3 122.3 201.5	7,660.1 4,438.9 2,962.7 955.3 1,224.1 507.5 482.9 24.5 59.4 216.6 258.5	7,586.3 4,299.0 3,000.4 924.9 1,261.8 511.7 488.1 23.5 56.1 245.9 286.8	7,502.3 4,188.1 3,007.0 888.4 1,298.3 515.0 492.3 22.7 53.2 252.1 307.2	7,416.9 4,087.0 3,020.2 849.4 1,343.5 520.6 499.2 21.4 51.5 255.2 309.6	7,351.3 3,990.0 3,051.8 831.7 1,378.5 525.3 504.2 21.1 49.1 267.2 309.4	7,226.0 3,867.3 3,056.3 800.5 1,402.7 531.5 511.5 20.0 47.1 274.6 302.5	100.0 84.4 15.6 9.0 4.0 1.9 — 0.7 —	100.0 83.5 16.5 8.8 4.3 2.6 — 0.7 —	100.0 79.6 20.4 8.5 6.2 4.8 — 0.8 —	100.0 71.3 28.7 10.3 10.4 7.1 — 1.0 —	100.0 63.7 36.3 12.9 14.2 6.7 6.4 0.3 0.9 1.6	100.0 60.0 40.0 12.9 16.5 6.9 6.5 0.3 0.8 2.9	100.0 58.9 41.1 12.7 17.3 7.0 6.7 0.3 0.8 3.4	100.0 58.2 41.8 12.3 18.0 7.2 6.8 0.3 0.7 3.5	100.0 57.5 42.5 12.0 18.9 7.3 7.0 0.3 0.7 3.6 †	100.0 56.7 43.3 11.8 19.6 7.5 7.2 0.3 0.7 3.8	100.0 55.9 44.1 11.6 20.3 7.7 7.4 0.3 0.7 4.0
Female White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien¹	4,522.1 3,688.3 787.0 512.7 161.2 78.2 — 34.9 — 46.8	5,471.7 4,425.8 975.8 590.6 221.8 120.2 — 43.1 — 70.1	6,579.3 5,088.2 1,398.5 699.2 397.6 246.0 — 55.5 — 92.6	7,377.1 4,973.3 2,266.0 971.9 768.4 443.6 — 82.1 — 137.8	10,246.1 6,035.0 4,014.3 1,694.2 1,468.1 573.9 542.4 31.5 106.8 171.3 196.9	9,816.2 5,459.2 4,131.8 1,549.4 1,648.1 557.0 527.4 29.6 88.0 289.2 225.1	9,707.8 5,283.5 4,181.9 1,501.7 1,700.6 563.2 534.7 28.5 82.6 333.7 242.5	9,544.4 5,115.7 4,170.8 1,428.2 1,756.7 569.0 542.5 26.5 79.1 337.9 257.9	9,457.8 4,998.6 4,198.7 1,376.9 1,824.9 579.7 554.0 25.7 77.1 340.0 260.5	9,421.8 4,892.7 4,264.3 1,352.3 1,892.0 588.3 563.3 25.0 74.8 356.9 264.7	9,384.2 4,797.2 4,322.8 1,327.5 1,950.0 600.3 575.7 24.7 73.1 372.0 264.2	100.0 82.4 17.6 11.5 3.6 1.7 — 0.8 —	100.0 81.9 18.1 10.9 4.1 2.2 — 0.8 —	100.0 78.4 21.6 10.8 6.1 3.8 — 0.9 —	100.0 68.7 31.3 13.4 10.6 6.1 — 1.1 —	100.0 60.1 39.9 16.9 14.6 5.7 5.4 0.3 1.1 1.7	100.0 56.9 43.1 16.2 17.2 5.8 5.5 0.3 0.9 3.0	100.0 55.8 44.2 15.9 18.0 6.0 5.6 0.3 0.9 3.5	100.0 55.1 44.9 15.4 18.9 6.1 5.8 0.3 0.9 3.6	100.0 54.3 45.7 15.0 19.8 6.3 6.0 0.3 0.8 3.7	100.0 53.4 46.6 14.8 20.7 6.4 6.2 0.3 0.8 3.9	100.0 52.6 47.4 14.6 21.4 6.6 6.3 0.3 0.8 4.1
Postbaccalaureate, total	1,566.6	1,617.7	1,859.5	2,156.9	2,937.0	2,900.4	2,915.0	2,941.5	2,972.3	3,005.1	3,035.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien'	1,335.6 155.5 89.7 30.9 28.6 — 6.4 — 75.5	1,352.4 170.3 87.9 38.6 37.7 — 6.0 — 95.1	1,449.8 237.0 99.8 57.9 72.0 — 7.3 — 172.7	1,478.6 437.5 181.4 110.8 132.7 — 12.6 — 240.7	1,824.9 802.8 361.9 197.8 194.3 187.8 6.5 17.1 31.7 309.3	1,691.3 852.5 367.3 221.0 195.2 188.4 6.8 14.8 54.2 356.5	1,656.7 869.7 366.2 229.4 197.3 190.9 6.4 14.3 62.6 388.5	1,635.4 888.9 364.5 242.7 200.3 194.3 6.1 13.9 67.5 417.2	1,631.0 913.3 363.0 259.6 206.3 200.3 6.1 13.7 70.6 428.0	1,634.6 944.6 365.5 275.4 214.2 208.2 5.9 13.6 76.1 425.9	1,636.8 973.5 365.4 292.4 220.8 215.0 5.8 13.6 81.3 425.4	89.6 10.4 6.0 2.1 1.9 — 0.4 —	88.8 11.2 5.8 2.5 2.5 — — 0.4 —	86.0 14.0 5.9 3.4 4.3 — 0.4 —	77.2 22.8 9.5 5.8 6.9 — 0.7 —	69.4 30.6 13.8 7.5 7.4 7.1 0.2 0.7 1.2	66.5 33.5 14.4 8.7 7.7 7.4 0.3 0.6 2.1	65.6 34.4 14.5 9.1 7.8 7.6 0.3 0.6 2.5	64.8 35.2 14.4 9.6 7.9 7.7 0.2 0.6 2.7	64.1 35.9 14.3 10.2 8.1 7.9 0.2 0.5 2.8	63.4 36.6 14.2 10.7 8.3 8.1 0.2 0.5 2.9	62.7 37.3 14.0 11.2 8.5 8.2 0.2 0.5 3.1
Male White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	897.6 761.6 78.4 39.2 18.1 17.4 — 3.7 57.7	870.7 718.1 81.7 35.5 20.4 22.8 — 3.0 — 71.0	904.2 676.6 107.4 36.7 27.0 40.4 — 3.2 — 120.2	943.5 624.5 171.9 58.3 44.5 64.0 — 5.0 — 147.1	1,209.5 744.9 286.5 106.1 74.7 87.2 84.7 2.5 6.4 12.0 178.2	1,201.1 693.5 306.0 109.6 83.6 86.9 84.2 2.7 5.3 20.6 201.6	1,211.2 675.2 313.0 110.2 86.4 87.4 84.9 2.5 5.3 23.7 223.0	1,221.6 660.3 319.8 110.5 90.9 87.8 85.5 2.3 5.0 25.5 241.4	1,221.6 649.0 326.5 110.0 95.8 89.5 87.2 2.3 4.8 26.5 246.0	1,220.1 642.1 335.7 110.3 100.5 92.0 89.8 2.2 4.6 28.3 242.2	1,216.7 633.2 343.0 109.2 104.9 94.1 91.9 2.2 4.5 30.2 240.5	100.0 90.7 9.3 4.7 2.2 2.1 — 0.4 —	100.0 89.8 10.2 4.4 2.5 2.8 — 0.4 —	100.0 86.3 13.7 4.7 3.4 5.2 — 0.4 —	100.0 78.4 21.6 7.3 5.6 8.0 — 0.6 —	100.0 72.2 27.8 10.3 7.2 8.5 8.2 0.2 0.6 1.2	0.5 2.1	100.0 68.3 31.7 11.1 8.7 8.8 8.6 0.3 0.5 2.4	100.0 67.4 32.6 11.3 9.3 9.0 8.7 0.2 0.5 2.6	100.0 66.5 33.5 11.3 9.8 9.2 8.9 0.2 0.5 2.7	100.0 65.7 34.3 11.3 10.3 9.4 9.2 0.2 0.5 2.9	100.0 64.9 35.1 11.2 10.7 9.6 9.4 0.2 0.5 3.1

Table 306.10. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018—Continued

Level of enrollment, sex, attendance					Fall enro	llment (in the	ousands)					Per	centage	distribu	tion of l	J.S. resi	dent stud	dents (e:	xcludes	nonresio	lent alier	IS)
status, and race/ethnicity or nonresident alien status of student	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Female White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien'	669.1 574.1 77.2 50.5 12.8 11.2 — 2.7 — 17.8	747.0 634.3 88.6 52.4 18.3 15.0 — 3.0 — 24.1	955.4 773.2 129.6 63.1 30.9 31.5 — 4.1 — 52.5	1,213.4 854.1 265.7 123.1 66.3 68.7 — 7.6 — 93.6	1,727.5 1,080.0 516.4 255.8 123.1 107.0 103.1 3.9 10.7 19.7	1,699.3 997.8 546.5 257.7 137.4 108.3 104.2 4.1 9.5 33.6 155.0	1,703.7 981.5 556.8 256.0 143.1 109.9 106.0 3.9 9.0 38.8 165.5	1,720.0 975.0 569.2 254.0 151.8 112.5 108.8 3.7 8.9 42.0 175.8	1,750.7 982.0 586.8 253.0 163.8 116.9 113.1 3.8 8.9 44.1 182.0	1,785.1 992.5 608.9 255.1 174.9 122.1 118.4 3.7 9.0 47.8 183.6	1,819.0 1,003.6 630.5 256.2 187.4 126.7 123.1 3.6 9.0 51.1 184.9	100.0 88.1 11.9 7.7 2.0 1.7 — 0.4 —	100.0 87.7 12.3 7.2 2.5 2.1 — 0.4 —	100.0 85.6 14.4 7.0 3.4 3.5 — 0.5 —	100.0 76.3 23.7 11.0 5.9 6.1 — 0.7 —	100.0 67.7 32.3 16.0 7.7 6.7 6.5 0.2 0.7 1.2	64.6 35.4 16.7 8.9 7.0 6.7 0.3 0.6	100.0 63.8 36.2 16.6 9.3 7.1 6.9 0.3 0.6 2.5	100.0 63.1 36.9 16.4 9.8 7.3 7.0 0.2 0.6 2.7	100.0 62.6 37.4 16.1 10.4 7.5 7.2 0.2 0.6 2.8	62.0 38.0 15.9 10.9 7.6 7.4 0.2 0.6	100.0 61.4 38.6 15.7 11.5 7.8 7.5 0.2 0.6 3.1

<sup>-</sup>Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the

earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>Race/ethnicity not collected.

Table 306.20. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018

1976 tillough	2010																					
Level and control of institution and					Fall enrol	lment (in the	ousands)					Pe	rcentage	distribu	ition of L	J.S. resi	dent stu	dents (ex	cludes	nonresid	ent alien	s)
race/ethnicity or nonresident alien status of student	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
All students, total	10,985.6	12,086.8	13,818.6	15,312.3	21,019.4	20,376.7	20,209.1	19,988.2	19,846.9	19,778.2	19,645.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien'	9,076.1 1,690.8 1,033.0 383.8 197.9 ———————————————————————————————————	9,833.0 1,948.8 1,106.8 471.7 286.4 — 83.9 — 305.0	10,722.5 2,704.7 1,247.0 782.4 572.4 — 102.8 — 391.5	10,462.1 4,321.5 1,730.3 1,461.8 978.2 — — — — — — — — — — — 528.7	12,720.8 7,591.0 3,039.0 2,748.8 1,281.6 1,217.6 64.0 196.2 325.4 707.7	11,589.4 7,947.1 2,872.0 3,093.2 1,259.7 1,198.7 61.0 162.2 560.0 840.2	11,239.3 8,052.0 2,792.8 3,191.9 1,272.2 1,213.8 58.5 152.9 642.2 917.8	10,939.2 8,066.7 2,681.0 3,297.7 1,284.3 1,229.0 55.3 146.1 657.6 982.3	10,716.6 8,132.2 2,589.4 3,428.0 1,306.7 1,253.5 53.2 142.3 665.8 998.1	10,517.4 8,260.8 2,549.5 3,546.0 1,327.8 1,275.7 52.0 137.5 700.1 1,000.0	10,301.3 8,352.6 2,493.3 3,645.0 1,352.6 1,302.1 50.5 133.8 727.9 992.1	84.3 15.7 9.6 3.6 1.8 — 0.7 —	83.5 16.5 9.4 4.0 2.4 — 0.7 —	79.9 20.1 9.3 5.8 4.3 — 0.8	70.8 29.2 11.7 9.9 6.6 — 1.0	62.6 37.4 15.0 13.5 6.3 6.0 0.3 1.0 1.6	59.3 40.7 14.7 15.8 6.4 6.1 0.3 0.8 2.9	58.3 41.7 14.5 16.5 6.6 6.3 0.3 0.8 3.3	57.6 42.4 14.1 17.4 6.8 6.5 0.3 0.8 3.5	56.9 43.1 13.7 18.2 6.9 6.7 0.3 0.8 3.5	56.0 44.0 13.6 18.9 7.1 6.8 0.3 0.7 3.7	55.2 44.8 13.4 19.5 7.3 7.0 0.3 0.7 3.9
Public White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	8,641.0 7,094.5 1,401.2 831.2 336.8 165.7 — 67.5 — 145.3	9,456.4 7,656.1 1,596.2 876.1 406.2 239.7 — 74.2 — 204.2	10,844.7 8,385.4 2,199.2 976.4 671.4 461.0 — 90.4 — 260.0	11,752.8 7,963.4 3,446.3 1,319.2 1,229.3 770.5 — 127.3 — 343.1	15,142.2 9,182.1 5,507.1 1,988.8 2,163.8 968.7 924.8 43.9 150.8 235.0 453.0	14,746.8 8,369.1 1,886.5 2,479.4 944.9 905.7 39.2 124.4 414.0 534.5	14,654.7 8,119.6 5,947.5 1,840.2 2,580.4 955.9 918.5 37.4 117.8 453.2 587.6	14,572.8 7,910.7 6,035.3 1,775.1 2,694.5 970.1 934.3 35.8 113.7 482.0 626.8	14,585.8 7,787.3 6,165.0 1,739.6 2,819.5 990.5 955.9 34.6 110.7 504.8 633.5	14,571.7 7,646.3 6,301.9 1,725.3 2,929.7 1,007.4 973.7 33.6 107.7 531.8 623.6	14,529.3 7,505.9 6,412.3 1,711.8 3,016.4 1,027.8 994.5 33.3 105.1 551.2 611.1	100.0 83.5 16.5 9.8 4.0 2.0 — 0.8 —	100.0 82.7 17.3 9.5 4.4 2.6 — 0.8 —	100.0 79.2 20.8 9.2 6.3 4.4 — 0.9 —	100.0 69.8 30.2 11.6 10.8 6.8 — 1.1	100.0 62.5 37.5 13.5 14.7 6.6 6.3 0.3 1.0 1.6	100.0 58.8 41.2 13.3 17.4 6.6 6.4 0.3 0.9 2.9	100.0 57.7 42.3 13.1 18.3 6.8 6.5 0.3 0.8 3.2	100.0 56.7 43.3 12.7 19.3 7.0 6.7 0.3 0.8 3.5	100.0 55.8 44.2 12.5 20.2 7.1 6.9 0.2 0.8 3.6 †	100.0 54.8 45.2 12.4 21.0 7.2 7.0 0.2 0.8 3.8	100.0 53.9 46.1 12.3 21.7 7.4 7.1 0.2 0.8 4.0
Private White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien'	2,344.6 1,981.6 289.6 201.8 47.0 32.2 — 8.6 73.4	2,630.4 2,176.9 352.7 230.7 65.6 46.7 — 9.7 — 100.8	2,973.9 2,337.0 505.5 270.6 111.0 111.5 — 12.4 — 131.4	3,559.5 2,498.7 875.2 411.1 232.5 207.7 — 23.9 — 185.6	5,877.3 3,538.7 2,083.9 1,050.2 585.0 312.8 292.7 20.1 45.5 90.4 254.7	5,629.8 3,226.1 2,098.0 985.6 613.8 314.8 293.0 21.8 37.8 146.0 305.7	5,554.4 3,119.7 2,104.5 952.7 611.4 316.4 295.3 21.1 35.1 189.0 330.2	5,415.4 3,028.5 2,031.4 906.0 603.2 314.2 294.7 19.5 175.6 355.5	5,261.1 2,929.3 1,967.2 849.8 608.5 316.2 297.6 18.6 31.7 161.0 364.6	5,206.4 2,871.1 1,958.9 824.2 616.3 320.4 302.0 18.4 29.7 168.3 376.4	5,116.7 2,795.4 1,940.3 781.6 628.7 324.8 307.6 17.2 28.6 176.6 380.9	100.0 87.3 12.7 8.9 2.1 1.4 — 0.4 †	100.0 86.1 13.9 9.1 2.6 1.8 — 0.4 —	100.0 82.2 17.8 9.5 3.9 3.9 — 0.4 —	100.0 74.1 25.9 12.2 6.9 6.2 — 0.7 —	100.0 62.9 37.1 18.7 10.4 5.6 5.2 0.4 0.8 1.6	100.0 60.6 39.4 18.5 11.5 5.9 5.5 0.4 0.7 2.7	100.0 59.7 40.3 18.2 11.7 6.1 5.7 0.4 0.7 3.6	100.0 59.9 40.1 17.9 11.9 6.2 5.8 0.4 0.6 3.5	100.0 59.8 40.2 17.4 12.4 6.5 6.1 0.4 0.6 3.3	100.0 59.4 40.6 17.1 12.8 6.6 6.3 0.4 0.6 3.5	100.0 59.0 41.0 16.5 13.3 6.9 6.5 0.4 0.6 3.7
4-year, total	7,106.5	7,565.4	8,578.6	9,363.9	13,335.8	13,406.0	13,494.4	13,488.7	13,754.5	13,825.4	13,900.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien'	5,999.0 931.0 603.7 173.6 118.7 — 35.0 176.5	6,274.5 1,049.9 634.3 216.6 162.1 — 36.9 240.9	6,768.1 1,486.1 722.8 358.2 357.2 — 47.9 — 324.3	6,658.0 2,266.1 995.4 617.9 576.3 — 76.5 — 439.7	8,399.5 4,328.0 1,840.0 1,355.9 818.5 782.5 36.0 109.0 204.6 608.3	7,954.2 4,703.8 1,799.2 1,599.6 843.7 806.1 37.6 91.4 369.8 748.0	7,829.1 4,843.0 1,778.7 1,670.8 864.8 827.5 37.3 87.0 441.7 822.4	7,713.4 4,897.2 1,740.5 1,742.1 882.5 847.1 35.4 83.4 448.8 878.1	7,715.0 5,135.5 1,724.0 1,932.5 929.6 893.9 35.7 83.6 465.7 904.0	7,637.9 5,275.6 1,704.7 2,035.7 958.8 923.5 35.3 81.7 494.7 911.8	7,574.8 5,421.1 1,689.3 2,145.1 986.5 952.1 34.4 80.7 519.5 904.8	86.6 13.4 8.7 2.5 1.7 — 0.5 —	85.7 14.3 8.7 3.0 2.2 — 0.5 —	82.0 18.0 8.8 4.3 4.3 — 0.6 —	74.6 25.4 11.2 6.9 6.5 — 0.9 —	66.0 34.0 14.5 10.7 6.4 6.1 0.3 0.9 1.6	62.8 37.2 14.2 12.6 6.7 6.4 0.3 0.7 2.9	61.8 38.2 14.0 13.2 6.8 6.5 0.3 0.7 3.5	61.2 38.8 13.8 13.8 7.0 6.7 0.3 0.7 3.6	60.0 40.0 13.4 15.0 7.2 7.0 0.3 0.7 3.6	59.1 40.9 13.2 15.8 7.4 7.2 0.3 0.6 3.8	58.3 41.7 13.0 16.5 7.6 7.3 0.3 0.6 4.0
Public White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	4,892.9 4,120.2 666.7 421.8 129.3 87.5 — 28.2 106.0	5,127.6 4,243.0 740.8 438.2 156.4 117.2 — 29.0 143.8	5,848.2 4,605.6 1,046.2 495.1 262.5 250.6 — 38.0 196.4	6,055.4 4,311.2 1,486.4 627.8 420.0 381.3 — 57.2 257.8	7,924.1 5,069.6 2,496.8 912.6 869.5 522.8 504.7 18.1 69.5 122.4 357.8	8,120.4 4,867.1 2,808.6 909.0 1,063.4 544.7 526.1 18.6 58.1 233.4 444.8	8,257.1 4,833.9 2,928.6 914.8 1,133.0 563.1 544.3 18.7 56.0 261.9 494.6	8,348.5 4,790.3 3,032.7 916.0 1,199.5 579.4 562.0 17.4 54.6 283.2 525.6	8,742.9 4,879.3 3,321.1 950.9 1,379.5 623.7 605.2 18.5 55.3 311.6 542.6	8,854.3 4,850.4 3,465.8 956.5 1,472.8 648.2 629.9 18.2 55.0 333.4 538.1	8,982.6 4,849.5 3,606.6 969.1 1,561.4 670.8 652.4 18.4 54.9 350.4 526.5	100.0 86.1 13.9 8.8 2.7 1.8 — 0.6 —	100.0 85.1 14.9 8.8 3.1 2.4 — 0.6 —	100.0 81.5 18.5 8.8 4.6 4.4 — 0.7 —	100.0 74.4 25.6 10.8 7.2 6.6 — 1.0 —	100.0 67.0 33.0 12.1 11.5 6.9 6.7 0.2 0.9 1.6	100.0 63.4 36.6 11.8 13.9 7.1 6.9 0.2 0.8 3.0	100.0 62.3 37.7 11.8 14.6 7.3 7.0 0.2 0.7 3.4	100.0 61.2 38.8 11.7 15.3 7.4 7.2 0.2 0.7 3.6 †	100.0 59.5 40.5 11.6 16.8 7.6 7.4 0.2 0.7 3.8	100.0 58.3 41.7 11.5 17.7 7.8 7.6 0.2 0.7 4.0	100.0 57.3 42.7 11.5 18.5 7.9 7.7 0.2 0.6 4.1
Private White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	2,213.6 1,878.8 264.3 182.0 44.3 31.2 — — 6.8 70.5	2,437.8 2,031.5 309.2 196.1 60.2 44.9 7.9 97.1	2,730.3 2,162.5 439.8 227.7 95.7 106.6 — 9.9 — 127.9	3,308.5 2,346.9 779.7 367.6 197.9 195.0 — 19.3 — 181.9	5,411.7 3,330.0 1,831.2 927.4 486.3 295.7 277.8 17.9 39.6 82.2 250.6	5,285.6 3,087.1 1,895.2 890.3 536.2 299.0 280.0 19.0 33.3 136.4 303.2	5,237.3 2,995.2 1,914.3 864.0 537.8 301.7 283.1 18.6 31.0 179.8 327.8	5,140.2 2,923.1 1,864.5 824.5 542.7 303.0 285.1 18.0 28.8 165.6 352.5	5,011.6 2,835.7 1,814.4 773.1 553.0 305.9 288.7 17.2 28.3 154.1 361.5	4,971.1 2,787.6 1,809.8 748.2 563.0 310.6 293.6 17.0 26.7 161.3 373.8	4,918.2 2,725.3 1,814.5 720.2 583.7 315.7 299.8 16.0 25.8 169.0 378.3	100.0 87.7 12.3 8.5 2.1 1.5 — 0.3 —	100.0 86.8 13.2 8.4 2.6 1.9 — 0.3 —	100.0 83.1 16.9 8.7 3.7 4.1 — 0.4 — †	100.0 75.1 24.9 11.8 6.3 6.2 — 0.6 —	100.0 64.5 35.5 18.0 9.4 5.7 5.4 0.3 0.8 1.6	100.0 62.0 38.0 17.9 10.8 6.0 5.6 0.4 0.7 2.7	100.0 61.0 39.0 17.6 11.0 6.1 5.8 0.4 0.6 3.7	100.0 61.1 38.9 17.2 11.3 6.3 6.0 0.4 0.6 3.5	100.0 61.0 39.0 16.6 11.9 6.6 6.2 0.4 0.6 3.3	100.0 60.6 39.4 16.3 12.2 6.8 6.4 0.6 3.5	100.0 60.0 40.0 15.9 12.9 7.0 6.6 0.4 0.6 3.7

Table 306.20. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018—Continued

Level and control of institution and					Fall enrol	lment (in tho	usands)					Pe	rcentage	distribu	ition of l	J.S. resi	dent stu	dents (ex	kcludes i	nonresid	lent alie	18)
race/ethnicity or nonresident alien status of student	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018	1976	1980	1990	2000	2010	2013	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
2-year, total	3,879.1	4,521.4	5,240.1	5,948.4	7,683.6	6,970.6	6,714.7	6,499.5	6,092.4	5,952.8	5,745.2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	3,077.1 759.8 429.3 210.2 79.2 — 41.2 — 42.2	3,558.5 898.9 472.5 255.1 124.3 — 47.0 — 64.1	3,954.3 1,218.6 524.3 424.2 215.2 — 54.9 — 67.1	3,804.1 2,055.4 734.9 843.9 401.9 — 74.7 — 89.0	4,321.3 3,263.0 1,198.9 1,393.0 463.1 435.1 28.0 87.2 120.8 99.3	3,635.2 3,243.3 1,072.8 1,493.5 416.0 392.6 23.4 70.8 190.2 92.1	3,410.2 3,209.1 1,014.1 1,521.1 407.5 386.3 21.2 66.0 200.5 95.4	3,225.8 3,169.5 940.5 1,555.6 401.9 381.9 19.9 62.8 208.7 104.2	3,001.6 2,996.7 865.5 1,495.4 377.1 359.6 17.5 58.7 200.0 94.1	2,879.5 2,985.2 844.8 1,510.2 369.0 352.2 16.7 55.7 205.4 88.1	2,726.5 2,931.5 804.1 1,499.9 366.1 350.0 16.1 53.0 208.4 87.2	80.2 19.8 11.2 5.5 2.1 — 1.1 —	79.8 20.2 10.6 5.7 2.8 — 1.1 —	76.4 23.6 10.1 8.2 4.2 — 1.1 —	64.9 35.1 12.5 14.4 6.9 — 1.3	57.0 43.0 15.8 18.4 6.1 5.7 0.4 1.1 1.6	52.8 47.2 15.6 21.7 6.0 5.7 0.3 1.0 2.8	51.5 48.5 15.3 23.0 6.2 5.8 0.3 1.0 3.0	50.4 49.6 14.7 24.3 6.3 6.0 0.3 1.0 3.3	50.0 50.0 14.4 24.9 6.3 6.0 0.3 1.0 3.3	49.1 50.9 14.4 25.8 6.3 6.0 0.3 1.0 3.5	48.2 51.8 14.2 26.5 6.5 6.2 0.3 0.9 3.7
Public White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien'	3,748.1 2,974.3 734.5 409.5 207.5 78.2 — 39.3 39.2	4,328.8 3,413.1 855.4 437.9 249.8 122.5 — 45.2 — 60.3	4,996.5 3,779.8 1,153.0 481.4 408.9 210.3 — 52.4 — 63.6	5,697.4 3,652.2 1,959.9 691.4 809.2 389.2 	7,218.1 4,112.5 3,010.3 1,076.1 1,294.3 445.9 420.2 25.7 81.3 112.7 95.2	6,626.4 3,496.2 3,040.5 977.5 1,415.9 400.2 379.6 20.6 66.3 180.6 89.7	6,397.6 3,285.7 3,018.9 925.4 1,447.5 392.8 374.2 18.7 61.9 191.3 93.0	6,224.3 3,120.4 3,002.6 859.0 1,495.1 390.7 372.3 18.4 59.1 198.8 101.3	5,842.9 2,908.0 2,844.0 788.7 1,439.9 366.8 350.7 16.1 55.3 193.2 91.0	5,717.5 2,795.9 2,836.0 768.8 1,456.9 359.2 343.8 15.4 52.7 198.4 85.5	5,546.7 2,656.4 2,805.7 742.7 1,455.0 357.0 342.2 14.9 50.2 200.8 84.6	100.0 80.2 19.8 11.0 5.6 2.1 — 1.1 —	100.0 80.0 20.0 10.3 5.9 2.9 — 1.1 —	100.0 76.6 23.4 9.8 8.3 4.3 — 1.1 —	100.0 65.1 34.9 12.3 14.4 6.9 — 1.2 —	100.0 57.7 42.3 15.1 18.2 6.3 5.9 0.4 1.1 1.6	100.0 53.5 46.5 15.0 21.7 6.1 5.8 0.3 1.0 2.8	100.0 52.1 47.9 14.7 23.0 6.2 5.9 0.3 1.0 3.0	100.0 51.0 49.0 14.0 24.4 6.4 6.1 0.3 1.0 3.2	100.0 50.6 49.4 13.7 25.0 6.4 6.1 0.3 1.0 3.4	100.0 49.6 50.4 13.7 25.9 6.4 6.1 0.3 0.9 3.5	100.0 48.6 51.4 13.6 26.6 6.5 6.3 0.3 0.9 3.7
Private White Total, selected races/ethnicities Black Hispanic Asian/Pacific Islander Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien!	131.0 102.8 25.3 19.8 2.6 0.9 — 1.8 3.0	192.6 145.4 43.5 34.6 5.3 1.8 — 1.8 — 3.7	243.6 174.5 65.6 42.9 15.3 4.9 — 2.5 — 3.5	251.0 151.8 95.5 43.5 34.7 12.7 — 4.5 — 3.8	465.5 208.8 252.7 122.8 98.7 17.2 14.9 2.2 5.9 8.1 4.1	344.2 139.0 202.8 95.3 77.6 15.7 13.0 2.8 4.5 9.7 2.5	317.1 124.5 190.2 88.7 73.6 14.7 12.1 2.5 4.1 9.2 2.4	275.2 105.4 166.8 81.5 60.5 11.2 9.6 1.5 3.7 10.0 2.9	249.5 93.6 152.7 76.8 55.5 10.3 8.9 1.4 3.4 6.8 3.1	235.3 83.6 149.2 76.0 53.3 9.8 8.4 1.4 3.0 7.0 2.6	198.5 70.2 125.8 61.4 44.9 9.1 7.8 1.3 2.8 7.6 2.6	100.0 80.3 19.7 15.5 2.1 0.7 — 1.4 — †	100.0 77.0 23.0 18.3 2.8 1.0 — 1.0 —	100.0 72.7 27.3 17.9 6.4 2.0 — 1.1 —	100.0 61.4 38.6 17.6 14.0 5.1 — 1.8 —	100.0 45.2 54.8 26.6 21.4 3.7 3.2 0.5 1.3 1.8	100.0 40.7 59.3 27.9 22.7 4.6 3.8 0.8 1.3 2.8	100.0 39.6 60.4 28.2 23.4 4.7 3.9 0.8 1.3 2.9	100.0 38.7 61.3 29.9 22.2 4.1 3.5 0.6 1.4 3.7	100.0 38.0 62.0 31.2 22.5 4.2 3.6 0.6 1.4 2.8	100.0 35.9 64.1 32.7 22.9 4.2 3.6 0.6 1.3 3.0	100.0 35.8 64.2 31.3 22.9 4.6 4.0 0.6 1.4 3.9

<sup>—</sup>Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ ethnic data, some figures are slightly lower than corresponding data in other tables. Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar

to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>Race/ethnicity not collected.

Table 306.30. Fall enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Selected years, 1976 through 2029

				Enrollm	ent (in the	ousands)							Perce	ntage dis	tribution			
					Asian/	Pacific Is	ander	American						Asian	Pacific Is	lander	American	
Year	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1976 1980 1990 1994 1995	10,767 11,782 13,427 13,823 13,807	9,076 9,833 10,722 10,427 10,311	1,033 1,107 1,247 1,449 1,474	384 472 782 1,046 1,094	198 286 572 774 797	_ _ _	_ _ _ _	76 84 103 127 131		100.0 100.0 100.0 100.0 100.0	84.3 83.5 79.9 75.4 74.7	9.6 9.4 9.3 10.5 10.7	3.6 4.0 5.8 7.6 7.9	1.8 2.4 4.3 5.6 5.8	_ _ _ _	_ _ _ _	0.7 0.7 0.8 0.9 1.0	=
1996 1997 1998 1999 2000	13,901 14,037 14,063 14,361 14,784	10,264 10,266 10,179 10,329 10,462	1,506 1,551 1,583 1,649 1,730	1,166 1,218 1,257 1,324 1,462	828 859 900 914 978	_ _ _ _	_ _ _ _	138 142 144 146 151	_ _ _ _	100.0 100.0 100.0 100.0 100.0	73.8 73.1 72.4 71.9 70.8	10.8 11.0 11.3 11.5 11.7	8.4 8.7 8.9 9.2 9.9	6.0 6.1 6.4 6.4 6.6	_ _ _ _	_ _ _ _ _	1.0 1.0 1.0 1.0 1.0	=
2001 2002 2003 2004 2005	15,363 16,021 16,314 16,682 16,903	10,775 11,140 11,281 11,423 11,495	1,850 1,979 2,068 2,165 2,215	1,561 1,662 1,716 1,810 1,882	1,019 1,074 1,076 1,109 1,134	_ _ _ _	_ _ _ _	158 166 173 176 176	_ _ _ _	100.0 100.0 100.0 100.0 100.0	70.1 69.5 69.1 68.5 68.0	12.0 12.4 12.7 13.0 13.1	10.2 10.4 10.5 10.8 11.1	6.6 6.7 6.6 6.6 6.7	_ _ _ _	_ _ _ _	1.0 1.0 1.1 1.1 1.0	_ _ _ _
2006 2007 2008 2009 2010	17,158 17,635 18,421 19,631 20,312	11,568 11,761 12,075 12,669 12,721	2,280 2,384 2,580 2,884 3,039	1,964 2,081 2,271 2,537 2,749	1,165 1,218 1,303 1,335 1,282	   1,218		181 190 193 206 196	  325	100.0 100.0 100.0 100.0 100.0	67.4 66.7 65.5 64.5 62.6	13.3 13.5 14.0 14.7 15.0	11.4 11.8 12.3 12.9 13.5	6.8 6.9 7.1 6.8 6.3	   6.0		1.1 1.1 1.0 1.0 1.0	   1.6
2011 2012 2013 2014 2015	20,270 19,861 19,537 19,291 19,006	12,402 11,982 11,589 11,239 10,939	3,079 2,962 2,872 2,793 2,681	2,893 2,980 3,093 3,192 3,298	1,277 1,258 1,260 1,272 1,284	1,211 1,195 1,199 1,214 1,229	66 64 61 58 55	186 173 162 153 146	433 505 560 642 658	100.0 100.0 100.0 100.0 100.0	61.2 60.3 59.3 58.3 57.6	15.2 14.9 14.7 14.5 14.1	14.3 15.0 15.8 16.5 17.4	6.3 6.3 6.4 6.6 6.8	6.0 6.0 6.1 6.3 6.5	0.3 0.3 0.3 0.3 0.3	0.9 0.9 0.8 0.8	2.1 2.5 2.9 3.3 3.5
2016 2017 2018 2019 <sup>1</sup> 2020 <sup>1</sup>	18,849 18,778 18,654 18,736 18,752	10,717 10,517 10,301 10,385 10,319	2,589 2,550 2,493 2,549 2,569	3,428 3,546 3,645 3,626 3,686	1,307 1,328 1,353 1,314 1,315	1,253 1,276 1,302 —	53 52 51 —	142 137 134 131 131	666 700 728 731 732	100.0 100.0 100.0 100.0 100.0	56.9 56.0 55.2 55.4 55.0	13.7 13.6 13.4 13.6 13.7	18.2 18.9 19.5 19.4 19.7	6.9 7.1 7.3 7.0 7.0	6.7 6.8 7.0 —	0.3 0.3 0.3 —	0.8 0.7 0.7 0.7 0.7	3.5 3.7 3.9 3.9 3.9
2021 <sup>1</sup> 2022 <sup>1</sup> 2023 <sup>1</sup> 2024 <sup>1</sup>	18,776 18,800 18,838 18,892	10,267 10,216 10,166 10,122	2,585 2,598 2,616 2,636	3,738 3,791 3,850 3,917	1,323 1,332 1,343 1,352	_ _ _	_       	130 129 129 128	733 734 735 737	100.0 100.0 100.0 100.0	54.7 54.3 54.0 53.6	13.8 13.8 13.9 14.0	19.9 20.2 20.4 20.7	7.0 7.1 7.1 7.2	_ _ _ _	_ _ _ _	0.7 0.7 0.7 0.7	3.9 3.9 3.9 3.9
2025 <sup>1</sup> 2026 <sup>1</sup> 2027 <sup>1</sup> 2028 <sup>1</sup> 2029 <sup>1</sup>	18,947 19,013 19,033 19,034 19,029	10,079 10,039 9,969 9,888 9,807	2,657 2,682 2,703 2,721 2,738	3,988 4,062 4,129 4,192 4,252	1,357 1,363 1,365 1,367 1,367	_ _ _ _	_ _ _ _	127 126 124 123 121	739 742 743 743 742	100.0 100.0 100.0 100.0 100.0	53.2 52.8 52.4 51.9 51.5	14.0 14.1 14.2 14.3 14.4	21.0 21.4 21.7 22.0 22.3	7.2 7.2 7.2 7.2 7.2	_ _ _ _	_ _ _ _	0.7 0.7 0.7 0.6 0.6	3.9 3.9 3.9 3.9 3.9

<sup>—</sup>Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, institutions were not required to report separate data on Asians, Pacific Islanders, and students of Two or more races. Projections for Asian and Pacific Islander enrollment are not available due to the limited amount of historical data available upon which to base a projection model. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. Some data have been revised

degrees. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions by Race/ Ethnicity Projection Model, 1980 through 2029. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>1</sup>Projected.

Table 306.50. Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2018

1able 306.50. 1	otal lall ci		iii ucgit	o-grand				utions, by	y contro	n and or	assilica		istitutioi				11466/6	unnorty	oi studi	JIII. 2011	,	
					Publ	ic institutior 4-year	18							мопр	rofit instituti 4-year	ЮПЅ				For-n	rofit institut	tione
Level of enrollment and race/ethnicity of student	Total, all institutions	Total	Total	Research univer- sity, very high <sup>1</sup>	Research univer- sity, high <sup>2</sup>	Doctoral/ research univer- sity <sup>3</sup>	Master's4	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	2-year	Total	Total	Research univer- sity, very high <sup>1</sup>	Research univer- sity, high <sup>2</sup>	Doctoral/ research univer- sity³	Master's <sup>4</sup>	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
											Fall enroll	ment										
All students, total	19.645.918	14,529,264	8.982.560	2.880.371	1,355,351	634.802	2,505,556	1.512.103	94.377	5.546.704	4,134,244	4.089.090	645,546	329.064	451,943	1,616,062	653,475	393,000	45,154	982,410	829,060	153,350
White Black Hispanic Asian Pacific Islander American Indian/	10,301,292 2,493,306 3,645,040 1,302,106 50,505	7,505,866 1,711,755 3,016,367 994,527 33,274	4,849,505 969,085 1,561,402 652,373 18,391	1,541,259 195,506 397,173 311,137 4,167	814,436 152,810 186,287 64,607 1,977	314,750 99,334 132,956 37,759 1,009	1,407,828 328,825 425,266 144,471 5,724	721,125 182,534 410,540 83,121 5,375	50,107 10,076 9,180 11,278 139	2,656,361 742,670 1,454,965 342,154 14,883	2,384,510 494,901 460,431 266,389 10,602	2,367,157 476,784 455,701 265,281 10,440	280,063 40,818 64,562 88,497 676	189,231 31,761 35,197 23,247 609	257,271 62,287 52,751 30,227 1,067	1,010,791 196,752 210,252 67,281 5,438	406,265 100,429 56,833 21,233 1,579	223,536 44,737 36,106 34,796 1,071	17,353 18,117 4,730 1,108 162	410,916 286,650 168,242 41,190 6,629	358,119 243,387 128,042 34,482 5,541	52,797 43,263 40,200 6,708 1,088
Alaska Native Two or more races Nonresident alien <sup>7</sup>	133,751 727,863 992,055	105,105 551,241 611,129	54,889 350,422 526,493	9,470 116,354 305,305	8,695 52,998 73,541	2,329 22,608 24,057	16,068 92,487 84,887	10,419 63,743 35,246	7,908 2,232 3,457	50,216 200,819 84,636	19,390 141,180 356,841	18,556 139,548 355,623	1,210 24,177 145,543	918 10,837 37,264	1,806 14,517 32,017	7,955 49,901 67,692	2,905 25,517 38,714	3,762 14,599 34,393	834 1,632 1,218	9,256 35,442 24,085	7,278 29,495 22,716	1,978 5,947 1,369
Undergraduate White Black Hispanic Asian Pacific Islander American Indian/	16,610,235 8,664,500 2,127,937 3,352,665 1,087,123 44,667	13,049,326 6,680,174 1,572,462 2,871,674 894,499 31,460	7,502,622 4,023,813 829,792 1,416,709 552,345 16,577	2,187,010 1,180,428 152,871 339,760 257,239 3,413	1,095,720 657,043 128,011 163,506 52,534 1,724	525,972 254,993 84,163 116,829 31,769 852	2,153,440 1,198,358 278,011 383,097 126,386 5,153	1,504,994 715,752 181,815 410,242 82,936 5,362	35,486 17,239 4,921 3,275 1,481 73	5,546,704 2,656,361 742,670 1,454,965 342,154 14,883	2,821,653 1,680,715 347,687 337,587 163,373 7,850	2,776,499 1,663,362 329,570 332,857 162,265 7,688	309,524 139,075 20,576 38,354 52,289 340	213,114 131,241 18,119 22,140 15,546 458	273,092 160,428 32,629 35,478 18,865 637	1,164,431 736,038 138,841 162,374 43,625 4,124	618,808 382,501 95,900 54,544 19,867 1,501	197,530 114,079 23,505 19,967 12,073 628	45,154 17,353 18,117 4,730 1,108 162	739,256 303,611 207,788 143,404 29,251 5,357	585,906 250,814 164,525 103,204 22,543 4,269	153,350 52,797 43,263 40,200 6,708 1,088
Alaska Native Two or more races Nonresident alien <sup>7</sup>	120,165 646,540 566,638	98,131 511,120 389,806	47,915 310,301 305,170	6,960 96,634 149,705	7,232 46,454 39,216	1,925 19,800 15,641	13,924 83,176 65,335	10,344 63,617 34,926	7,530 620 347	50,216 200,819 84,636	14,623 106,938 162,880	13,789 105,306 161,662	635 15,152 43,103	577 7,941 17,092	1,113 10,388 13,554	5,748 39,522 34,159	2,727 24,755 37,013	2,989 7,548 16,741	834 1,632 1,218	7,411 28,482 13,952	5,433 22,535 12,583	1,978 5,947 1,369
Postbaccalaureate White Black Hispanic Asian Pacific Islander American Indian/	3,035,683 1,636,792 365,369 292,375 214,983 5,838	1,479,938 825,692 139,293 144,693 100,028 1,814	1,479,938 825,692 139,293 144,693 100,028 1,814	693,361 360,831 42,635 57,413 53,898 754	259,631 157,393 24,799 22,781 12,073 253	108,830 59,757 15,171 16,127 5,990 157	352,116 209,470 50,814 42,169 18,085 571	7,109 5,373 719 298 185 13	58,891 32,868 5,155 5,905 9,797 66	† † † †	1,312,591 703,795 147,214 122,844 103,016 2,752	1,312,591 703,795 147,214 122,844 103,016 2,752	336,022 140,988 20,242 26,208 36,208 336	13,057 7,701	178,851 96,843 29,658 17,273 11,362 430	451,631 274,753 57,911 47,878 23,656 1,314	34,667 23,764 4,529 2,289 1,366 78	195,470 109,457 21,232 16,139 22,723 443	† † † †	243,154 107,305 78,862 24,838 11,939 1,272	243,154 107,305 78,862 24,838 11,939 1,272	† † † †
Alaska Native Two or more races Nonresident alien <sup>7</sup>	13,586 81,323 425,417	6,974 40,121 221,323	6,974 40,121 221,323	2,510 19,720 155,600	1,463 6,544 34,325	404 2,808 8,416	2,144 9,311 19,552	75 126 320	378 1,612 3,110	† † †	4,767 34,242 193,961	4,767 34,242 193,961	575 9,025 102,440	341 2,896 20,172	693 4,129 18,463	2,207 10,379 33,533	178 762 1,701	773 7,051 17,652	† † †	1,845 6,960 10,133	1,845 6,960 10,133	† † †
U.S. resident								Percenta	age distribi	ution of U.S.	. resident st	udents (exc	ludes nonre	sident alien	s)							
students, total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White Black Hispanic Asian Pacific Islander	55.2 13.4 19.5 7.0 0.3	53.9 12.3 21.7 7.1 0.2	57.3 11.5 18.5 7.7 0.2	59.9 7.6 15.4 12.1 0.2	63.5 11.9 14.5 5.0 0.2	51.5 16.3 21.8 6.2 0.2	58.2 13.6 17.6 6.0 0.2	48.8 12.4 27.8 5.6 0.4	55.1 11.1 10.1 12.4 0.2	48.6 13.6 26.6 6.3 0.3	63.1 13.1 12.2 7.1 0.3	63.4 12.8 12.2 7.1 0.3	56.0 8.2 12.9 17.7 0.1		61.3 14.8 12.6 7.2 0.3	65.3 12.7 13.6 4.3 0.4	66.1 16.3 9.2 3.5 0.3	62.3 12.5 10.1 9.7 0.3	39.5 41.2 10.8 2.5 0.4	42.9 29.9 17.6 4.3 0.7	44.4 30.2 15.9 4.3 0.7	34.7 28.5 26.5 4.4 0.7
American Indian/ Alaska Native Two or more races	0.7 3.9	0.8 4.0	0.6 4.1	0.4 4.5	0.7 4.1	0.4 3.7	0.7 3.8	0.7 4.3	8.7 2.5	0.9 3.7	0.5 3.7	0.5 3.7	0.2 4.8	0.3 3.7	0.4 3.5	0.5 3.2	0.5 4.2	1.0 4.1	1.9 3.7	1.0 3.7	0.9 3.7	1.3 3.9
Undergraduate White Black Hispanic Asian Pacific Islander	100.0 54.0 13.3 20.9 6.8 0.3	100.0 52.8 12.4 22.7 7.1 0.2	100.0 55.9 11.5 19.7 7.7 0.2	100.0 57.9 7.5 16.7 12.6 0.2	100.0 62.2 12.1 15.5 5.0 0.2	100.0 50.0 16.5 22.9 6.2 0.2	100.0 57.4 13.3 18.3 6.1 0.2	100.0 48.7 12.4 27.9 5.6 0.4	100.0 49.1 14.0 9.3 4.2 0.2	100.0 48.6 13.6 26.6 6.3 0.3	100.0 63.2 13.1 12.7 6.1 0.3	100.0 63.6 12.6 12.7 6.2 0.3	100.0 52.2 7.7 14.4 19.6 0.1	9.2 11.3	100.0 61.8 12.6 13.7 7.3 0.2	100.0 65.1 12.3 14.4 3.9 0.4	100.0 65.7 16.5 9.4 3.4 0.3	100.0 63.1 13.0 11.0 6.7 0.3	100.0 39.5 41.2 10.8 2.5 0.4	100.0 41.9 28.6 19.8 4.0 0.7	100.0 43.7 28.7 18.0 3.9 0.7	100.0 34.7 28.5 26.5 4.4 0.7
American Indian/ Alaska Native Two or more races	0.7 4.0	0.8 4.0	0.7 4.3	0.3 4.7	0.7 4.4	0.4 3.9	0.7 4.0	0.7 4.3	21.4 1.8	0.9 3.7	0.5 4.0	0.5 4.0	0.2 5.7	0.3 4.1	0.4 4.0	0.5 3.5	0.5 4.3	1.7 4.2	1.9 3.7	1.0 3.9	0.9 3.9	1.3 3.9

Table 306.50. Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2018—Continued

					Pub	lic institutio	ns							Nonp	rofit institut	ions						
						4-year									4-year					For-pr	rofit institu	tions
Level of enrollment and race/ethnicity of student	Total, all institutions	Total	Total	Research univer- sity, very high <sup>1</sup>	Research univer- sity, high²	Doctoral/ research univer- sity <sup>3</sup>	Master's <sup>4</sup>	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	2-year	Total	Total	Research univer- sity, very high <sup>1</sup>	Research univer- sity, high²	Doctoral/ research univer- sity <sup>3</sup>	Master's <sup>4</sup>	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Postbaccalaureate White Black Hispanic Asian Pacific Islander American Indian/	100.0 62.7 14.0 11.2 8.2 0.2	100.0 65.6 11.1 11.5 7.9 0.1	100.0 65.6 11.1 11.5 7.9 0.1	100.0 67.1 7.9 10.7 10.0 0.1	69.9 11.0 10.1	100.0 59.5 15.1 16.1 6.0 0.2	63.0 15.3 12.7	100.0 79.1 10.6 4.4 2.7 0.2	100.0 58.9 9.2 10.6 17.6 0.1	† † † † †	100.0 62.9 13.2 11.0 9.2 0.2	100.0 62.9 13.2 11.0 9.2 0.2	100.0 60.4 8.7 11.2 15.5 0.1	100.0 60.5 14.2 13.6 8.0 0.2	100.0 60.4 18.5 10.8 7.1 0.3	100.0 65.7 13.9 11.5 5.7 0.3	100.0 72.1 13.7 6.9 4.1 0.2	100.0 61.6 11.9 9.1 12.8 0.2	† † † † †	100.0 46.0 33.8 10.7 5.1 0.5	100.0 46.0 33.8 10.7 5.1 0.5	† † † † †
Alaska Native Two or more races	0.5 3.1	0.6 3.2	0.6 3.2	0.5 3.7	0.6 2.9	0.4 2.8	0.6 2.8	1.1 1.9	0.7 2.9	† †	0.4 3.1	0.4 3.1	0.2 3.9	0.4 3.0	0.4 2.6	0.5 2.5	0.5 2.3	0.4 4.0	†	0.8 3.0	0.8 3.0	†

<sup>†</sup>Not applicable.

<sup>3</sup>Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have a high level of research activity.

<sup>4</sup>Institutions that award at least 50 master's degrees and fewer than 20 doctor's degrees per year.

Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees.

<sup>6</sup>Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.

7Race/ethnicity not collected.

NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the research index ranking may be obtained from <a href="http://carnegieclassifications.iu.edu/">http://carnegieclassifications.iu.edu/</a>. Includes imputed Carnegie classifications for institutions with missing data. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

<sup>&</sup>lt;sup>1</sup>Research universities with a very high level of research activity.

<sup>&</sup>lt;sup>2</sup>Research universities with a high level of research activity.

Table 306.60. Total fall enrollment in degree-granting postsecondary institutions, by race/ethnicity or nonresident alien status of student and state or jurisdiction: 2018

-		,		F	all enrollmen	t		,		F	ercentage d	istribution of	U.S. resident	t students (exc	cludes nonre	sident aliens)	
State or jurisdiction	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Non- resident alien <sup>1</sup>	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
United States		10,301,292	2,493,306	3,645,040	1,302,106	50,505	133,751	727,863	992,055	100.0	55.2	13.4	19.5	7.0	0.3	0.7	3.9
Alabama	304,182	189,523	77,604	11,758	6,086	359	1,964	7,863	9,025	100.0	64.2	26.3	4.0	2.1	0.1	0.7	2.7
Alaska	25,692	15,012	799	2,159	1,423	395	2,773	2,608	523	100.0	59.6	3.2	8.6	5.7	1.6	11.0	10.4
Arizona	581,982	282,736	70,708	146,080	22,830	2,695	13,676	23,293	19,964	100.0	50.3	12.6	26.0	4.1	0.5	2.4	4.1
Arkansas	159,738	109,342	24,358	10,758	2,868	153	1,156	6,004	5,099	100.0	70.7	15.8	7.0	1.9	0.1	0.7	3.9
California	2,712,420	737,941	165,807	1,111,638	402,035	12,388	11,164	123,529	147,918	100.0	28.8	6.5	43.3	15.7	0.5	0.4	4.8
Colorado	360,537	221,393	27,282	65,261	13,691	853	3,398	16,518	12,141	100.0	63.5	7.8	18.7	3.9	0.2	1.0	4.7
Connecticut	197,480	111,084	26,145	30,903	11,244	205	497	6,230	11,172	100.0	59.6	14.0	16.6	6.0	0.1	0.3	3.3
Delaware	60,700	33,359	12,942	5,153	2,209	82	274	1,851	4,830	100.0	59.7	23.2	9.2	4.0	0.1	0.5	3.3
District of Columbia	97,776	42,490	24,287	9,498	6,924	169	258	3,113	11,037	100.0	49.0	28.0	11.0	8.0	0.2	0.3	3.6
Florida	1,068,063	455,577	189,206	297,906	38,574	2,227	3,102	35,143	46,328	100.0	44.6	18.5	29.2	3.8	0.2	0.3	3.4
Georgia	543,443	258,145	165,611	45,310	30,610	705	1,690	16,951	24,421	100.0	49.7	31.9	8.7	5.9	0.1	0.3	3.3
Hawaii	61,855	10,088	1,223	7,397	19,080	3,561	134	16,370	4,002	100.0	17.4	2.1	12.8	33.0	6.2	0.2	28.3
Idaho	123,487	91,991	1,417	12,137	2,016	548	1,008	5,751	8,619	100.0	80.1	1.2	10.6	1.8	0.5	0.9	5.0
Illinois	738,448	385,507	92,892	142,407	52,486	998	1,594	21,046	41,518	100.0	55.3	13.3	20.4	7.5	0.1	0.2	3.0
Indiana	388,348	273,874	35,189	26,437	13,610	366	814	13,775	24,283	100.0	75.2	9.7	7.3	3.7	0.1	0.2	3.8
lowa	254,058	185,118	21,216	19,993	7,504	500	1,295	7,052	11,380	100.0	76.3	8.7	8.2	3.1	0.2	0.5	2.9
Kansas	212,737	142,369	17,275	22,471	6,168	415	2,529	8,415	13,095	100.0	71.3	8.7	11.3	3.1	0.2	1.3	4.2
Kentucky	262,961	200,317	21,742	10,153	4,940	241	604	8,234	16,730	100.0	81.4	8.8	4.1	2.0	0.1	0.2	3.3
Louisiana	241,401	130,964	73,815	13,662	6,258	1,088	1,597	6,821	7,196	100.0	55.9	31.5	5.8	2.7	0.5	0.7	2.9
Maine	71,773	60,156	3,034	2,426	1,971	100	674	1,881	1,531	100.0	85.6	4.3	3.5	2.8	0.1	1.0	2.7
Maryland	361,442	159,405	100,270	34,735	28,122	740	1,028	14,942	22,200	100.0	47.0	29.6	10.2	8.3	0.2	0.3	4.4
Massachusetts	499,769	276,317	44,275	58,333	41,971	424	925	15,826	61,698	100.0	63.1	10.1	13.3	9.6	0.1	0.2	3.6
Michigan	541,096	373,156	62,172	29,733	23,699	496	2,995	19,200	29,645	100.0	73.0	12.2	5.8	4.6	0.1	0.6	3.8
Minnesota	408,783	266,065	61,158	24,527	23,414	639	2,951	14,632	15,397	100.0	67.6	15.5	6.2	6.0	0.2	0.8	3.7
Mississippi	169,360	94,294	61,255	4,436	2,193	118	848	3,078	3,138	100.0	56.7	36.9	2.7	1.3	0.1	0.5	1.9
Missouri	374,424	265,176	43,225	21,053	12,812	600	1,730	13,083	16,745	100.0	74.1	12.1	5.9	3.6	0.2	0.5	3.7
Montana	49,363	39,350	471	1,972	836	115	3,337	1,902	1,380	100.0	82.0	1.0	4.1	1.7	0.2	7.0	4.0
Nebraska	134,938	98,192	7,340	14,051	4,315	240	949	4,498	5,353	100.0	75.8	5.7	10.8	3.3	0.2	0.7	3.5
Nevada	117,798	49,560	9,131	33,662	12,959	1,244	839	8,123	2,280	100.0	42.9	7.9	29.1	11.2	1.1	0.7	7.0
New Hampshire	160,743	114,365	20,439	13,682	4,419	486	888	3,477	2,987	100.0	72.5	13.0	8.7	2.8	0.3	0.6	2.2
New Jersey	414,416	193,488	57,230	90,823	40,228	907	957	9,630	21,153	100.0	49.2	14.6	23.1	10.2	0.2	0.2	2.4
New Mexico	123,297	39,571	3,622	59,577	2,600	294	11,440	2,872	3,321	100.0	33.0	3.0	49.7	2.2	0.2	9.5	2.4
New York	1,250,287	582,806	168,367	227,668	124,463	2,034	4,220	32,304	108,425	100.0	51.0	14.7	19.9	10.9	0.2	0.4	2.8
North Carolina	563,710	325,076	124,282	48,178	20,998	738	6,113	18,740	19,585	100.0	59.7	22.8	8.9	3.9	0.1	1.1	3.4
North Dakota	53,286	42,233	1,813	2,065	753	72	2,211	1,756	2,383	100.0	83.0	3.6	4.1	1.5	0.1	4.3	3.4
Ohio	644,962	464,721	74,176	29,645	19,798	568	1,698	22,790	31,566	100.0	75.8	12.1	4.8	3.2	0.1	0.3	3.7
Oklahoma	195,943	112,252	15,450	19,755	6,063	305	13,664	18,955	9,499	100.0	60.2	8.3	10.6	3.3	0.2	7.3	10.2
Oregon	228,140	146,451	6,856	31,669	13,656	1,500	2,372	14,518	11,118	100.0	67.5	3.2	14.6	6.3	0.7	1.1	6.7
Pennsylvania	700,329	458,096	75,929	53,217	41,514	687	1,395	22,450	47,041	100.0	70.1	11.6	8.1	6.4	0.1	0.2	3.4
Rhode Island	80,868	51,812	6,017	11,112	3,892	71	263	3,087	4,614	100.0	67.9	7.9	14.6	5.1	0.1	0.3	4.0
South Carolina	240,533	151,642	57,654	12,355	4,534	259	860	7,927	5,302	100.0	64.5	24.5	5.3	1.9	0.1	0.4	3.4
South Dakota	53,365	42,674	1,987	1,933	723	100	2,777	1,355	1,816	100.0	82.8	3.9	3.7	1.4	0.2	5.4	2.6
Tennessee	322,115	218,471	58,592	16,040	8,872	447	971	10,144	8,578	100.0	69.7	18.7	5.1	2.8	0.1	0.3	3.2
Texas	1,643,542	583,816	202,622	632,198	103,772	2,287	6,137	45,550	67,160	100.0	37.0	12.9	40.1	6.6	0.1	0.4	2.9
Utah	359,772	267,973	18,045	37,868	10,220	2,381	2,532	13,595	7,158	100.0	76.0	5.1	10.7	2.9	0.7	0.7	3.9

Table 306.60. Total fall enrollment in degree-granting postsecondary institutions, by race/ethnicity or nonresident alien status of student and state or jurisdiction: 2018—Continued

				Fa	all enrollmen	t					Percentage of	listribution of	U.S. resident	students (exc	cludes nonres	ident aliens)	
State or jurisdiction	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Non- resident alien¹	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Vermont Virginia Washington West Virginia Wisconsin Wyoming	42,914 552,041 367,056 140,103 336,409 32,510	33,826 311,741 206,696 104,759 253,936 26,265	1,651 106,163 16,769 13,786 18,357 405	2,463 49,896 49,965 9,279 24,989 2,987	1,230 37,429 36,232 2,493 13,954 301	45 1,246 2,414 575 293 57	161 2,020 3,858 571 2,303 458	1,839 23,947 28,178 4,727 10,152 1,123	1,699 19,599 22,944 3,913 12,425 914	100.0 100.0 100.0 100.0 100.0 100.0	82.1 58.5 60.1 76.9 78.4 83.1	4.0 19.9 4.9 10.1 5.7 1.3	6.0 9.4 14.5 6.8 7.7 9.5	3.0 7.0 10.5 1.8 4.3 1.0	0.1 0.2 0.7 0.4 0.1 0.2	0.4 0.4 1.1 0.4 0.7 1.4	4.5 4.5 8.2 3.5 3.1 3.6
U.S. Service Academies	15,523	10,121	1,245	1,667	1,114	75	79	1,015	207	100.0	66.1	8.1	10.9	7.3	0.5	0.5	6.6
Other jurisdictions	212,565	828	2,164	197,303	3,224	8,001	167	167	711	100.0	0.4	1.0	93.1	1.5	3.8	0.1	0.1
American Samoa Federated States of Micronesia Guam Marshall Islands Northern Marianas Palau Puerto Rico	1,037 1,931 5,888 1,119 1,194 497 198,915	1 0 155 1 12 1 527	0 0 45 0 4 0 633	1 0 34 0 5 0 197,061	8 0 2,607 5 490 9	928 1,931 2,990 1,113 531 487 20	0 0 8 0 0 0 156	0 0 2 0 71 0 75	99 0 47 0 81 0 352	100.0 100.0 100.0 100.0 100.0 100.0 100.0	0.1 0.0 2.7 0.1 1.1 0.2 0.3	0.0 0.8 0.0 0.4 0.0 0.3	0.1 0.0 0.6 0.0 0.4 0.0 99.2	0.9 # 44.6 0.4 44.0 1.8 0.0	98.9 100.0 51.2 99.5 47.7 98.0	0.0 0.0 0.1 0.0 0.0 0.0 0.1	0.0 0.0 # 0.0 6.4 0.0 #
U.S. Virgin Islands	1,984	131	1,482	202	14	1	3	19	132	100.0	7.1	80.0	10.9	0.8	0.1	0.2	1.0

#Rounds to zero.

<sup>1</sup>Race/ethnicity not collected.

NOTE: Race categories exclude persons of Hispanic ethnicity. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

Table 307.10. Full-time-equivalent fall enrollment in degree-granting postsecondary institutions, by control and level of institution: 1967 through 2029

	,	All institutions	;	Pu	blic institution	ns			Pr	ivate institutio	ons		
									4-year			2-year	
Year	Total	4-year	2-year	Total	4-year	2-year	Total	Total	Nonprofit	For-profit	Total	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1967 1968 1969	5,499,360 5,977,768 6,333,357	4,448,302 4,729,522 4,899,034	1,051,058 1,248,246 1,434,323	3,777,701 4,248,639 4,577,353	2,850,432 3,128,057 3,259,323	927,269 1,120,582 1,318,030	1,721,659 1,729,129 1,756,004	1,597,870 1,601,465 1,639,711		=	123,789 127,664 116,293	=	=
1970 1971 1972 1973 1974	6,737,819 7,148,558 7,253,757 7,453,463 7,805,452	5,145,422 5,357,647 5,406,833 5,439,230 5,606,247	1,592,397 1,790,911 1,846,924 2,014,233 2,199,205	4,953,144 5,344,402 5,452,854 5,629,563 5,944,799	3,468,569 3,660,626 3,706,238 3,721,037 3,847,543	1,484,575 1,683,776 1,746,616 1,908,526 2,097,256	1,784,675 1,804,156 1,800,903 1,823,900 1,860,653	1,676,853 1,697,021 1,700,595 1,718,193 1,758,704			107,822 107,135 100,308 105,707 101,949		_ _ _
1975 1976 1977 1978 1979	8,479,698 8,312,502 8,415,339 8,348,482 8,487,317	5,900,408 5,848,001 5,935,076 5,932,357 6,016,072	2,579,290 2,464,501 2,480,263 2,416,125 2,471,245	6,522,319 6,349,903 6,396,476 6,279,199 6,392,617	4,056,502 3,998,450 4,039,071 3,996,126 4,059,304	2,465,817 2,351,453 2,357,405 2,283,073 2,333,313	1,957,379 1,962,599 2,018,863 2,069,283 2,094,700	1,843,906 1,849,551 1,896,005 1,936,231 1,956,768			113,473 113,048 122,858 133,052 137,932		_ _ _
1980 1981 1982 1983 1984	8,819,013 9,014,521 9,091,648 9,166,398 8,951,695	6,161,372 6,249,847 6,248,923 6,325,222 6,292,711	2,657,641 2,764,674 2,842,725 2,841,176 2,658,984	6,642,294 6,781,300 6,850,589 6,881,479 6,684,664	4,158,267 4,208,506 4,220,648 4,265,807 4,237,895	2,484,027 2,572,794 2,629,941 2,615,672 2,446,769	2,176,719 2,233,221 2,241,059 2,284,919 2,267,031	2,003,105 2,041,341 2,028,275 2,059,415 2,054,816			173,614 <sup>1</sup> 191,880 <sup>1</sup> 212,784 <sup>1</sup> 225,504 212,215		_ _ _ _
1985 1986 1987 1988 1989	8,943,433 9,064,165 9,229,736 9,464,271 9,780,881	6,294,339 6,360,325 6,486,504 6,664,146 6,813,602	2,649,094 2,703,842 2,743,230 2,800,125 2,967,279	6,667,781 6,778,045 6,937,690 7,096,905 7,371,590	4,239,622 4,295,494 4,395,728 4,505,774 4,619,828	2,428,159 2,482,551 2,541,961 2,591,131 2,751,762	2,275,652 2,286,122 2,292,045 2,367,366 2,409,291	2,054,717 2,064,831 2,090,776 2,158,372 2,193,774	_ _ _ _	_ _ _ _	220,935 221,291 <sup>2</sup> 201,269 <sup>2</sup> 208,994 215,517	_ _ _ _	_ _ _ _
1990 1991 1992 1993 1994	9,983,436 10,360,606 10,436,776 10,351,415 10,348,072	6,968,008 7,081,454 7,129,379 7,120,921 7,137,341	3,015,428 3,279,152 3,307,397 3,230,494 3,210,731	7,557,982 7,862,845 7,911,701 7,812,394 7,784,396	4,740,049 4,795,704 4,797,884 4,765,983 4,749,524	2,817,933 3,067,141 3,113,817 3,046,411 3,034,872	2,425,454 2,497,761 2,525,075 2,539,021 2,563,676	2,227,959 2,285,750 2,331,495 2,354,938 2,387,817	2,177,668 2,223,463 2,267,373 2,282,643 2,301,063	50,291 62,287 64,122 72,295 86,754	197,495 212,011 193,580 184,083 175,859	72,785 72,545 66,647 70,469 69,578	124,710 139,466 126,933 113,614 106,281
1995 1996 1997 1998 1999	10,334,956 10,481,886 10,615,028 10,698,775 10,974,519	7,172,844 7,234,541 7,338,794 7,467,828 7,634,247	3,162,112 3,247,345 3,276,234 3,230,947 3,340,272	7,751,815 7,794,895 7,869,764 7,880,135 8,059,240	4,757,223 4,767,117 4,813,849 4,868,857 4,949,851	2,994,592 3,027,778 3,055,915 3,011,278 3,109,389	2,583,141 2,686,991 2,745,264 2,818,640 2,915,279	2,415,621 2,467,424 2,524,945 2,598,971 2,684,396	2,328,730 2,353,561 2,389,627 2,436,188 2,488,140	86,891 113,863 135,318 162,783 196,256	167,520 219,567 220,319 219,669 230,883	62,416 63,954 61,761 56,834 53,956	105,104 155,613 158,558 162,835 176,927
2000 2001 2002 2003 2004	11,267,025 11,765,945 12,331,319 12,687,597 13,000,994	7,795,139 8,087,980 8,439,064 8,744,188 9,018,024	3,471,886 3,677,965 3,892,255 3,943,409 3,982,970	8,266,932 8,639,154 9,061,411 9,240,724 9,348,081	5,025,588 5,194,035 5,406,283 5,557,680 5,640,650	3,241,344 3,445,119 3,655,128 3,683,044 3,707,431	3,000,093 3,126,791 3,269,908 3,446,873 3,652,913	2,769,551 2,893,945 3,032,781 3,186,508 3,377,374	2,549,676 2,612,833 2,699,702 2,776,850 2,837,251	219,875 281,112 333,079 409,658 540,123	230,542 232,846 237,127 260,365 275,539	51,503 41,037 40,110 36,815 34,202	179,039 191,809 197,017 223,550 241,337
2005 2006 2007 2008 2009	13,200,790 13,401,696 13,786,735 14,377,990 15,379,473	9,261,634 9,456,480 9,768,388 10,153,074 10,695,816	3,939,156 3,945,216 4,018,347 4,224,916 4,683,657	9,390,216 9,502,028 9,744,001 10,061,076 10,746,637	5,728,327 5,824,962 5,992,611 6,138,686 6,452,414	3,661,889 3,677,066 3,751,390 3,922,390 4,294,223	3,810,574 3,899,668 4,042,734 4,316,914 4,632,836	3,533,307 3,631,518 3,775,777 4,014,388 4,243,402	2,878,354 2,936,261 2,993,901 3,058,910 3,153,294	654,953 695,257 781,876 955,478 1,090,108	277,267 268,150 266,957 302,526 389,434	34,729 31,203 26,140 28,072 27,964	242,538 236,947 240,817 274,454 361,470
2010 2011 2012 2013 2014	15,410,058	11,129,239 11,261,845 11,229,774 11,183,239 11,238,618	4,363,660 4,226,819	11,018,756 10,954,754 10,781,798 10,697,939 10,624,163	6,635,799 6,734,116 6,764,184 6,790,930 6,891,984	4,382,957 4,220,638 4,017,614 3,907,009 3,732,179	4,928,718 4,938,038 4,811,636 4,712,119 4,639,016	4,493,440 4,527,729 4,465,590 4,392,309 4,346,634	3,235,149 3,285,711 3,309,242 3,337,799 3,363,101	1,258,291 1,242,018 1,156,348 1,054,510 983,533	435,278 410,309 346,046 319,810 292,382	26,920 34,267 32,684 27,313 25,808	408,358 376,042 313,362 292,497 266,574
2015 2016 2017 2018 2019 <sup>3</sup>	14,937,939 14,883,617 14,785,824	11,226,353 11,356,540 11,404,002 11,453,643 11,490,000	3,581,399 3,479,615 3,332,181	10,569,574 10,572,028 10,568,658 10,522,337 10,557,000	6,970,121 7,221,134 7,309,343 7,376,852 7,400,000	3,599,453 3,350,894 3,259,315 3,145,485 3,157,000	4,508,930 4,365,911 4,314,959 4,263,487 4,277,000	4,256,232 4,135,406 4,094,659 4,076,791 4,090,000	3,399,283 3,410,337 3,435,813 3,475,852	856,949 725,069 658,846 600,939	252,698 230,505 220,300 186,696 187,000	41,579 43,900 43,992 40,824	211,119 186,605 176,308 145,872
2020 <sup>3</sup> 2021 <sup>3</sup> 2022 <sup>3</sup> 2023 <sup>3</sup> 2024 <sup>3</sup>	14,853,000 14,869,000 14,898,000	11,493,000 11,499,000 11,510,000 11,531,000 11,564,000	3,354,000 3,359,000 3,367,000	10,563,000 10,573,000 10,585,000 10,606,000 10,638,000	7,402,000 7,406,000 7,413,000 7,427,000 7,448,000	3,161,000 3,166,000 3,172,000 3,180,000 3,190,000	4,278,000 4,280,000 4,284,000 4,292,000 4,304,000	4,091,000 4,093,000 4,097,000 4,104,000 4,116,000			187,000 187,000 187,000 188,000 188,000		_ _ _ _
2025 <sup>3</sup> 2026 <sup>3</sup> 2027 <sup>3</sup> 2028 <sup>3</sup> 2029 <sup>3</sup>	15,051,000 15,064,000 15,061,000	11,605,000 11,648,000 11,657,000 11,652,000 11,644,000	3,403,000 3,407,000 3,409,000	10,675,000 10,715,000 10,725,000 10,724,000 10,720,000	7,474,000 7,502,000 7,508,000 7,505,000 7,500,000	3,201,000 3,213,000 3,218,000 3,219,000 3,220,000	4,319,000 4,336,000 4,339,000 4,337,000 4,333,000	4,131,000 4,146,000 4,149,000 4,147,000 4,144,000	_ _ _ _	_ _ _	189,000 190,000 190,000 190,000 189,000		=

programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1967 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2029. (This table was prepared December 2019.)

Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

2Because of imputation techniques, data are not consistent with figures for other

<sup>&</sup>lt;sup>3</sup>Projected. NOTE: Full-time-equivalent enrollment is the number of full-time students enrolled, plus the full-time equivalent of the part-time students. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid

Table 309.10. Residence and migration of all first-time degree/certificate-seeking undergraduates in degree-granting postsecondary institutions, by state or jurisdiction: Fall 2018

	Total	State residents enr	olled in institutions	Ratio of in-st	ate students		Migration of students	
State or jurisdiction	first-time enrollment in institutions located in	In any state!	In their	To first-time enrollment	To residents enrolled in any state	Out of state (col. 3 - col. 4)	Into state <sup>2</sup>	Net
State or jurisdiction  1	the state	In any state <sup>1</sup>	home state	(col. 4/col. 2)	(col. 4/col. 3)	(601. 3 - 601. 4)	(col. 2 - col. 4)	(col. 8 - col. 7)
United States	2,885,818	2,789,820	2,256,031	0.78	0.81	533,789	629,787	95,998
Alabama	48,346	40,342	34,612	0.72	0.86	5,730	13,734	8,004
Alaska	2,931	4,700	2,710	0.92	0.58	1,990	221	-1,769
Arizona	61,748	49,967	43,463	0.70	0.87	6,504	18,285	11,781
Arkansas	26,567	23,751	20,318	0.76	0.86	3,433	6,249	2,816
California	387,767	388,386	343,780	0.89	0.89	44,606	43,987	-619
Colorado	45,827	43,935	32,886	0.72	0.75	11,049	12,941	1,892
Connecticut	31,656	36,024	20,703	0.65	0.57	15,321	10,953	-4,368
Delaware	9,879	8,508	5,818	0.59	0.68	2,690	4,061	1,371
District of Columbia	10,506	3,394	804	0.08	0.24	2,590	9,702	7,112
Florida	161,033	153,191	133,087	0.83	0.87	20,104	27,946	7,842
Georgia	87,518	90,864	72,194	0.82	0.79	18,670	15,324	-3,346
Hawaii	8,645	10,485	6,369	0.74	0.61	4,116	2,276	-1,840
Idaho	14,874	12,158	8,873	0.60	0.73	3,285	6,001	2,716
Illinois	92,486	112,391	75,859	0.82	0.67	36,532	16,627	-19,905
Indiana	64,865	53,937	46,372	0.71	0.86	7,565	18,493	10,928
lowa	35,591	26,548	22,993	0.65	0.87	3,555	12,598	9,043
Kansas	30,960	26,183	21,993	0.71	0.84	4,190	8,967	4,777
Kentucky	38,634	36,361	31,081	0.80	0.85	5,280	7,553	2,273
Louisiana	40,876	39,813	34,017	0.83	0.85	5,796	6,859	1,063
Maine	11,665	10,336	7,323	0.63	0.71	3,013	4,342	1,329
Maryland	44,708	51,799	34,466	0.77	0.67	17,333	10,242	-7,091
Massachusetts	71,899	64,276	42,809	0.60	0.67	21,467	29,090	7,623
Michigan	81,937	81,404	70,743	0.86	0.87	10,661	11,194	533
Minnesota	44,218	49,147	34,348	0.78	0.70	14,799	9,870	-4,929
Mississippi	31,041	27,150	24,234	0.78	0.89	2,916	6,807	3,891
Missouri	50,900	48,758	38,764	0.76	0.80	9,994	12,136	2,142
Montana	8,511	7,021	5,395	0.63	0.77	1,626	3,116	1,490
Nebraska	18,258	16,809	13,710	0.75	0.82	3,099	4,548	1,449
Nevada	18,143	20,302	16,000	0.88	0.79	4,302	2,143	-2,159
New Hampshire	20,398	11,075	6,081	0.30	0.55	4,994	14,317	9,323
New Jersey	65,246	93,505	58,925	0.90	0.63	34,580	6,321	-28,259
New Mexico	16,654	16,424	13,509	0.81	0.82	2,915	3,145	230
New York	188,267	179,355	145,909	0.78	0.81	33,446	42,358	8,912
North Carolina	88,920	84,647	72,906	0.82	0.86	11,741	16,014	4,273
North Dakota	8,368	5,776	4,248	0.51	0.74	1,528	4,120	2,592
Ohio	107,591	94,972	80,385	0.75	0.85	14,587	27,206	12,619
Oklahoma	33,781	30,070	26,016	0.77	0.87	4,054	7,765	3,711
Oregon	32,046	28,434	22,951	0.72	0.81	5,483	9,095	3,612
Pennsylvania	118,558	105,198	84,300	0.71	0.80	20,898	34,258	13,360
Rhode Island	14,959	8,960	6,120	0.41	0.68	2,840	8,839	5,999
South Carolina	46,053	40,353	34,602	0.75	0.86	5,751	11,451	5,700
South Dakota	8,646	7,011	5,305	0.61	0.76	1,706	3,341	1,635
Tennessee	57,576	55,310	46,023	0.80	0.83	9,287	11,553	2,266
Texas	244,190	257,478	226,101	0.93	0.88	31,377	18,089	-13,288
Utah	40,979	26,119	23,677	0.58	0.91	2,442	17,302	14,860
Vermont	7,249	4,467	2,298	0.32	0.51	2,169	4,951	2,782
Virginia	79,615	74,433	60,400	0.76	0.81	14,033	19,215	5,182
Washington	48,363	50,797	39,109	0.81	0.77	11,688	9,254	-2,434
West Virginia	17,106	12,092	10,328	0.60	0.85	1,764	6,778	5,014
Wisconsin	50,357	47,194	37,723	0.75	0.80	9,471	12,634	3,163
Wyoming	4,828	4,065	3,118	0.65	0.77	947	1,710	763
U.S. Service Academies State unknown <sup>4</sup>	4,079 †	† 14,145	273³ †	0.07	†	-273 14,145	3,806	4,079 -14,145
Other jurisdictions	37,759	39,601	37,377	0.99	0.94	2,224	382	-1,842
American Samoa	309	368	309	1.00	0.84	59	0	-59
Federated States of Micronesia	698	858	698	1.00	0.81	160		-160
Guam	1,093	1,279	1,041	0.95	0.81	238	52	-186
Marshall Islands	336	353	332	0.99	0.94	21	4	-17
Northern Marianas	343	410	320	0.93	0.78	90	23	-67
Palau	121	124	104	0.86	0.84	20	17	-3
Puerto Rico	34,539	35,547	34,267	0.99	0.96	1,280	272	-1,008
U.S. Virgin Islands	320	662	306	0.96	0.46	356	14	-342
Foreign countries	†	84,907	†	†	†	84,907	†	-84,907
Residence unknown	†	9,249	†	†	†	9,249		-9,249

<sup>†</sup>Not applicable.

NOTE: Includes all first-time postsecondary students enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title

IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared March 2020.)

Students residing in a particular state when admitted to an institution anywhere—either in their home state or another state.

<sup>&</sup>lt;sup>2</sup>Includes students coming to U.S. institutions from foreign countries and other jurisdictions. 

Students whose residence is in the same state as the service academy.

<sup>&</sup>lt;sup>4</sup>Institution unable to determine student's home state.

Table 309.20. Residence and migration of all first-time degree/certificate-seeking undergraduates in degree-granting postsecondary institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2018

	Total	State residents enr	olled in institutions	Ratio of in-si	tate students		Migration of students	
State or jurisdiction	first-time enrollment in institutions located in the state	In any state¹	In their home state	To first-time enrollment (col. 4/col. 2)	To residents enrolled in any state (col. 4/col. 3)	Out of state (col. 3 - col. 4)	Into state² (col. 2 - col. 4)	Net (col. 8 - col. 7)
1	2	3	4	5	6	7	8	9
United States	2,264,873	2,207,429	1,766,132	0.78	0.80	441,297	498,741	57,444
Alabama	40,011	32,112	28,042	0.70	0.87	4,070	11,969	7,899
Alaska	1,925	3,192	1,771	0.92	0.55	1,421	154	-1,267
Arizona	41,986	34,558	29,520	0.70	0.85	5,038	12,466	7,428
Arkansas	23,279	19,771	17,447	0.75	0.88	2,324	5,832	3,508
California	273,792	284,532	246,241	0.90	0.87	38,291	27,551	-10,740
Colorado	34,133	33,982	24,494	0.72	0.72	9,488	9,639	151
Connecticut	26,924	31,268	17,078	0.63	0.55	14,190	9,846	-4,344
Delaware	8,222	6,883	4,587	0.56	0.67	2,296	3,635	1,339
District of Columbia	8,467	2,652	503	0.06	0.19	2,149	7,964	5,815
Florida	118,172	117,499	101,298	0.86	0.86	16,201	16,874	673
Georgia	70,378	70,631	57,157	0.81	0.81	13,474	13,221	-253
Hawaii	6,505	8,412	4,811	0.74	0.57	3,601	1,694	-1,907
Idaho	11,473	9,111	6,663	0.58	0.73	2,448	4,810	2,362
Illinois	69,888	89,817	56,545	0.81	0.63	33,272	13,343	-19,929
Indiana	56,505	46,001	40,009	0.71	0.87	5,992	16,496	10,504
lowa	30,534	23,113	20,045	0.66	0.87	3,068	10,489	7,421
Kansas	25,623	21,965	18,486	0.72	0.84	3,479	7,137	3,658
Kentucky	32,673	29,722	25,888	0.79	0.87	3,834	6,785	2,951
Louisiana	32,981	30,984	26,967	0.82	0.87	4,017	6,014	1,997
Maine	9,698	8,440	5,911	0.61	0.70	2,529	3,787	1,258
Maryland	33,736	40,997	25,843	0.77	0.63	15,154	7,893	-7,261
Massachusetts	61,097	54,508	35,041	0.57	0.64	19,467	26,056	6,589
Michigan	68,493	66,904	58,664	0.86	0.88	8,240	9,829	1,589
Minnesota	37,133	42,189	28,640	0.77	0.68	13,549	8,493	-5,056
Mississippi	27,829	23,244	21,520	0.77	0.93	1,724	6,309	4,585
Missouri	42,166	40,611	32,291	0.77	0.80	8,320	9,875	1,555
Montana	6,722	5,225	4,026	0.60	0.77	1,199	2,696	1,497
Nebraska	16,402	15,022	12,281	0.75	0.82	2,741	4,121	1,380
Nevada	13,291	14,586	11,397	0.86	0.78	3,189	1,894	-1,295
New Hampshire	10,604	9,336	4,820	0.45	0.52	4,516	5,784	1,268
New Jersey	49,685	76,325	44,486	0.90	0.58	31,839	5,199	-26,640
New Mexico	12,551	12,652	10,394	0.83	0.82	2,258	2,157	-101
New York	154,710	148,490	118,767	0.77	0.80	29,723	35,943	6,220
North Carolina	73,708	68,137	59,507	0.81	0.87	8,630	14,201	5,571
North Dakota	7,361	4,735	3,588	0.49	0.76	1,147	3,773	2,626
Ohio	84,130	77,436	65,746	0.78	0.85	11,690	18,384	6,694
Oklahoma	27,850	23,968	21,011	0.75	0.88	2,957	6,839	3,882
Oregon	23,448	20,358	15,947	0.68	0.78	4,411	7,501	3,090
Pennsylvania	100,139	85,303	68,147	0.68	0.80	17,156	31,992	14,836
Rhode Island	13,651	7,707	5,208	0.38	0.68	2,499	8,443	5,944
South Carolina	38,672	32,212	28,362	0.73	0.88	3,850	10,310	6,460
South Dakota	7,555	5,907	4,464	0.59	0.76	1,443	3,091	1,648
Tennessee	48,738	46,182	38,723	0.79	0.84	7,459	10,015	2,556
Texas	188,158	200,738	175,583	0.93	0.87	25,155	12,575	-12,580
Utah	24,364	18,362	16,639	0.68	0.91	1,723	7,725	6,002
Vermont Virginia Washington West Virginia Wisconsin Wyoming	6,204 65,454 36,252 13,189 41,485 4,050	3,679 62,248 37,480 9,570 38,202 3,291	1,767 50,627 28,079 8,427 29,925 2,558	0.28 0.77 0.77 0.64 0.72 0.63	0.75 0.88 0.78	1,912 11,621 9,401 1,143 8,277 733	4,437 14,827 8,173 4,762 11,560 1,492	2,525 3,206 -1,228 3,619 3,283 759
U.S. Service Academies	2,877	†	191 <sup>3</sup>	0.07	†	-191	2,686	2,877
State unknown <sup>4</sup>	†	7,180	†	†		7,180	†	-7,180
Other jurisdictions	30,519	32,163	30,332	0.99	0.94	1,831	187	-1,644
American Samoa Federated States of Micronesia Guam Marshall Islands Northern Marianas Palau Puerto Rico U.S. Virgin Islands	254 274 735 312 254 94 28,368 228	302 318 896 327 319 106 29,365 530	254 274 694 310 240 88 28,253 219	1.00 1.00 0.94 0.99 0.94 0.94 1.00	0.95 0.75 0.83 0.96	48 44 202 17 79 18 1,112 311	0 0 41 2 14 6 115	-48 -44 -161 -15 -65 -12 -997 -302
Foreign countries Residence unknown	†	55,798 2	†	†	†	55,798 2	† †	-55,798 -2

<sup>†</sup>Not applicable.

NOTE: Includes all first-time postsecondary students who graduated from high school in the previous 12 months and were enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared March 2020.)

Students residing in a particular state when admitted to an institution anywhere—either in their home state or another state.

²Includes students coming to U.S. institutions from foreign countries and other jurisdictions. ³Students whose residence is in the same state as the service academy.

<sup>&</sup>lt;sup>4</sup>Institution unable to determine student's home state.

Table 309.30. Residence and migration of all first-time degree/certificate-seeking undergraduates in 4-year degree-granting postsecondary institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2018

	Total	State residents en	rolled in institutions	Ratio of in-st	ate students	I	Migration of students	3
State or jurisdiction	first-time enrollment in institutions located in the state	In any state <sup>1</sup>	In their home state	To first-time enrollment (col. 4/col. 2)	To residents enrolled in any state (col. 4/col. 3)	Out of state (col. 3 - col. 4)	Into state <sup>2</sup> (col. 2 - col. 4)	Net (col. 8 - col. 7)
1	2	3	4	5	6	7	8	9
United States	1,667,223	1,614,718	1,193,561	0.72	0.74	421,157	473,662	52,505
Alabama	26,723	18,979	15,365	0.57	0.81	3,614	11,358	7,744
Alaska	1,858	3,029	1,704	0.92	0.56	1,325	154	-1,171
Arizona	29,086	21,693	16,919	0.58	0.78	4,774	12,167	7,393
Arkansas	17,298	13,648	11,628	0.67	0.85	2,020	5,670	3,650
California	161,378	174,616	136,992	0.85	0.78	37,624	24,386	-13,238
Colorado	30,521	30,172	21,291	0.70	0.71	8,881	9,230	349
Connecticut	21,195	25,413	11,388	0.54	0.45	14,025	9,807	-4,218
Delaware	8,181	6,797	4,569	0.56	0.67	2,228	3,612	1,384
District of Columbia	8,461	2,520	499	0.06	0.20	2,021	7,962	5,941
Florida	114,005	112,397	97,202	0.85	0.86	15,195	16,803	1,608
Georgia	59,654	60,124	47,436	0.80	0.79	12,688	12,218	-470
Hawaii	4,129	6,005	2,542	0.62	0.42	3,463	1,587	-1,876
Idaho	9,371	6,952	4,716	0.50	0.68	2,236	4,655	2,419
Illinois	46,485	65,869	33,470	0.72	0.51	32,399	13,015	-19,384
Indiana	47,845	37,198	31,600	0.66	0.85	5,598	16,245	10,647
lowa	20,112	13,667	10,809	0.54	0.79	2,858	9,303	6,445
Kansas	15,561	13,610	10,329	0.66	0.76	3,281	5,232	1,951
Kentucky	23,573	20,649	17,033	0.72	0.82	3,616	6,540	2,924
Louisiana	25,916	23,706	20,108	0.78	0.85	3,598	5,808	2,210
Maine	7,537	6,374	3,887	0.52	0.61	2,487	3,650	1,163
Maryland	19,679	27,629	12,749	0.65	0.46	14,880	6,930	-7,950
Massachusetts	51,505	44,877	25,630	0.50	0.57	19,247	25,875	6,628
Michigan	53,212	51,563	43,764	0.82	0.85	7,799	9,448	1,649
Minnesota	25,443	30,855	17,991	0.71	0.58	12,864	7,452	-5,412
Mississippi	12,608	8,472	6,855	0.54	0.81	1,617	5,753	4,136
Missouri	27,823	25,909	18,270	0.66	0.71	7,639	9,553	1,914
Montana	5,869	4,239	3,250	0.55	0.77	989	2,619	1,630
Nebraska	12,154	10,747	8,395	0.69	0.78	2,352	3,759	1,407
Nevada	12,934	13,996	11,041	0.85	0.79	2,955	1,893	-1,062
New Hampshire	8,821	7,479	3,151	0.36	0.42	4,328	5,670	1,342
New Jersey	33,070	59,429	28,006	0.85	0.47	31,423	5,064	-26,359
New Mexico	6,570	6,974	4,950	0.75	0.71	2,024	1,620	-404
New York	116,581	110,958	81,653	0.70	0.74	29,305	34,928	5,623
North Carolina	51,659	46,239	37,910	0.73	0.82	8,329	13,749	5,420
North Dakota	6,318	3,764	2,933	0.46	0.78	831	3,385	2,554
Ohio	70,973	64,998	53,694	0.76	0.83	11,304	17,279	5,975
Oklahoma	19,433	15,741	13,239	0.68	0.84	2,502	6,194	3,692
Oregon	15,802	13,106	8,816	0.56	0.67	4,290	6,986	2,696
Pennsylvania	84,622	69,612	53,107	0.63	0.76	16,505	31,515	15,010
Rhode Island	10,990	5,084	2,618	0.24	0.51	2,466	8,372	5,906
South Carolina	25,969	19,912	16,259	0.63	0.82	3,653	9,710	6,057
South Dakota	6,214	4,636	3,370	0.54	0.73	1,266	2,844	1,578
Tennessee	31,721	29,459	22,276	0.70	0.76	7,183	9,445	2,262
Texas	117,983	131,482	107,372	0.91	0.82	24,110	10,611	-13,499
Utah	21,920	15,816	14,304	0.65	0.90	1,512	7,616	6,104
Vermont	5,863	3,274	1,443	0.25	0.44	1,831	4,420	2,589
Virginia	45,368	42,809	31,544	0.70	0.74	11,265	13,824	2,559
Washington	34,320	35,208	26,204	0.76	0.74	9,004	8,116	-888
West Virginia	11,550	7,811	6,880	0.60	0.88	931	4,670	3,739
Wisconsin	36,719	33,230	25,377	0.69	0.76	7,853	11,342	3,489
Wyoming	1,764	1,497	832	0.47	0.56	665	932	267
U.S. Service Academies	2,877	†	191 <sup>3</sup>	0.07	†	-191	2,686	2,877
State unknown <sup>4</sup>	†	4,495	†	†	†	4,495	†	-4,495
Other jurisdictions	27,174	28,704	27,014	0.99	0.94	1,690	160	-1,530
American Samoa Federated States of Micronesia	254	287 39	254 †	1.00	0.89	33 39	0	-33 -39
Guam Marshall Islands	461 312	620 322	420 310	0.91	0.68	200 12	41 2	-159 -10
Northern Marianas Palau	254	316 16	240	0.94	0.76	76 16	14	-62 -16
Puerto Rico U.S. Virgin Islands	25,665 228	26,579 525	25,571 219	1.00 0.96	0.96 0.42	1,008 306	94 9	-16 -914 -297
Foreign countries Residence unknown	†	50,973 2	† †	† †	† †	50,973 2	†	-50,973 -2

NOTE: Includes all first-time postsecondary students who graduated from high school in the previous 12 months and were enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared March 2020.)

<sup>†</sup>Not applicable. 
¹Students residing in a particular state when admitted to an institution anywhere—either in their home state or another state.

 $<sup>{}^2</sup> Includes \ students \ coming \ to \ U.S. \ institutions \ from \ for eign \ countries \ and \ other \ jurisdictions.$ 

<sup>&</sup>lt;sup>3</sup>Students whose residence is in the same state as the service academy. <sup>4</sup>Institution unable to determine student's home state.

Table 310.10. Number of U.S. students studying abroad and percentage distribution, by sex, race/ethnicity, and other selected characteristics: Selected years, 2000–01 through 2017–18

Sex, race/ethnicity, and other selected characteristics	2000-01	2007–08	2008-09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	From 2007–08 to 2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14
						Number o	f students	J.					Percentage change in number of students
Total	154,168	262,416	260,327	270,604	273,996	283,332	289,408	304,467	313,415	325,339	332,727	341,751	30.2
					Perce	ntage distrit	oution of stu	ıdents					Percentage-point change in distribution of students
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	†
Male	35.0	34.9	35.8	36.5	35.6	35.2	34.7	34.7	33.4	33.5	32.7	33.0	-1.9
Female	65.0	65.1	64.2	63.5	64.4	64.8	65.3	65.3	66.6	66.5	67.3	67.0	1.9
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	t
White Black	84.3 3.5	81.8 4.0	80.5 4.2	78.7 4.7	77.8 4.8	76.4 5.3	76.3 5.3	74.3 5.6	72.9 5.6	71.6 5.9	70.8 6.1	70.0 6.1	-11.8 2.1
Hispanic	5.4	5.9	6.0	6.4	6.9	7.6	7.6	8.3	8.8	9.7	10.2	10.6	4.7
Asian/Pacific Islander	5.4	6.6	7.3	7.9	7.9	7.7	7.3	7.7	8.1	8.4	8.2	8.4	1.8
American Indian/Alaska Native Two or more races	0.5 0.9	0.5 1.2	0.5 1.6	0.5 1.9	0.5 2.1	0.5 2.5	0.5 3.0	0.5 3.6	0.5 4.1	0.5 3.9	0.4 4.3	0.5 4.4	# 3.2
Academic level Associate's	100.0	100.0	100.0	100.0	100.0	100.0 1.1	100.0 1.1	100.0 1.7	100.0 1.8	100.0 1.7	100.0	100.0	† -0.5
Freshman	3.1	3.5	3.4	3.5	3.3	3.3	3.8	3.9	3.9	3.6	4.0	4.2	0.7
Sophomore	14.0		13.9	13.2	12.6	13.0	13.7	13.1	13.1	12.7	13.2	12.8	-0.3
Junior Senior	38.9 20.0	35.9 21.3	36.8 21.6	35.8 21.8	35.8 23.4	36.0 24.4	34.7 24.7	33.9 25.3	33.1 26.4	32.9 27.7	33.0 27.4	33.0 28.2	-2.9 6.9
Bachelor's, unspecified	13.5	13.4	11.3	11.0	10.3	8.4	8.4	9.1	9.3	9.1	8.6	7.8	-5.6
Master's or higher	8.3	10.5	11.8	13.6	13.5	13.5	13.5	12.7	12.1	12.1	12.3	12.1	1.6
Other academic level	1.1	0.1	#	1.0	0.9	0.3	0.1	0.3	0.3	0.2	0.2	0.2	0.1
Host region	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	į t
Sub-Šaharan Africa <sup>1</sup> Asia <sup>2</sup>	2.5 6.0	3.6 11.1	4.2 11.4	4.2 12.0	4.3 11.7	4.5 12.4	4.6 12.4	4.4 11.9	3.4 11.4	3.9 11.1	4.0 11.6	4.2 11.2	0.6 0.1
Europe <sup>3</sup>	63.3	56.3	54.5	53.5	54.6	53.3	53.3	53.3	54.5	54.4	54.4	54.9	-1.4
Latin America <sup>4</sup>	14.5	15.3	15.4	15.0	14.6	15.8	15.7	16.2	16.0	16.3	15.5	14.9	-0.4
Middle East and North Africa <sup>1,3</sup> North America <sup>4,5</sup>	1.6 0.7	2.2 0.4	2.5 0.5	3.1 0.7	2.6 0.5	2.5 0.6	2.2 0.5	2.1 0.5	2.2 0.5	1.9 0.6	2.1 0.5	2.1 0.5	-0.1 0.1
Oceania	6.0	5.3	5.5	5.0	4.8	4.5	4.0	3.9	4.0	4.2	4.4	4.3	-1.0
Multiple destinations	5.6	5.7	6.0	6.5	6.8	6.4	7.3	7.7	7.9	7.6	7.5	7.9	2.2
Duration of stay	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	†
Summer term	33.7	38.1	35.8	37.8	37.7	37.1	37.8	38.1	39.0	38.0	38.5	38.5	0.4
One semester 8 weeks or less during	38.5	35.5	37.3	35.8	34.5	35.0	33.6	31.9	31.8	31.9	30.7	30.3	-5.2
academic year	7.4	11.0	11.7	11.9	13.3	14.4	15.3	16.5	16.7	17.4	18.8	19.0	8.0
January term	7.0	7.2	7.0	6.9	7.1	7.0	7.1	7.5	7.4	7.4	7.1	7.0	-0.2
Academic year One guarter	7.3 4.1	4.1 3.4	4.1 3.3	3.8 3.1	3.7 3.0	3.2 2.5	3.1 2.4	2.9 2.4	2.5 2.2	2.3 2.3	2.2 2.2	2.2 2.4	-1.9 -1.0
Two quarters	0.6	0.6	0.5	0.4	0.5	0.4	0.3	0.6	0.3	0.3	0.2	0.2	-0.4
Calendar year	0.6	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	#
Other	0.8	#	0.2	0.1	0.1	0.3	0.3	#	0.1	0.4	0.2	0.3	0.3

†Not applicable.

<sup>#</sup>Rounds to zero.

North Africa was combined with the Middle East to create the "Middle East and North Africa" category as of 2011–12, and the former "Africa" category was replaced by "Sub-Saharan Africa" (which excludes North Africa). Data for years prior to 2011–12 have been revised for comparability.

<sup>&</sup>lt;sup>2</sup>Asia excludes the Middle Eastern countries (Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, the Palestinian Territories, Qatar, Saudi Arabia, Syria, the United Arab Emirates, and Yemen).

<sup>&</sup>lt;sup>3</sup>Cyprus and Turkey were classified as being in the Middle East prior to 2004–05 but in Europe for 2004–05 and later years. Data for 2000–01 have been revised for comparability. 
<sup>4</sup>Mexico and Central America are included in Latin America, not in North America.

<sup>&</sup>lt;sup>5</sup>Includes Antarctica from 2002–03 onward.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. Race categories exclude persons of Hispanic ethnicity. SOURCE: Institute of International Education, Open Doors: Report on International Educational Exchange, 2019. (This table was prepared February 2020.)

Table 310.20. Foreign students enrolled in institutions of higher education in the United States, by continent, region, and selected countries of origin: Selected years, 1980-81 through 2018-19

Continent, region, and	1980	)–81	1985	-86	1990	-91	1995	-96	2000	)–01	2005	j-06	2010	<b>-11</b>	2015	-16	2018	3–19
selected countries of origin	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Total	311,880	100.0	343,780	100.0	407,272	100.0	453,787	100.00	547,873	100.0	564,766	100.0	723,249	100.0	1,043,839	100.0	1,095,299	100.0
Sub-Saharan Africa¹ East Africa Central Africa Southern Africa West Africa Nigeria	30,870 6,260 1,130 1,480 22,000 17,350	9.9 2.0 0.4 0.5 7.1 5.6	28,210 6,730 1,540 2,360 17,580 13,710	8.2 2.0 0.4 0.7 5.1 4.0	19,262 7,592 1,647 2,835 7,178 3,714	4.7 1.9 0.4 0.7 1.8 0.9	17,422 7,596 1,346 2,657 5,818 2,093	3.8 1.7 0.3 0.6 1.3 0.5	29,033 13,516 1,859 3,304 10,346 3,820	5.3 2.5 0.3 0.6 1.9 0.7	32,538 13,635 2,825 2,232 13,846 6,192	5.8 2.4 0.5 0.4 2.5 1.1	31,470 8,863 2,831 5,330 14,446 7,148	4.4 1.2 0.4 0.7 2.0 1.0	35,364 7,690 3,311 6,263 18,100 10,674	3.4 0.7 0.3 0.6 1.7 1.0	40,290 9,227 3,325 6,315 21,423 13,423	3.7 0.8 0.3 0.6 2.0 1.2
Asia East Asia China Hong Kong Japan South Korea Taiwan South and Central Asia Bangladesh India Nepal Pakistan Southeast Asia Indonesia Malaysia Singapore Thailand Vietnam	94,640 51,650 2,770 9,660 13,500 6,150 19,460 14,540 1,180 9,250 2,990 28,450 3,250 6,010 1,320 6,550 6,490	30.3 16.6 0.9 3.1 4.3 2.0 6.2 4.7 0.4 1.0 9.1 1.0 1.9 0.4 2.1 2.1	156,830 80,720 13,980 10,710 13,360 18,660 23,770 25,800 1,930 16,070 390 5,440 50,310 8,210 23,020 3,930 6,940 3,270	45.6 23.5 4.1 3.9 5.4 6.9 7.5 0.6 4.7 0.1 1.6 2.4 6.7 1.1 2.0	229,825 146,017 39,597 12,625 36,611 23,362 33,531 42,366 2,533 28,857 670 7,725 41,441 9,524 13,606 4,495 7,092 1,396	56.4 35.9 9.7 3.1 9.0 5.7 8.2 10.4 0.6 1.9 10.2 2.3 3.3 1.7 0.3	259.893 166,717 39,613 12,018 45,531 36,231 32,702 45,401 3,360 31,743 1,219 6,427 47,774 12,820 14,015 4,098 12,165 922	57.3 36.7 8.7 2.6 10.0 8.0 0.7 7.2 10.0 0.3 1.44 10.5 2.8 3.1 0.9 0.2 0.2	302,058 189,371 59,937 7,627 46,497 45,685 28,566 71,765 4,114 54,664 2,618 6,948 40,916 11,625 7,795 4,166 11,187 2,022	55.1 34.6 10.9 1.4 8.5 8.3 10.0 0.5 1.3,1 1.4 0.4 2.0 0.4	327,785 197,576 62,582 7,849 38,712 59,022 27,876 94,965 2,581 76,503 6,061 5,759 35,244 7,575 5,515 3,909 8,765 4,597	58.0 35.0 11.1 1.4 6.9 10.5 4.9 16.8 0.5 13.5 1.1 1.0 6.2 1.3 1.0 0.7	461,790 286,925 157,558 8,136 21,290 73,351 24,818 128,845 2,873 103,895 10,301 5,045 46,020 6,942 6,735 4,316 8,236 14,888	63.8 39.7 21.8 1.1 2.9 10.1 3.4 17.8 0.4 1.4 1.0 0.9 0.9 0.1 1.1 2.1	689,525 439,702 328,547 7,923 19,060 61,007 21,127 195,135 6,513 165,918 9,662 6,141 54,688 8,727 7,834 4,865 7,113 21,403	66.1 42.1 31.5 0.8 5.8 5.8 2.0 18.7 0.9 0.6 5.2 0.8 0.8 0.8 0.7 2.1	768,260 472,085 369,548 6,917 18,105 52,250 233,662 8,249 7,957 75,554 8,356 7,709 4,632 6,503 24,392	70.1 43.1 33.7 0.6 1.7 4.8 2.1 21.8 0.8 18.4 1.2 0.7 5.3 0.8 0.7 0.4 0.6 2.2
Europe <sup>2</sup> France Germany <sup>3</sup> Italy Russia <sup>4</sup> Spain Sweden Turkey <sup>2</sup> United Kingdom	28,650 2,570 3,310 1,250 630 950 1,020 2,600 4,440	9.2 0.8 1.1 0.4 0.2 0.3 0.3 0.8 1.4	38,910 3,680 4,730 1,890 83 1,740 1,400 2,460 5,940	11.3 1.1 1.4 0.5 # 0.5 0.4 0.7 1.7	55,422 5,633 7,003 2,393 1,206 4,304 2,029 4,078 7,298	13.6 1.4 1.7 0.6 0.3 1.1 0.5 1.0	76,855 5,710 9,017 2,780 5,589 4,809 3,889 7,678 7,799	16.9 1.3 2.0 0.6 1.2 1.1 0.9 1.7	93,784 7,273 10,128 3,490 6,858 4,156 4,598 10,983 8,139	17.1 1.3 1.8 0.6 1.3 0.8 2.0 1.5	84,697 6,640 8,829 3,224 4,801 3,455 3,212 11,622 8,274	15.0 1.2 1.6 0.6 0.9 0.6 0.6 2.1 1.5	84,296 8,098 9,458 4,308 4,692 4,330 3,236 12,184 8,947	11.7 1.1 1.3 0.6 0.6 0.6 0.4 1.7 1.2	91,915 8,764 10,145 5,155 5,444 6,640 4,297 10,691 11,599	8.8 0.8 1.0 0.5 0.5 0.6 0.4 1.0	90,996 8,716 9,191 6,114 5,292 7,262 3,460 10,159 11,146	8.3 0.8 0.8 0.6 0.5 0.7 0.3 0.9 1.0
Latin America Caribbean Central America Mexico South America Brazil Colombia Venezuela	49,810 10,650 12,970 6,730 26,190 2,870 3,930 11,750	16.0 3.4 4.2 2.2 8.4 0.9 1.3 3.8	45,480 11,100 12,740 5,460 21,640 2,840 4,010 7,040	13.2 3.2 3.7 1.6 6.3 0.8 1.2 2.0	47,318 12,349 15,949 6,739 19,019 3,898 3,183 2,894	11.6 3.0 3.9 1.7 4.7 1.0 0.8 0.7	47,253 10,737 14,220 8,687 22,296 5,497 3,462 4,456	10.4 2.4 3.1 1.9 4.9 1.2 0.8 1.0	63,634 14,423 16,764 10,670 32,447 8,846 6,765 5,217	11.6 2.6 3.1 1.9 5.9 1.6 1.2	64,769 13,855 19,709 13,931 31,205 7,009 6,835 4,792	11.5 2.5 3.5 2.5 5.5 1.2 1.2 0.8	64,169 11,644 20,361 13,713 32,164 8,777 6,456 5,491	8.9 1.6 2.8 1.9 4.4 1.2 0.9 0.8	84,908 11,042 24,983 16,733 48,883 19,370 7,815 8,267	8.1 1.1 2.4 1.6 4.7 1.9 0.7 0.8	80,962 11,065 23,998 15,229 45,899 16,059 8,060 7,760	7.4 1.0 2.2 1.4 4.2 1.5 0.7 0.7
Middle East and North Africa¹ Middle East² Iran Kuwait Saudi Arabia North Africa¹ Egypt	88,700 81,390 47,550 2,990 10,440 7,310 1,860	28.4 26.1 15.2 1.0 3.3 2.3 0.6	54,100 48,120 14,210 3,810 6,900 5,980 2,270	15.7 14.0 4.1 1.1 2.0 1.7 0.7	32,177 27,636 6,262 1,624 3,584 4,541 1,777	7.9 6.8 1.5 0.4 0.9 1.1 0.4	24,488 21,066 2,628 3,035 4,191 3,422 1,490	5.4 4.6 0.6 0.7 0.9 0.8 0.3	28,842 23,658 1,844 3,045 5,273 5,184 2,255	5.3 4.3 0.3 0.6 1.0 0.9	21,576 17,806 2,420 1,703 3,448 3,770 1,509	3.8 3.2 0.4 0.3 0.6 0.7 0.3	47,963 42,543 5,626 2,998 22,704 5,420 2,181	6.6 5.9 0.8 0.4 3.1 0.7 0.3	108,227 100,926 12,269 9,772 61,287 7,301 3,442	10.4 9.7 1.2 0.9 5.9 0.7 0.3	81,126 74,165 12,142 9,195 37,080 6,961 3,675	7.4 6.8 1.1 0.8 3.4 0.6 0.3
North America <sup>5</sup> Canada	14,790 14,320	4.7 4.6	16,030 15,410	4.7 4.5	18,949 18,350	4.7 4.5	23,644 23,005	5.2 5.1	25,888 25,279	4.7 4.6	28,699 28,202	5.1 5.0	27,941 27,546	3.9 3.8	26,973 26,973	2.6 2.6	26,122 26,122	2.4 2.4
Oceania Australia	4,180 1,530	1.3 0.5	4,030 1,530	1.2 0.4	4,230 1,906	1.0 0.5	4,202 2,244	0.9 0.5	4,624 2,645	0.8 0.5	4,702 2,806	0.8 0.5	5,610 3,777	0.8 0.5	6,917 4,752	0.7 0.5	7,542 4,930	0.7 0.5
Unidentified <sup>6</sup>	240	0.1	190	0.1	89	#	30	#	10	#	#	#	10	#	10	#	1	#

<sup>#</sup>Rounds to zero.

NOTE: Includes foreign students enrolled in American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands. Totals and subtotals include other countries not shown separately. Region totals may not sum to continent totals because some continent totals include students who are not classified by country or region. Data are for "nonimmigrants" (i.e., students who have not migrated to the United States). Detail may not sum to totals because of rounding.

SOURCE: Institute of International Education, Open Doors: Report on International Educational Exchange, selected years, 1981 through 2019. (This table was prepared February 2020.)

North Africa was combined with the Middle East to create the "Middle East and North Africa" category as of 2011–12, and the former "Africa" category was replaced by "Sub-Saharan Africa" (which excludes North Africa). Data for years prior to 2011-12 have been revised for comparability.

<sup>&</sup>lt;sup>2</sup>Cyprus and Turkey were classified as being in the Middle East prior to 2004–05 but in Europe for 2004–05 and later years. Data for years prior to 2004-05 have been revised for comparability.

Data for 1980-81 and 1985-86 are for West Germany (Federal Republic of Germany before unification).

<sup>&</sup>lt;sup>4</sup>Data for 1980-81, 1985-86, and 1990-91 are for the former U.S.S.R.

<sup>&</sup>lt;sup>5</sup>Excludes Mexico and Central America, which are included in Latin America.

<sup>&</sup>lt;sup>6</sup>Place of origin unknown or undeclared.

Table 311.10. Number and percentage distribution of students enrolled in postsecondary institutions, by level, disability status, and selected student characteristics: 2015-16

-			Undergrad	duate					Postbaccala	ureate		
Selected student characteristic	All :	students		dents with sabilities <sup>1</sup>		ts without disabilities	All	students		dents with sabilities <sup>1</sup>		nts without disabilities
1		2		3		4		5		6		7
Number of students (in thousands)	19,308	(—)	3,755	(—)	15,554	(—)	3,547	(—)	423	(—)	3,124	(—)
Percentage distribution of students												
Total	100.0	(†)	19.4	(0.21)	80.6	(0.21)	100.0	(†)	11.9	(0.45)	88.1	(0.45)
Sex												
Male	100.0	(†)	19.2	(0.33)	80.8	(0.33)	100.0	(†)	9.9	(0.57)	90.1	(0.57)
Female	100.0	(†)	19.6	(0.26)	80.4	(0.26)	100.0	(†)	13.3	(0.57)	86.7	(0.57)
Race/ethnicity of student												
White	100.0	(†)	20.8	(0.31)	79.2	(0.31)	100.0	(†)	13.0	(0.59)	87.0	(0.59)
Black	100.0	(†)	17.2	(0.50)	82.8	(0.50)	100.0	(†)	10.3	(0.94)	89.7	(0.94)
Hispanic	100.0	(†)	18.3	(0.47)	81.7	(0.47)	100.0	(†)	14.3	(1.53)	85.7	(1.53)
Asian	100.0	(†)	15.2	(0.69)	84.8	(0.69)	100.0	(†)	6.2	(0.88)	93.8	(0.88)
Pacific Islander	100.0	(†)	23.6	(4.44)	76.4	(4.44)	100.0	(†)	14.9 !	(6.07)	85.1	(6.07)
American Indian/Alaska Native	100.0	(†)	27.8	(2.71)	72.2	(2.71)	100.0	(†)	11.8 !	(4.60)	88.2	(4.60)
Two or more races	100.0	(†)	22.1	(1.25)	77.9	(1.25)	100.0	(†)	19.7	(3.61)	80.3	(3.61)
Age				(2.27)		(a.a=)				// /=>		// /A
15 to 23	100.0	(†)	17.6	(0.27)	82.4	(0.27)	100.0	(†)	8.1	(1.13)	91.9	(1.13)
24 to 29 30 or older	100.0 100.0	(†)	21.6 22.6	(0.55) (0.48)	78.4 77.4	(0.55)	100.0 100.0	(†)	11.3 13.5	(0.67)	88.7 86.5	(0.67) (0.66)
	100.0	(†)	22.0	(0.46)	77.4	(0.48)	100.0	(†)	13.3	(0.00)	00.3	(0.00)
Attendance status <sup>2</sup>	100.0	(1)	47.0	(0.00)	00.7	(0.00)	100.0	(1)	10.0	(0.07)	00.0	(0.07)
Full-time, full-year	100.0 100.0	(†)	17.3 20.8	(0.28)	82.7 79.2	(0.28) (0.28)	100.0 100.0	(†)	12.0 11.9	(0.67) (0.57)	88.0 88.1	(0.67) (0.57)
Part-time or part-year	100.0	(†)	20.0	(0.28)	19.2	(0.20)	100.0	(†)	11.9	(0.57)	00.1	(0.57)
Student housing status	400.0	(4)	45.0	(0.40)	04.0	(0.40)		(4)		(4)		(1)
On-campus	100.0 100.0	(†) (†)	15.8 20.6	(0.49)	84.2 79.4	(0.49) (0.31)	_	(†)	_	(†)	_	(†)
Off-campus With parents or relatives	100.0	(1)	19.5	(0.45)	79.4 80.5	(0.45)	_	(†) (†)	_	(†) (†)	_	(†) (†)
Attended more than one institution	100.0	(†)	18.7	(0.45)	81.3	(0.45)	_	(†)	_	(†)	_	(†)
Dependency status	100.0	(1)	10.7	(0.00)	01.0	(0.00)		(1)		(1)		(1)
Dependent	100.0	(†)	17.2	(0.28)	82.8	(0.28)	_	(†)	_	(†)	_	(†)
Independent, unmarried	100.0	(†)	23.9	(0.55)	76.1	(0.55)	100.0	(†)	11.5	(0.61)	88.5	(0.61)
Independent, married	100.0	(†)	20.5	(1.07)	79.5	(1.07)	100.0	(†)	10.3	(1.12)	89.7	(1.12)
Independent with dependents	100.0	(†)	20.3	(0.41)	79.7	(0.41)	100.0	(†)	13.4	(0.74)	86.6	(0.74)
Veteran status												
Veteran	100.0	(†)	25.8	(0.98)	74.2	(0.98)	100.0	(†)	17.1	(1.09)	82.9	(1.09)
Not veteran	100.0	(†)	19.1	(0.22)	80.9	(0.22)	100.0	(†)	11.6	(0.47)	88.4	(0.47)
Field of study												
Business/management	100.0	(†)	17.7	(0.46)	82.3	(0.46)	100.0	(†)	9.9	(0.97)	90.1	(0.97)
Education	100.0	(†)	17.9	(0.92)	82.1	(0.92)	100.0	(†)	12.5	(1.25)	87.5	(1.25)
Engineering/computer science/mathematics	100.0	(†)	19.6	(0.75)	80.4	(0.75)	100.0	(†)	6.8	(0.90)	93.2	(0.90)
Health	100.0	(†)	18.3	(0.40)	81.7	(0.40)	100.0	(†)	12.2	(0.90)	87.8	(0.90)
Humanities	100.0	(†)	21.5	(0.60)	78.5	(0.60)	100.0	(†)	14.1	(1.72)	85.9	(1.72)
Law	_	(†)	_	(†)	_	(†)	100.0	(†)	15.0	(2.33)	85.0	(2.33)
Life/physical sciences	100.0	(†)	17.9	(0.74)	82.1	(0.74)	100.0	(†)	11.6	(1.81)	88.4	(1.81)
Social/behavioral sciences	100.0	(†)	21.8	(0.82)	78.2	(0.82)	100.0	(†)	17.5	(1.90)	82.5	(1.90)
Vocational/technical	100.0	(†)	21.6	(1.36)	78.4	(1.36)	_	(†)	_	(†)	_	(†)
Undeclared Other	100.0 100.0	(†) (†)	21.7 20.2	(1.55) (0.64)	78.3 79.8	(1.55) (0.64)	100.0	(†) (†)	12.5	(†) (1.29)	 87.5	(†) (1.29)
	100.0	(1)	-0.2	(5.04)	7 0.0	(5.07)	100.0	(1)	12.0	(1.20)	57.5	(1.29)

<sup>-</sup>Not available.

to addition of the examples, estimates of the percentage of students with this type of disability in 2015–16 and of the overall percentage of students with disabilities in 2015–16 cannot be compared to estimates of the percentages in earlier years.

2Full-time, full-year includes students enrolled full time for 9 or more months. Part-time or

NOTE: Data are based on a sample survey of students who enrolled at any time during the

school year. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16

National Postsecondary Student Aid Study (NPSAS:16). (This table was prepared May

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30

and so percent.

Students with disabilities are those who reported having deafness or serious difficulty hearing; blindness or serious difficulty seeing; serious difficulty concentrating, remembering, or making decisions because of a physical, mental, or emotional condition; or serious difficulty walking or climbing stairs. For 2015–16, the question about difficulty concentrating, remembering, or making decisions was expanded to include examples of relevant conditions. Specifically, additionally additionally applicable of the conditions of the decisions was expanded to include examples of relevant conditions. Specifically, additionally additionally applicable of the conditions of the con cifically, students were instructed to "consider conditions including, but not limited to, a serious learning disability, depression, ADD, or ADHD." The percentage of students reporting difficulty concentrating, remembering, or making decisions was 17 percent in 2015–16 (after the examples were added) and 8 percent in 2011–12 (before the examples were added). Due

part-year includes students enrolled part time for 9 or more months and students enrolled less than 9 months either part time or full time.

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Programs and Courses

Table 311.15. Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, location of student, level of enrollment, and control and level of institution: Fall 2017 and fall 2018

					Number of s	students									Percent o	f students				
					Taking ar	ny distance e	ducation cou	rse(s)							Taking a	ny distance	education o	ourse(s)		
		No	Total,	At least			ly distance e by location o		ourses,			No	Total, anv	At least		Exclusiv	ely distance by location		courses,	
Year, level of enrollment, and control and level of institution	Total	distance educa- tion courses	distance educa- tion course(s)	one, but not all, of student's courses	Total	Same state	Different state	State not known	Outside of the United States	Location unknown	Total	distance educa- tion courses	distance educa- tion course(s)	one, but not all, of student's courses	Total	Same state	Different state	State not known	Outside of the United States	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Fall 2017 All students, total	19,778,151	13,155,348	6,622,803	3,515,659	3,107,144	1,775,555	1,251,709	15,777	45,368	18,735	100.0	66.5	33.5	17.8	15.7	9.0	6.3	0.1	0.2	0.1
Public Private Nonprofit For-profit	14,571,739 5,206,412 4,108,489 1,097,923	9,907,335 3,248,013 2,929,755 318,258	4,664,404 1,958,399 1,178,734 779,665	3,002,916 512,743 390,579 122,164	1,661,488 1,445,656 788,155 657,501	1,394,179 381,376 273,133 108,243	225,502 1,026,207 491,664 534,543	11,534 4,243 3,141 1,102	17,749 27,619 17,292 10,327	12,524 6,211 2,925 3,286	100.0 100.0 100.0 100.0	68.0 62.4 71.3 29.0	32.0 37.6 28.7 71.0	20.6 9.8 9.5 11.1	11.4 27.8 19.2 59.9	9.6 7.3 6.6 9.9	19.7 12.0	0.1 0.1 0.1 0.1	0.1 0.5 0.4 0.9	0.1
Fall 2018 All students, total	19,645,918	12,713,844	6,932,074	3,674,087	3,257,987	1,869,652	1,293,454	17,083	44,321	33,477	100.0	64.7	35.3	18.7	16.6	9.5	6.6	0.1	0.2	0.2
4-year 2-year	13,900,710 5,745,208	8,941,162 3,772,682	4,959,548 1,972,526	2,506,759 1,167,328	2,452,789 805,198	1,144,147 725,505	1,238,866 54,588	13,504 3,579	40,619 3,702	15,653 17,824	100.0 100.0	64.3 65.7	35.7 34.3	18.0 20.3	17.6 14.0	8.2 12.6	8.9 1.0	0.1 0.1	0.3 0.1	0.1 0.3
Public 4-year 2-year	14,529,264 8,982,560 5,546,704	9,569,412 5,945,224 3,624,188	4,959,852 3,037,336 1,922,516	3,153,470 2,005,490 1,147,980	1,806,382 1,031,846 774,536	1,475,262 755,127 720,135	271,659 242,105 29,554	11,794 8,215 3,579	18,583 14,997 3,586	29,084 11,402 17,682	100.0 100.0 100.0	65.9 66.2 65.3	34.1 33.8 34.7	21.7 22.3 20.7	12.4 11.5 14.0	10.2 8.4 13.0	1.9 2.7 0.5	0.1 0.1 0.1	0.1 0.2 0.1	0.2 0.1 0.3
Private Nonprofit 4-year 2-year For-profit 4-year 2-year	5,116,654 4,134,244 4,089,090 45,154 982,410 829,060 153,350	3,144,432 2,878,717 2,857,653 21,064 265,715 138,285 127,430	1,972,222 1,255,527 1,231,437 24,090 716,695 690,775 25,920	520,617 418,048 414,132 3,916 102,569 87,137 15,432	1,451,605 837,479 817,305 20,174 614,126 603,638 10,488	394,390 288,963 286,033 2,930 105,427 102,987 2,440	1,021,795 525,951 508,712 17,239 495,844 488,049 7,795	5,289 3,705 3,705 0 1,584 1,584	25,738 14,838 14,834 4 10,900 10,788 112	4,393 4,022 4,021 1 371 230 141	100.0 100.0 100.0 100.0 100.0 100.0 100.0	61.5 69.6 69.9 46.6 27.0 16.7 83.1	38.5 30.4 30.1 53.4 73.0 83.3 16.9	10.2 10.1 10.1 8.7 10.4 10.5 10.1	28.4 20.3 20.0 44.7 62.5 72.8 6.8	7.7 7.0 7.0 6.5 10.7 12.4 1.6	20.0 12.7 12.4 38.2 50.5 58.9 5.1	0.1 0.1 0.1 0.0 0.2 0.2 0.2	0.5 0.4 0.4 # 1.1 1.3 0.1	0.0
Undergraduate	16,610,235	10,885,526	5,724,709	3,399,567	2,325,142	1,464,038	798,815	9,641	24,188	28,460	100.0	65.5	34.5	20.5	14.0	8.8	4.8	0.1	0.1	0.2
4-year 2-year	10,865,027 5,745,208	7,112,844 3,772,682	3,752,183 1,972,526	2,232,239 1,167,328	1,519,944 805,198	738,533 725,505	744,227 54,588	6,062 3,579	20,486 3,702	10,636 17,824	100.0 100.0	65.5 65.7	34.5 34.3	20.5 20.3	14.0 14.0	6.8 12.6	6.8 1.0	0.1 0.1	0.2 0.1	0.1 0.3
Public 4-year 2-year	13,049,326 7,502,622 5,546,704	8,598,151 4,973,963 3,624,188	4,451,175 2,528,659 1,922,516	3,008,133 1,860,153 1,147,980	1,443,042 668,506 774,536	1,243,404 523,269 720,135	155,170 125,616 29,554	6,914 3,335 3,579	10,746 7,160 3,586	26,808 9,126 17,682	100.0 100.0 100.0	65.9 66.3 65.3	34.1 33.7 34.7	23.1 24.8 20.7	11.1 8.9 14.0	9.5 7.0 13.0	1.2 1.7 0.5	0.1 # 0.1	0.1 0.1 0.1	0.2 0.1 0.3
Private Nonprofit 4-year 2-year For-profit 4-year 2-year	3,560,909 2,821,653 2,776,499 45,154 739,256 585,906 153,350	2,287,375 2,044,170 2,023,106 21,064 243,205 115,775 127,430	1,273,534 777,483 753,393 24,090 496,051 470,131 25,920	391,434 298,740 294,824 3,916 92,694 77,262 15,432	882,100 478,743 458,569 20,174 403,357 392,869 10,488	220,634 141,490 138,560 2,930 79,144 76,704 2,440	643,645 325,964 308,725 17,239 317,681 309,886 7,795	2,727 1,416 1,416 0 1,311 1,311	13,442 8,527 8,523 4 4,915 4,803 112	1,652 1,346 1,345 1 306 165 141	100.0 100.0 100.0 100.0 100.0 100.0 100.0	64.2 72.4 72.9 46.6 32.9 19.8 83.1	35.8 27.6 27.1 53.4 67.1 80.2 16.9	11.0 10.6 10.6 8.7 12.5 13.2 10.1	24.8 17.0 16.5 44.7 54.6 67.1 6.8	6.2 5.0 5.0 6.5 10.7 13.1 1.6	11.1 38.2 43.0 52.9	0.1 0.1 0.1 0.0 0.2 0.2 0.2	0.4 0.3 0.3 # 0.7 0.8 0.1	##
Postbaccalaureate	3,035,683	1,828,318	1,207,365	274,520	932,845	405,614	494,639	7,442	20,133	5,017	100.0	60.2	39.8	9.0	30.7	13.4	16.3	0.2	0.7	0.2
Public Private Nonprofit For-profit	1,479,938 1,555,745 1,312,591 243,154	971,261 857,057 834,547 22,510	508,677 698,688 478,044 220,644	145,337 129,183 119,308 9,875	363,340 569,505 358,736 210,769	231,858 214,514 147,473 26,283	116,489 97,062 199,987 178,163	4,880 4,140 2,289 273	7,837 6,991 6,311 5,985	2,276 1,202 2,676 65	100.0 100.0 100.0 100.0	65.6 55.1 63.6 9.3	34.4 44.9 36.4 90.7	9.8 8.3 9.1 4.1	24.6 36.6 27.3 86.7	15.7 13.8 11.2 10.8	7.9 6.2 15.2 73.3	0.3 0.3 0.2 0.1	0.5 0.4 0.5 2.5	

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

Table 311.22. Number and percentage of undergraduate students enrolled in distance education or online classes and degree programs, by selected characteristics: Selected years, 2003-04 through 2015-16

						of underg								2	015–16		
		2003	3–04			2007	7–08			2011	1–12			ber of ate students usands)			dergraduate online classes
Selected characteristic	ec	otal, any distance ducation classes	ļ	degree program through distance ucation <sup>1</sup>	ed	otal, any distance ducation classes	p d	degree rogram through listance ucation <sup>1</sup>	an	Total, ny online classes		degree gram is online <sup>1</sup>	Total, all students	Number taking any online classes		otal, any classes	Entire degree program is online <sup>1</sup>
1		2		3		4		5		6		7	8	9		10	11
Total	15.6	(0.29)	4.9	(0.17)	20.6	(0.23)	3.8	(0.16)	32.0	(0.33)	6.5	(0.18)	19,308	8,319	43.1	(0.31)	10.8 (0.21)
Sex Male Female	13.6 17.0	(0.31) (0.40)	4.3 5.4	(0.19) (0.23)	18.8 21.9	(0.31) (0.28)	3.4 4.2	(0.16) (0.22)	28.5 34.5	(0.45) (0.39)	4.9 7.7	(0.24) (0.21)	8,406 10,903	3,340 4,979	39.7 45.7	(0.42) (0.42)	9.2 (0.27) 12.1 (0.28)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	16.2 14.9 13.4 14.0 19.1 15.5 16.5	(0.33) (0.59) (0.54) (0.92) (2.37) (1.85) (1.33)	5.0 4.9 4.1 5.2 6.9 6.2 5.1	(0.19) (0.37) (0.27) (0.58) (1.69) (1.41) (1.16)	21.9 19.9 16.5 18.1 17.0 21.9 20.4	(0.29) (0.66) (0.53) (0.86) (1.89) (2.41) (1.08)	3.9 5.1 2.7 2.9 1.2! 1.8! 3.6	(0.19) (0.48) (0.23) (0.40) (0.53) (0.55) (0.86)	33.5 32.7 27.9 26.0 29.9 32.6 30.6	(0.41) (0.70) (0.57) (1.06) (3.18) (2.56) (1.48)	6.8 9.1 4.3 2.9 3.1! 7.0 5.5	(0.21) (0.56) (0.24) (0.35) (1.29) (1.43) (0.69)	10,276 3,006 3,723 1,399 83 160 661	4,671 1,278 1,431 544 35 76 283	45.5 42.5 38.4 38.9 42.2 47.5 42.8	(0.39) (0.72) (0.68) (1.10) (4.02) (3.08) (1.39)	11.1 (0.27) 14.9 (0.47) 7.7 (0.32) 7.8 (0.63) 12.0 (2.44) 12.2 (1.71) 10.4 (0.89)
Age 15 to 23 24 to 29 30 or older	11.7 18.4 22.4	(0.26) (0.46) (0.65)	3.1 6.7 8.3	(0.13) (0.41) (0.42)	15.2 25.7 30.0	(0.22) (0.56) (0.55)	1.4 5.6 9.0	(0.09) (0.45) (0.40)	26.5 36.5 40.9	(0.36) (0.67) (0.64)	3.2 8.0 13.0	(0.13) (0.41) (0.50)	11,368 3,536 4,404	4,157 1,793 2,369	36.6 50.7 53.8	(0.38) (0.69) (0.58)	3.5 (0.13) 17.5 (0.52) 24.9 (0.58)
Attendance status Full-time, full-year <sup>2</sup> Part-time only, for only part of year Mixed attendance status <sup>3</sup>	12.7 18.7 17.4	(0.32) (0.46) (0.53)	3.8 6.9 4.7	(0.20) (0.32) (0.23)	16.7 24.8 22.5	(0.33) (0.39) (0.42)	3.2 5.2 2.9	(0.29) (0.22) (0.20)	28.8 35.3 35.0	(0.41) (0.62) (0.62)	6.5 7.4 5.0	(0.20) (0.38) (0.28)	7,239 5,059 7,010	2,789 2,398 3,131	38.5 47.4 44.7	(0.44) (0.62) (0.47)	6.0 (0.28) 14.7 (0.44) 13.2 (0.38)
Undergraduate field of study Business/management Computer/information science Education Engineering Health Humanities Life sciences Mathematics Physical sciences Social/behavioral sciences Vocational/technical Undeclared/no major Other Had job during academic year <sup>4</sup>	18.7 19.5 17.1 12.1 17.4 14.0 11.0 12.8 9.8 12.5 13.1 15.0 14.4	(0.58) (0.96) (0.89) (0.83) (0.48) (0.53) (0.81) (2.48) (2.02) (0.63) (0.96) (0.61) (0.68)	7.0 7.2 4.6 3.3 5.6 3.9 2.7 3.8! 0.9! 3.4 4.2 4.6 4.3	(0.43) (0.71) (0.45) (0.40) (0.30) (0.26) (0.39) (1.42) (0.41) (0.33) (0.60) (0.34) (0.29)	24.2 26.9 22.8 16.1 21.9 15.8 15.1 12.8 17.1 18.5 20.5 19.0	(0.55) (1.53) (0.81) (0.77) (0.60) (0.53) (0.68) (2.51) (1.56) (0.68) (1.26) (0.56) (0.69)	6.4 8.4 3.2 2.3 4.2 2.6 1.8 0.3! 2.3 3.3 3.1 3.9	(0.45) (1.17) (0.33) (0.36) (0.33) (0.22) (0.21) (†) (0.16) (0.31) (0.50) (0.45) (0.38)	39.3 40.8 33.8 23.2 33.3 30.8 26.7 20.4 22.1 31.8 22.3 27.6 30.5	(0.75) (1.37) (1.17) (0.93) (0.67) (0.65) (0.92) (3.02) (1.93) (0.93) (1.54) (0.83)	11.4 9.8 6.4 2.3 6.7 4.1 3.3 2.2! 1.2! 7.0 2.8 5.2 6.9	(0.45) (0.81) (0.59) (0.48) (0.43) (0.33) (0.37) (1.05) (0.46) (0.48) (0.50)	2,973 852 841 1,140 3,438 3,083 1,413 118 214 1,323 594 449 2,279	1,525 415 384 380 1,547 1,274 540 50 70 556 188 148 983	51.3 48.6 45.7 33.3 45.0 41.3 38.2 42.2 32.8 42.0 31.7 33.0 43.1	(0.72) (1.60) (1.35) (0.91) (0.72) (0.66) (0.91) (3.98) (2.45) (1.05) (1.05) (1.71) (0.93)	17.0 (0.67) 16.1 (1.10) 9.7 (0.81) 5.1 (0.51) 13.3 (0.53) 7.8 (0.40) 5.0 (0.53) 9.7 (2.80) 2.0 ! (0.67) 9.1 (0.54) 6.0 (0.75) 9.5 (1.12) 11.4 (0.55)
Yes No	16.8 11.9	(0.34) (0.32)	5.5 3.3	(0.22) (0.17)	22.2 15.8	(0.25) (0.37)	4.2 2.8	(0.16) (0.25)	36.2 24.9	(0.42) (0.42)	7.6 4.8	(0.24) (0.20)	11,812 7,496	5,563 2,756	47.1 36.8	(0.39) (0.44)	12.9 (0.28) 7.6 (0.25)
Dependent Dependent	11.1	(0.24)	2.9	(0.13)	14.4	(0.24)	1.0	(0.08)	25.5	(0.36)	2.7	(0.12)	9,772	3,428	35.1	(0.37)	1.9 (0.10)
Independent, no dependents, not married <sup>5</sup> Independent, no dependents, married Independent, with dependents, not	15.6 19.6	(0.50) (0.78)	5.1 6.9	(0.37) (0.52)	23.6 28.6	(0.56) (0.96)	4.8 7.2	(0.30) (0.84)	33.6 37.4	(0.64) (1.22)	6.7 10.1	(0.33) (0.72)	3,978 953	1,840 528	46.2 55.4	(0.69) (1.30)	14.9 (0.45) 20.8 (1.09)
married <sup>5</sup> Independent, with dependents, married	20.5 25.1	(0.70) (0.79)	6.9 9.7	(0.49) (0.53)	25.3 32.9	(0.61) (0.71)	7.4 9.4	(0.52) (0.51)	38.2 44.9	(0.67) (0.92)	10.7 14.7	(0.45) (0.75)	2,618 1,987	1,375 1,148	52.5 57.8	(0.80) (0.89)	22.9 (0.74) 27.1 (0.84)
Control and level of institution Public 4-year 2-year Less-than-2-year Private nonprofit 4-year 2-year Less-than-2-year Private for-profit 4-year 2-year Less-than-2-year	16.2 13.5 18.2 11.8 12.3 11.2 17.2 15.3 26.3 12.1 5.4	(0.35) (0.54) (0.43) (1.19) (0.79) (0.83) (2.20) (2.63) (1.08) (2.25) (1.64) (0.26)	4.7 3.8 5.4 3.0 4.1 4.1 3.1 ! 8.6 15.6 6.3 1.9	(0.18) (0.23) (0.25) (0.66) (0.46) (0.48) (1.11) (1.35) (1.06) (2.26) (1.25) (0.13)	21.5 18.4 23.9 8.1 14.3 14.2 19.4 15.6 ! 21.7 29.1 17.6 6.2	(0.25) (0.41) (0.33) (1.66) (0.43) (0.44) (2.30) (4.69) (1.18) (1.95) (1.49) (0.40)	2.7 2.2 3.1 1.9! 2.9 2.8 5.9 2.7 12.8 19.1 8.0 1.8	(0.11) (0.19) (0.16) (0.73) (0.23) (0.23) (1.02) (0.66) (1.24) (1.92) (1.34) (0.28)	33.2 32.7 33.9 11.3 21.0 21.3 12.7 13.6! 35.5 53.0 8.4 3.9	(0.39) (0.51) (0.54) (2.24) (0.85) (0.87) (3.26) (5.68) (0.83) (1.26) (1.28) (0.77)	4.0 4.3 3.8 4.5 4.6 0.5! 21.6 33.3 2.9!	(0.16) (0.24) (0.24) (†) (0.57) (0.59) (0.22) (†) (0.82) (1.30) (1.01) (†)	14,491 6,786 7,640 66 2,955 2,857 95 4 1,861 1,102 420 340	6,362 2,956 3,400 6 1,060 1,033 26 1 896 816 59	43.9 43.6 44.5 9.4 35.9 36.2 27.5 28.6 48.1 74.0 14.1 6.2	(0.37) (0.50) (0.58) (1.89) (0.68) (0.65) ! (8.33) (1.46) (0.94) (1.38) (1.05) (0.70)	6.3 (0.21) 6.1 (0.40) 6.6 (0.25) ‡ (†) 17.8 (0.54) 17.7 (0.47) 21.2 ! (8.99) 17.0 (2.97) 33.5 (1.22) 55.0 (1.96) 3.0 (0.46) 1.1 (0.22)

<sup>†</sup>Not applicable.

NOTE: In 2011–12 and 2015–16, students were asked whether they took classes that were taught entirely online and, if so, whether their entire degree program was online. In 2003-04 and 2007-08, students were asked about distance education, which was defined in 2007–08 as "primarily delivered using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the Internet." The 2003–04 definition was very similar, with only minor defired over the internet. The 2000-04 definition was very similar, with only finited differences in wording. In both years, distance education did not include correspondence courses. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2007–08, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared May 2018.)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Excludes students not in a degree or certificate program.
²Includes only students enrolled full-time for a full academic year (defined as 9 or more

<sup>&</sup>lt;sup>3</sup>Includes students enrolled part-time for a full academic year, as well as, students enrolled full-time, but for only part of an academic year.

<sup>&</sup>lt;sup>4</sup>Excludes work study/assistantships.

<sup>5</sup>Includes separated.

Table 311.32. Number and percentage of graduate students enrolled in distance education or online classes and degree programs, by selected characteristics: Selected years, 2003-04 through 2015-16

							aduate si educatio		es						2015–16	3		
		2003	3–04			200	7–08			201	1–12		graduate	ber of students usands)			f graduate online cl	
Selected characteristic	d ed	tal, any listance ucation classes	t di	degree rogram hrough stance cation <sup>1</sup>	d ed	tal, any istance ucation classes	t di	degree rogram hrough istance cation <sup>1</sup>		Total, online		degree ogram is online <sup>1</sup>	Total, all graduate students	Number taking any online classes		ital, any classes		e degree ogram is online <sup>1</sup>
1		2		3		4		5		6		7	8	9		10		11
Total	16.5	(0.76)	6.1	(0.58)	22.8	(0.76)	9.5	(0.68)	36.0	(0.74)	18.2	(0.63)	3,547	1,617	45.6	(0.72)	27.3	(0.75)
Sex Male Female	15.4 17.3	(1.17) (1.00)	4.9 7.0	(0.74) (0.74)	20.6 24.2	(1.17) (0.99)	7.8 10.6	(1.07) (0.77)	31.5 39.0	(1.17) (0.97)	15.9 19.8	(1.06) (0.78)	1,446 2,101	591 1,026	40.8 48.9	(0.95) (0.91)	24.6 29.3	(1.02) (0.85)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	17.7 19.2 13.1 9.4 ‡ 8.7!	(0.88) (2.44) (1.81) (1.40) (†) (3.54) (4.46)	6.7 7.5 5.0 3.0! ‡ 4.8!	(0.74) (1.72) (1.26) (1.01) (†) (†) (2.33)	23.6 25.8 23.7 12.8 31.1! 16.7! 27.7!	(6.78)	9.6 11.5 9.4! 4.5 13.5! ‡ 21.3!	(0.95) (2.11) (2.85) (0.68) (6.20) (†) (9.56)	36.9 48.8 34.6 19.4 44.2 55.1 40.4	(0.98) (2.12) (2.73) (1.67) (11.10) (12.39) (4.24)	18.2 31.4 17.9 6.0 ‡ 43.4!	(0.88) (1.66) (2.53) (1.13) (†) (15.26) (3.84)	2,105 504 326 500 8 17 88	942 315 161 138 5 8 49	44.8 62.5 49.5 27.5 64.1 43.9 55.6	(0.93) (2.22) (2.03) (1.71) (11.99) (9.31) (4.48)	26.0 45.3 31.2 10.8 33.4 ! 33.1 33.8	(0.90) (2.17) (2.12) (1.33) (11.23) (7.59) (4.20)
Age 15 to 23 24 to 29 30 or older	11.1 13.6 20.2	(1.73) (0.82) (1.21)	3.7 3.6 9.0	(0.77) (0.43) (1.06)	16.6 16.1 29.5	(2.64) (0.79) (1.39)	1.6 5.7 14.5	(0.40) (0.54) (1.31)	19.5 30.8 44.3	(1.45) (1.05) (1.21)	4.3 14.4 24.9	(0.76) (0.91) (1.01)	466 1,387 1,695	130 525 962	27.9 37.8 56.8	(1.82) (0.96) (1.02)	8.0 16.8 41.6	(1.32) (0.87) (1.00)
Attendance status Full-time, full-year <sup>2</sup> Part-time only, for only part of year Mixed attendance status <sup>3</sup>	12.0 20.0 15.6	(1.00) (1.01) (1.89)	3.4 8.8 4.1	(0.72) (0.97) (0.71)	16.4 28.1 23.6	(1.35) (1.17) (2.15)	6.5 13.3 6.8	(1.24) (1.07) (0.95)	31.7 41.0 36.9	(1.16) (1.21) (1.98)	17.4 19.5 17.9	(0.98) (1.21) (1.66)	1,279 850 1,418	408 453 756	31.9 53.3 53.3	(0.96) (1.54) (1.09)	15.2 36.7 33.1	(0.81) (1.72) (1.06)
Graduate field of study Business/management Education Health Humanities Law Life and physical sciences Life sciences	22.6 20.7 12.6 12.9 5.6 — 12.4	(2.30) (1.74) (1.23) (2.43) (1.15) (†) (2.51)	10.3 8.2 3.9 2.9! ‡ — 6.9!	(1.98) (1.29) (0.79) (0.87) (†) (†) (2.14)	27.6 28.3 22.0 15.7 6.1 — 14.0	(2.90) (1.67) (1.59) (1.72) (0.87) (†) (2.15)	13.9 9.9 8.9 3.1 1.7! — 4.3	(2.68) (1.36) (1.33) (0.65) (0.54) (†) (1.14)	40.0 48.9 36.5 28.1 10.3 13.9	(2.09) (1.65) (1.42) (3.13) (1.46) (1.49) (†)	25.1 23.7 16.5 12.1 2.5 5.3	(1.82) (1.47) (1.00) (2.88) (0.65) (1.21) (†)	592 605 694 281 132 197	320 352 325 99 21 39	54.1 58.2 46.8 35.3 15.9 19.9	(1.65) (1.73) (1.58) (2.76) (2.09) (2.06) (†)	36.7 34.3 26.6 18.2 8.0 9.1	(1.84) (1.82) (1.45) (2.32) (1.63) (1.77) (†)
Mathematics, engineering, and computer science Social/behavioral sciences Other <sup>4</sup>	12.0 8.5 19.0	(2.03) (1.42) (1.56)	4.6 ! 3.4 ! 4.6	(1.48) (1.11) (1.08)	19.7 21.3 22.2	(3.06) (3.66) (1.49)	9.4 ! 12.7 9.4	(2.96) (3.68) (1.49)	25.5 36.6 38.6	(1.78) (2.22) (2.03)	13.3 21.7 19.2	(1.42) (1.89) (2.29)	374 245 427	135 112 214	36.0 45.7 50.2	(1.87) (2.98) (2.00)	19.9 29.0 32.7	(1.56) (3.28) (2.14)
Had job during academic year <sup>5</sup> Yes No	19.6 9.0	(0.97) (0.81)	7.7 2.7	(0.78) (0.41)	27.2 10.0	(0.89) (1.36)	11.9 2.8 !	(0.79) (1.27)	43.7 19.9	(0.91) (1.12)	24.1 6.2	(0.79) (0.78)	2,354 1,193	1,274 342	54.1 28.7	(0.90) (1.08)	34.4 13.5	(0.98) (0.75)
Dependency status Dependent Independent, no dependents, not	_	(†)	-	(†)	_	(†)	_	(†)	_	(†)	-	(†)	_	_	_	(†)	_	(†)
married <sup>6</sup> Independent, no dependents, married Independent, with dependents, not	12.1 15.5	(0.75) (1.22)	3.7 5.0	(0.39) (0.77)	16.6 22.3	(0.90) (1.67)	5.2 10.1	(0.59) (1.56)	28.1 36.1	(0.88) (1.75)	11.8 19.5	(0.67) (1.64)	1,901 503	674 247	35.5 49.1	(0.90) (1.78)	16.9 27.6	(0.86) (1.53)
married <sup>6</sup> Independent, with dependents, married	21.3 24.2	(3.18) (1.72)	9.4 10.8	(2.21) (1.46)	26.8 34.2	(3.23) (1.76)	10.8 17.5	(1.86) (2.14)	52.0 45.6	(2.49) (1.60)	32.5 25.1	(2.54) (1.52)	312 831	198 498	63.5 59.9	(2.06) (1.48)	45.7 44.4	(2.05) (1.52)
Control of institution Public Private nonprofit Private for-profit	15.2 16.3 35.3	(0.68) (1.25) (8.12)	4.8 6.7 18.6 !	(0.39) (1.03) (6.64)	23.1 18.5 41.6	(0.99) (0.74) (5.47)	8.9 6.0 29.9	(0.95) (0.41) (5.89)	32.8 28.5 74.1	(0.93) (1.16) (2.09)	11.8 12.3 62.5	(0.69) (1.03) (2.49)	1,665 1,514 368	708 618 290	42.5 40.8 78.9	(0.99) (1.17) (1.26)	21.2 23.7 68.5	(1.07) (1.11) (1.99)

<sup>—</sup>Not available.

<sup>6</sup>Includes separated.

NOTE: In 2011–12 and 2015–16, students were asked whether they took classes that were taught entirely online and, if so, whether their entire degree program was online. In 2003–04 and 2007–08, students were asked about distance education, which was defined in 2007–08 as "primarily delivered using live, interactive audio or videoconferencing, prerecorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the Internet." The 2003-04 definition was very similar, with only minor differences in wording. In both years, distance education did not include correspondence courses. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because

of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2007–08, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared May 2018.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Excludes students not in a degree or certificate program. ²Includes only students enrolled full time for a full academic year (defined as 9 or more

<sup>&</sup>lt;sup>3</sup>Includes students enrolled part time for a full academic year as well as students enrolled full time, but for only part of an academic year.

Includes students who are not in a degree program or have not declared a major. For 2003–04 and 2007–08, includes physical sciences.

<sup>&</sup>lt;sup>5</sup>Excludes work study/assistantships.

Table 311.33. Selected statistics for degree-granting postsecondary institutions that primarily offer online programs, by control of institution and selected characteristics: Fall 2018 and 2017–18

			Primari	ly online instit	utions <sup>1</sup>			Other ins	titutions <sup>1</sup>	
			Percent							
Selected characteristic	All institutions	Total	of all institutions	Public	Nonprofit	For-profit	Total	Public	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11
Number of institutions, fall 2018 <sup>2</sup>	4,034	104	2.6	17	32	55	3,930	1,617	1,632	681
Fall 2018 enrollment										
Total enrollment	19,645,918	881,945	4.5	130,418	303,849	447,678	18,763,973	14,398,846	3,830,395	534,732
Full-time Males Females Part-time Males Females	11,991,721 5,338,934 6,652,787 7,654,197 3,103,728 4,550,469	454,761 145,697 309,064 427,184 154,507 272,677	3.8 2.7 4.6 5.6 5.0 6.0	31,279 10,976 20,303 99,139 38,286 60,853	187,749 58,691 129,058 116,100 45,247 70,853	235,733 76,030 159,703 211,945 70,974 140,971	11,536,960 5,193,237 6,343,723 7,227,013 2,949,221 4,277,792	8,237,541 3,776,965 4,460,576 6,161,305 2,565,244 3,596,061	2,938,381 1,279,150 1,659,231 892,014 339,429 552,585	361,038 137,122 223,916 173,694 44,548 129,146
Undergraduate Full-time Part-time Postbaccalaureate Full-time Part-time	16,610,235 10,267,135 6,343,100 3,035,683 1,724,586 1,311,097	624,794 331,362 293,432 257,151 123,399 133,752	3.8 3.2 4.6 8.5 7.2 10.2	102,421 23,615 78,806 27,997 7,664 20,333	237,944 146,080 91,864 65,905 41,669 24,236	284,429 161,667 122,762 163,249 74,066 89,183	15,985,441 9,935,773 6,049,668 2,778,532 1,601,187 1,177,345	12,946,905 7,428,023 5,518,882 1,451,941 809,518 642,423	2,583,709 2,175,353 408,356 1,246,686 763,028 483,658	454,827 332,397 122,430 79,905 28,641 51,264
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races Nonresident alien	10,301,292 2,493,306 3,645,040 1,302,106 50,505 133,751 727,863 992,055	487,253 220,472 98,856 26,344 4,852 7,090 30,784 6,294	4.7 8.8 2.7 2.0 9.6 5.3 4.2 0.6	79,082 19,624 19,368 4,873 621 1,033 5,035 782	194,791 55,253 30,333 8,501 1,479 2,106 10,546 840	213,380 145,595 49,155 12,970 2,752 3,951 15,203 4,672	9,814,039 2,272,834 3,546,184 1,275,762 45,653 126,661 697,079 985,761	7,426,784 1,692,131 2,996,999 989,654 32,653 104,072 546,206 610,347	2,189,719 439,648 430,098 257,888 9,123 17,284 130,634 356,001	197,536 141,055 119,087 28,220 3,877 5,305 20,239 19,413
4-year institutions Full-time Part-time 2-year institutions Full-time Part-time	13,900,710 9,880,953 4,019,757 5,745,208 2,110,768 3,634,440	844,796 433,180 411,616 37,149 21,581 15,568	6.1 4.4 10.2 0.6 1.0 0.4	115,883 29,302 86,581 14,535 1,977 12,558	284,956 169,884 115,072 18,893 17,865 1,028	443,957 233,994 209,963 3,721 1,739 1,982	13,055,914 9,447,773 3,608,141 5,708,059 2,089,187 3,618,872	8,866,677 6,307,676 2,559,001 5,532,169 1,929,865 3,602,304	3,804,134 2,918,266 885,868 26,261 20,115 6,146	385,103 221,831 163,272 149,629 139,207 10,422
Degrees conferred, 2017–18										
Associate's Males Females	1,011,487 398,600 612,887	30,096 10,456 19,640	3.0 2.6 3.2	3,165 1,611 1,554	10,965 2,115 8,850	15,966 6,730 9,236	981,391 388,144 593,247	882,705 352,801 529,904	45,222 17,220 28,002	53,464 18,123 35,341
Bachelor's Males Females	1,980,644 844,960 1,135,684	97,836 35,068 62,768	4.9 4.2 5.5	13,946 5,374 8,572	30,487 9,987 20,500	53,403 19,707 33,696	1,882,808 809,892 1,072,916	1,297,042 569,146 727,896	540,668 223,683 316,985	45,098 17,063 28,035
Master's Males Females	820,102 326,870 493,232	69,099 21,840 47,259	8.4 6.7 9.6	8,550 3,103 5,447	20,508 6,920 13,588	40,041 11,817 28,224	751,003 305,030 445,973	375,379 156,207 219,172	351,578 140,972 210,606	24,046 7,851 16,195
Doctor's³ Males Females	184,074 85,568 98,506	4,700 1,572 3,128	2.6 1.8 3.2	171 58 113	257 57 200	4,272 1,457 2,815	179,374 83,996 95,378	92,684 44,463 48,221	83,631 38,440 45,191	3,059 1,093 1,966
First-time students' graduation and retention rates from first institution attended										
Among full-time bachelor's degree-seekers starting at 4-year institutions in 2012, percent earning bachelor's degree Within 4 years after start Within 5 years after start Within 6 years after start	43.7 58.7 62.4	11.6 16.7 18.2	† † †	29.9 41.5 44.8	32.3 37.7 38.8	6.9 11.6 13.1	44.0 59.0 62.7	38.8 56.7 61.2	55.4 65.0 67.3	24.5 28.7 30.4
Among full-time degree/certificate-seekers starting at 2-year institutions in 2015, percent completing credential within 150 percent of normal time	32.6	62.6	†	14.9	63.7	46.2	31.3	27.0	57.9	61.6
Among degree-seekers starting in 2017, percent returning in 2018 Full-time entrants Part-time entrants	75.6 45.2	61.8 42.4	† †	73.2 44.2	73.2 43.6	37.3 39.7	75.7 45.3	74.3 45.5	81.1 42.7	66.5 41.3

<sup>†</sup>Not applicable.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic

ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component; IPEDS, Fall 2018, Completions component; and IPEDS, Winter 2018–19, Graduation Rates component. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>1</sup>Primarily online institutions have more than 90 percent of students enrolled in exclusively distance education courses in the fall term. Other institutions may offer distance education courses without being primarily online institutions.

2 Includes only institutions reporting enrollment data in fall 2018.

includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010–11.

Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: Selected years, 2003–04 through 2015–16

	Pero	ent of 20	03–04 firs	t-vear	Perce	ent of 200	7-08 firs	t-vear	Perce	ent of 201	1–12 firs	st-vear			2015–16 first-ye	ear underg	raduates1				
		graduate	s¹ who to al courses	ok any		graduate: remedia	s¹ who to	,		graduates remedial	s <sup>1</sup> who to	ok any		Students	who took any reme	dial cours	es			took specif es in 2015-	
Selected student or institution characteristic		Ever	ln :	2003–04		Ever	In	2007–08		Ever	ln	2011–12	Total number of students <sup>2</sup> (in thousands)	Percent who ever took	Percent who took in 2015–16 (in thousands)		cent who 2015–16	Math	nematics	Reading	g/writing
1		2		3		4		5		6		7	8	9	10		11		12		13
Total	34.8	(0.36)	19.2	(0.30)	36.2	(0.38)	20.0	(0.35)	32.6	(0.42)	19.7	(0.36)	7,706	43.0 (0.58)	1,482	19.2	(0.43)	14.0	(0.36)	8.8	(0.28)
Sex Male Female	33.0 36.2	(0.53) (0.54)	18.4 19.8	(0.46) (0.39)	33.0 38.7	(0.53) (0.51)	19.3 20.6	(0.51) (0.46)	30.8 34.0	(0.61) (0.52)	19.9 19.7	(0.55) (0.46)	3,364 4,342	40.7 (0.82) 44.8 (0.66)	643 839	19.1 19.3	(0.67) (0.50)	13.9 14.1	(0.58) (0.41)	8.5 8.9	(0.38) (0.36)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races Other	31.7 41.2 38.5 39.6 40.8 44.8 33.9 31.1	(0.42) (1.00) (0.91) (1.72) (5.11) (4.34) (2.02) (2.78)	17.8 22.4 21.5 17.6 22.4 23.7 20.9 17.3	(0.35) (0.76) (0.72) (1.56) (4.55) (3.10) (1.80) (2.34)	31.3 45.1 43.7 38.9 39.9 47.9 32.3 35.2	(0.46) (0.99) (1.12) (2.05) (4.63) (4.66) (2.29) (6.00)	17.7 24.4 23.3 20.0 19.1 29.7 20.4 21.7	(0.41) (0.86) (0.84) (1.90) (3.90) (3.88) (2.06) (5.11)	29.4 37.6 35.8 37.6 33.4 34.9 29.8	(0.51) (0.89) (0.99) (2.25) (5.16) (4.11) (2.02) (†)	17.7 22.2 22.4 23.0 15.2 19.8 19.0	(0.47) (0.75) (0.81) (1.75) (3.50) (2.79) (1.68) (†)	3,683 1,419 1,726 490 37 79 271	38.3 (0.76) 48.7 (1.05) 47.7 (0.97) 45.4 (1.83) 43.7 (6.07) 50.1 (5.64) 41.1 (2.28) — (†)	620 292 397 97 ‡ 19 49	16.8 20.6 23.0 19.8 21.8 23.8 18.1	(0.48) (0.78) (0.98) (1.48) (5.04) (4.98) (1.79) (†)	12.6 15.0 16.7 13.9 12.0! 12.8	(0.42) (0.74) (0.82) (1.28) (3.73) (3.30) (1.55) (†)	7.0 10.2 10.7 10.4 10.6! 13.9 8.4	(0.33) (0.62) (0.60) (1.11) (4.44) (4.10) (1.35) (†)
Age 15 to 23 24 to 29 30 or older	33.7 35.0 37.6	(0.41) (0.99) (0.87)	21.5 16.0 15.6	(0.39) (0.78) (0.52)	34.5 39.7 38.1	(0.46) (0.98) (0.84)	22.0 19.5 15.2	(0.43) (0.86) (0.68)	31.0 34.4 35.4	(0.49) (1.12) (0.94)	21.1 17.2 18.4	(0.38) (0.91) (0.82)	4,678 1,332 1,696	41.0 (0.70) 47.4 (1.17) 45.1 (1.06)	912 252 318	19.5 18.9 18.8	(0.52) (0.94) (0.81)	14.5 13.9 13.0	(0.46) (0.82) (0.66)	9.8 6.6 7.5	(0.37) (0.52) (0.56)
Attendance status Full-time, full-year <sup>3</sup> Part-time only, for only part of year Mixed attendance status <sup>4</sup>	31.4 37.5 41.1	(0.45) (0.65) (0.97)	19.1 17.9 23.7	(0.37) (0.51) (0.85)	31.4 39.8 42.6	(0.52) (0.71) (0.98)	19.4 19.0 26.3	(0.46) (0.59) (0.93)	28.1 37.4 37.0	(0.48) (0.81) (0.95)	17.6 21.3 23.4	(0.41) (0.78) (0.74)	3,254 3,033 1,419	36.7 (0.78) 47.7 (0.92) 47.4 (0.97)	550 616 316	16.9 20.3 22.2	(0.58) (0.74) (0.83)	12.5 14.5 16.4	(0.48) (0.63) (0.69)	8.5 8.1 10.8	(0.43) (0.46) (0.59)
Student housing status On-campus Off-campus With parents or relatives Attended more than one institution	24.5 35.9 37.9 36.5	(0.70) (0.58) (0.59) (1.18)	16.8 17.0 24.5 18.3	(0.56) (0.40) (0.61) (0.98)	23.2 37.2 39.6 36.1	(0.84) (0.57) (0.78) (1.11)	17.1 17.8 25.2 20.2	(0.76) (0.49) (0.66) (0.97)	17.9 34.0 35.3 32.7	(0.78) (0.65) (0.78) (1.09)	14.1 19.6 22.2 17.0	(0.67) (0.63) (0.61) (0.95)	921 3,810 2,293 682	24.7 (1.26) 45.9 (0.78) 47.6 (1.04) 36.0 (1.07)	120 720 545 97	13.0 18.9 23.7 14.2	(0.89) (0.58) (0.79) (0.81)	9.7 13.6 17.7 9.9	(0.82) (0.50) (0.69) (0.59)	6.8 8.2 11.2 6.4	(0.64) (0.39) (0.51) (0.49)
Dependency status Dependent Independent	33.4 36.4	(0.45) (0.61)	22.1 16.1	(0.41) (0.39)	34.4 38.1	(0.51) (0.59)	22.8 17.1	(0.46) (0.51)	31.2 33.9	(0.53) (0.57)	22.0 17.6	(0.42) (0.52)	3,843 3,863	39.5 (0.77) 46.5 (0.76)	749 732	19.5 19.0	(0.55) (0.55)	14.4 13.7	(0.50) (0.47)	9.7 7.8	(0.41) (0.36)
Veteran status Veteran Not veteran	35.9 34.8	(2.33) (0.38)	13.2 19.4	(1.52) (0.31)	35.8 36.2	(2.36) (0.38)	17.1 20.1	(2.08) (0.36)	31.4 32.7	(2.21) (0.42)	17.4 19.8	(1.74) (0.37)	363 7,343	43.9 (2.08) 43.0 (0.58)	62 1,420	17.1 19.3	(1.53) (0.43)	12.2 14.1	(1.38) (0.37)	6.7 8.9	(0.99) (0.30)
Field of study <sup>5</sup> Business/management Computer science Education Engineering Health Humanities Life sciences Mathematics Physical sciences Social/behavioral sciences Vocational/technical Undeclared Other	36.4 33.7 41.5 30.9 37.0 34.0 31.2 23.0 24.0 33.2 38.5 33.6 33.3	(1.00) (1.59) (1.61) (1.79) (0.83) (1.29) (1.81) (5.55) (4.39) (2.01) (0.67) (1.49)	19.6 19.2 23.1 16.6 19.7 18.8 19.7 11.0! 12.9 19.4 18.3 19.2 18.0	(0.97) (1.39) (1.14) (1.41) (0.68) (0.94) (1.72) (4.43) (3.49) (1.57) (1.60) (0.59) (1.06)	37.0 34.7 40.3 33.0 38.6 31.2 41.1 24.5 35.0 31.1 35.8 34.6	(1.13) (2.28) (1.90) (1.81) (2.49) (1.94) (6.21) (6.31) (4.31) (2.16) (1.93) (1.29) (1.23)	21.7 19.8 23.0 19.0 18.9 20.5! 15.6! 15.7 23.4 15.7 20.0 18.5	(1.06) (1.77) (1.48) (1.57) (4.49) (1.77) (8.64) (5.20) (3.92) (1.78) (1.14) (0.97)	32.7 29.3 36.0 33.1 34.6 36.6 26.7 14.3 ! 29.2 27.7 26.9 31.8 29.3	(1.11) (1.69) (1.84) (1.88) (0.74) (1.03) (1.71) (4.57) (4.72) (1.87) (1.94) (2.10) (0.94)	19.8 17.4 21.6 20.9 18.8 23.9 17.9 8.4! 24.7 19.8 15.7 22.0 16.7	(0.85) (1.40) (1.53) (1.63) (0.70) (0.91) (1.11) (2.81) (4.59) (1.38) (1.59) (1.86) (0.77)	996 329 289 394 1,531 1,421 386 29 62 341 336 297 930	42.6 (1.37) 41.0 (2.14) 46.6 (2.33) 38.6 (2.02) 46.5 (1.09) 46.8 (1.13) 36.4 (2.03) 36.4 (7.45) 37.2 (6.96) 42.4 (2.23) 33.0 (2.32) 45.0 (2.56) 42.6 (1.36)	182 64 64 70 293 292 69 ‡ 66 51 77	18.2 19.4 22.1 17.8 19.1 20.5 18.0 13.2 ! 15.4 19.2 15.3 25.8 18.7	(0.95) (1.78) (1.91) (1.66) (0.87) (0.97) (1.56) (4.85) (3.50) (1.61) (1.64) (2.15) (1.01)	13.8 14.8 18.2 13.7 14.7 14.4 14.0 12.1! 9.2 13.9 11.3 18.4 12.8	(0.86) (1.58) (1.81) (1.54) (0.75) (0.84) (1.53) (4.68) (2.47) (1.40) (1.41) (1.97) (0.94)	9.2 8.9 8.8 9.0 9.2 9.0 8.2 ‡ 7.6 9.6 8.4 11.6 8.0	(0.70) (1.24) (1.37) (1.11) (0.68) (0.64) (1.16) (†) (2.27) (1.30) (1.16) (1.57) (0.67)

See notes at end of table.

Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: Selected years, 2003–04 through 2015–16—Continued

	Perce	nt of 200	03–04 firs	st-vear	Perce	nt of 200	7–08 firs	t-vear	Perce	nt of 201	1–12 firs	t-vear			2015–16 first-y	ear underg	raduates1				
	underg	graduate	s¹ who to Il courses	ok any	underg	raduates remedial	s1 who to	ok any		graduates remedial				Students	who took any reme	dial course	es			took specifies in 2015-	
Selected student or institution characteristic		Ever In 2003–04 2 3			Ever	ln:	2007–08		Ever	In 2	2011–12	Total number of students <sup>2</sup> (in thousands)	Percent who ever took	Percent who took in 2015–16 (in thousands)		cent who 2015–16	Math	ematics	Reading	g/writing	
1		2		3		4		5		6		7	8	9	10		11		12		13
Control and level of institution Public less-than-2-year Public 2-year Public 4-year nondoctorate Public 4-year doctorate Private nonprofit less-than-4-year Private nonprofit 4-year nondoctorate Private nonprofit 4-year doctorate Private for-profit less-than-2-year Private for-profit 2 years or more	30.6 41.4 34.2 25.7 31.3 26.0 18.3 24.1 25.4	(1.85) (0.59) (1.77) (1.11) (2.06) (1.16) (1.67) (0.50) (1.63)	10.9 23.0 21.4 16.3 12.9 14.7 11.6 7.8 11.7	(1.09) (0.47) (1.12) (0.64) (1.89) (0.78) (1.39) (0.23) (1.04)	31.9 41.8 38.9 25.0 30.3 25.5 22.1 26.5 28.8	(1.99) (0.54) (1.24) (1.03) (3.75) (1.74) (1.70) (1.02) (1.46)	9.0 23.7 25.4 17.8 10.2 16.6 12.6 5.5 11.3	(0.89) (0.48) (1.14) (0.86) (2.81) (1.46) (1.38) (0.51) (1.20)	30.2 40.3 37.8 21.9 22.3 24.4 14.6 16.7 20.9	(6.13) (0.67) (2.12) (0.84) (4.25) (1.66) (1.85) (0.74) (0.74)	12.2 ! 25.6 24.3 15.6 9.4 ! 15.3 9.6 3.8 8.2	(3.86) (0.64) (1.30) (0.80) (3.42) (1.23) (1.24) (0.56) (0.37)	55 4,275 692 819 76 344 396 288 761	33.0 (3.85) 52.5 (0.76) 44.4 (1.92) 26.2 (1.35) 23.7 (1.86) 28.3 (1.88) 21.8 (1.71) 25.0 (1.10) 33.9 (1.61)	‡ 1,082 125 96 4 39 36 12	10.9 25.3 18.1 11.7 5.7! 11.3 9.2 4.2 10.7	(1.54) (0.63) (1.28) (0.93) (2.02) (0.93) (1.07) (0.69) (0.70)	8.4 18.6 13.9 9.0 5.1! 7.6 5.0 2.5 7.5	(1.61) (0.53) (1.09) (0.75) (2.05) (0.91) (0.97) (0.49) (0.58)	6.9 10.8 7.8 5.7 4.1! 6.7 6.2 2.0 6.7	(0.93) (0.42) (0.77) (0.72) (2.06) (0.71) (0.93) (0.50) (0.54)

<sup>—</sup>Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>†</sup>Not applicable.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

First-year student status was determined by accumulation of credits. Students attending postsecondary education part time, or not completing the credit accumulation requirements for second-year status, could be considered first-year students for more than one year.

<sup>&</sup>lt;sup>2</sup>Numbers may not equal those reported in other tables, since these data are based on a sample survey of students who enrolled at any time during the academic year.

<sup>&</sup>lt;sup>3</sup>Includes only students enrolled full time for a full academic year (defined as 9 or more months).

<sup>&</sup>lt;sup>4</sup>Includes students enrolled part time for a full academic year as well as students enrolled full time, but for only part of an academic year.

<sup>&</sup>lt;sup>5</sup>Excludes students not in a degree or certificate program.

NOTE: Percentages of students who took remedial courses are based on student reports. Data exclude students attending institutions in Puerto Rico. Detail may not sum to totals because of survey item nonresponse and rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2007–08, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared June 2018.)

Table 311.60. Enrollment in postsecondary education, by level of enrollment, level of institution, student age, and major field of study: 2015–16

										Under	graduate	)										
			All stu	udents				2-	year an	d less-tha	ın-2-yea	r institutio	ns <sup>2</sup>				4-year in	stitution	S			Post-
		Р	ercen	tage dist	tribution,	by age				Perce	ntage dis	stribution,	by age				Percer	ntage dis	tribution,	by age		baccalaureate
Major field of study <sup>1</sup>	Total (in thousands)	Unde	er 25	2	25 to 35		Over 35	Total (in thousands)	l	Jnder 25		25 to 35		Over 35	Total (in thousands)	l	Jnder 25		25 to 35		Over 35	Total (in thousands)
1	2		3		4		5	6		7		8		9	10		11		12		13	14
Total	19,308	63.3 (0	).32)	23.3	(0.26)	13.4	(0.23)	9,650	57.2	(0.56)	26.9	(0.45)	15.9	(0.37)	9,658	69.3	(0.40)	19.8	(0.32)	10.9	(0.26)	3,547
Agriculture and related sciences Anthropology Architecture and related services Area, ethnic, and gender studies Biological and biomedical sciences	159 48 58 38 686	70.3 (5 80.5 (4 76.5 (5	3.22) 5.64) 4.08) 5.27) 1.03)	16.5 19.6 11.7 10.1! 10.4	(2.56) (5.01) (3.14) (3.05) (0.88)	8.6 10.1! 7.7! 13.4! 2.4	(1.91) (4.77) (3.50) (4.93) (0.52)	78 12 16 11 203	59.7		24.9 ‡ ‡ 14.6	(4.62) (†) (†) (†) (1.56)	15.0 ‡ 14.9 ! ‡ 5.3	(3.49) (†) (7.32) (†) (1.59)	81 36 42 27 484	88.9 73.8 84.1 79.6 90.3	(2.10) (5.28) (4.48) (4.89) (1.05)	8.6 18.6 10.9 ! 12.1 ! 8.6	(1.72) (4.93) (3.30) (3.74) (1.01)	2.5 ! 7.6 ! \$.2 ! 1.1	(3.42)	17 11 23 10 106
Business, management, and marketing Communication and journalism Communications technologies/technicians Computer and information sciences Construction trades	2,973 370 97 852 85	85.5 (1 68.9 (3 53.0 (1	0.79) 1.23) 3.18) 1.46) 1.62)	24.7 10.9 20.8 29.5 41.5	(0.61) (1.11) (2.93) (1.26) (5.45)	16.2 3.6 10.2 17.4 16.9	(0.56) (0.56) (1.99) (1.00) (4.22)	1,190 84 50 396 74		(1.61) (3.16) (5.03) (2.24) (4.84)	26.7 17.2 23.5 28.6 41.3	(1.34) (2.84) (4.80) (2.06) (5.58)	18.2 5.1 13.5 20.6 18.5	(0.94) (1.39) (3.15) (1.67) (4.59)	1,783 286 47 456 11	61.7 87.8 75.1 55.0 50.6	(1.00) (1.30) (3.65) (1.76) (14.55)	23.4 9.1 18.0 30.3 43.0 !	(0.75) (1.14) (3.31) (1.43) (15.65)	14.9 3.1 6.8! 14.7 ‡	(0.71) (0.67) (2.12) (1.13) (†)	592 40 ‡ 131 ‡
Criminology Economics Education Engineering Engineering technologies/technicians	35 113 841 799 341	91.7 (2 66.6 (1 82.6 (0	1.92) 2.13) 1.16) 0.98) 2.33)	19.6 8.2 20.5 13.2 31.8	(4.64) (2.11) (0.96) (0.84) (2.08)	‡ 12.8 4.2 19.2	(†) (†) (0.90) (0.46) (1.89)	9 17 365 244 222	70.1 76.8 56.6 70.9 46.5	(9.57) (9.97) (2.21) (2.22) (3.21)	26.6 ! 23.2 ! 26.7 21.8 32.0		‡ 16.7 7.3 21.5	(†) (†) (1.75) (1.02) (2.63)	26 96 475 555 120	79.0 94.4 74.4 87.7 53.5	(5.99) (1.44) (1.25) (0.99) (3.36)	17.2 ! 5.5 15.8 9.5 31.3	(5.55) (1.41) (1.12) (0.81) (3.46)	‡ 9.9 2.8 15.2	(†) (†) (0.90) (0.47) (2.41)	‡ 16 605 188 26
English language and literature/letters Family and consumer/human sciences Foreign languages and literatures Geography Health professions and related sciences	199 193 84 20 3,438	61.3 (2 74.8 (3 61.6 (8	1.22) 2.83) 3.95) 3.55) 0.68)	15.8 20.5 15.9 22.4! 32.0	(1.93) (1.93) (3.40) (6.76) (0.52)	11.6 18.2 9.3 ‡ 18.0	(3.23) (2.31) (2.50) (†) (0.52)	60 99 28 ‡ 2,067	51.5 52.1 58.7 ‡ 48.0	(4.35) (8.24) (†)	18.4 23.8 25.4 ‡ 33.7	(3.70) (3.25) (7.04) (†) (0.72)	30.1 24.1 15.9 ! ‡ 18.3	(7.76) (3.89) (6.35) (†) (0.66)	138 94 55 13 1,371	81.9 71.1 83.0 63.2 53.0	(2.55) (3.12) (3.78) (7.94) (1.14)	14.7 17.0 11.1! 29.7 29.5	(2.31) (2.35) (3.40) (8.31) (0.85)	3.4 ! 11.9 5.9 ! 7.1 ! 17.5	(2.47) (1.94)	40 12 11 ‡ 694
History International relations and affairs Legal professions and studies Liberal arts, sciences and humanities Library science	112 38 128 1,915 ‡	89.2 (3 47.6 (3	2.97) 3.32) 3.84) 0.86) (†)	21.0 9.2! 25.0 21.6 ‡	(3.06) (2.99) (2.84) (0.83) (†)	7.2 ‡ 27.4 12.0 ‡	(1.81) (†) (3.80) (0.64) (†)	27 ‡ 64 1,426 ‡	70.5 ‡ 47.0 64.7 ‡	(7.07) (†) (5.95) (1.12) (†)	27.3 ‡ 22.9 23.0 ‡	(7.19) (†) (4.54) (1.06) (†)	2.2 ! 30.2 12.2 ‡	(1.01) (†) (6.45) (0.74) (†)	85 33 64 490 ‡	72.2 87.5 48.2 71.3	(3.05) (3.71) (5.31) (1.35) (†)	19.0 10.7 ! 27.2 17.5 ‡	(2.93) (3.39) (3.43) (1.37) (†)	8.8 ‡ 24.6 11.2 ‡	(2.28) (†) (5.15) (1.24) (†)	25 12 132 31 11
Mathematics and statistics Mechanic and repair technologies Military technologies Multi/interdisciplinary studies Natural resources and conservation	118 272 ‡ 259 97	54.2 (2 ‡ 66.8 (2	2.55) 2.77) (†) 2.32) 3.38)	13.0 28.7 ‡ 22.2 23.5	(2.20) (1.93) (†) (1.87) (3.47)	3.5! 17.1 ‡ 11.1 3.5!	(1.39) (2.00) (†) (1.62) (1.07)	35 240 ‡ 117 29	78.2 54.8 ‡ 63.9 73.6	(2.94) (†) (3.61)	14.8 ! 27.9 ‡ 25.5 20.8	(5.35) (2.02) (†) (3.10) (5.23)	‡ 17.3 ‡ 10.6 5.6 !	(†) (2.19) (†) (2.07) (2.61)	83 32 ‡ 142 68	85.7 50.0 ‡ 69.2 72.7	(2.42) (9.84) (†) (2.77) (4.13)	12.3 34.6 ‡ 19.4 24.6	(2.37) (8.02) (†) (2.26) (4.31)	2.0 ! 15.4 ! ‡ 11.4 2.6 !	(†) (2.34)	29 ‡ ‡ 29 17
Parks, recreation, and fitness studies Personal and culinary services Philosophy and religious studies Physical sciences Political science and government	302 305 56 214 144	54.3 (2 58.5 (7 82.1 (2	1.69) 2.18) 7.65) 2.19) 1.87)	11.7 31.3 19.6 14.7 10.5	(1.43) (1.78) (4.71) (1.97) (1.68)	3.6 14.4 21.9! 3.3 3.7	(0.93) (1.49) (7.00) (0.93) (1.11)	98 261 8 76 28	75.9 54.3 80.3 75.1 86.0	(4.42)	15.5 32.2 ‡ 19.8 8.7	(2.84) (1.97) (†) (3.57) (3.26)	8.6 ! 13.5 ‡ 5.0 ! 5.3 !	(2.65) (1.66) (†) (2.24) (2.26)	204 44 48 139 116	88.9 54.3 54.8 85.9 85.6	(1.58) (4.94) (8.39) (2.41) (2.14)	9.9 26.1 20.7 11.9 11.0	(1.56) (3.76) (5.36) (2.29) (1.96)	1.2 19.6 24.5! 2.3! 3.4!	(0.74)	26 ‡ 19 46 25
Precision production Psychology Public administration and social services Science technologies/technicians Security and protective services	102 684 231 29 726	70.8 (1 51.3 (2 57.5 (7	1.74) 1.41) 2.58) 7.71) 1.38)	30.8 20.3 26.2 26.2 23.8	(4.57) (1.27) (2.23) (6.66) (1.13)	19.8 8.9 22.5 16.4 12.8	(3.37) (0.79) (1.77) (4.50) (0.96)	89 207 90 23 395	49.2 68.2 47.9 62.5 63.1		34.4 22.6 32.0 23.5 24.7	(4.84) (2.84) (4.06) (7.40) (1.77)	16.4 9.2 20.0 14.0! 12.2	(3.00) (1.46) (2.61) (5.26) (1.50)	‡ 477 141 ‡ 331	71.9 53.5 ‡ 63.8	(†) (1.59) (2.56) (†) (1.75)	‡ 19.3 22.5 ‡ 22.7	(†) (1.41) (2.28) (†) (1.31)	‡ 8.8 24.0 ‡ 13.5	(†) (0.89) (2.28) (†) (1.27)	‡ 169 138 ‡ 47

See notes at end of table.

Table 311.60. Enrollment in postsecondary education, by level of enrollment, level of institution, student age, and major field of study: 2015–16—Continued

						ι	Jnderg	raduate											
		All st	udents		2-	year and les	ss-thar	n-2-year in	stitutio	ns <sup>2</sup>				4-year in	stitution	S			Post-
		Percei	ntage distribution,	by age		F	Percen	tage distri	bution,	by age				Percen	tage dis	tribution, l	oy age		baccalaureate
Major field of study <sup>1</sup>	Total (in thousands)	Under 25	25 to 35	Over 35	Total (in thousands)	Unde	er 25	25	5 to 35		Over 35	Total (in thousands)	U	Inder 25		25 to 35	(	Over 35	Total (in thousands)
1	2	3	4	5	6		7		8		9	10		11		12		13	14
Social sciences, other Sociology Theology and religious vocations Transportation and materials moving Visual and performing arts	85 147 46 72 745	62.5 (4.62) 67.6 (2.97) 55.5 (8.71) 53.5 (5.59) 75.4 (1.14)	20.6 (4.01) 23.5 (3.08) 16.1 (3.77) 28.9 (6.36) 17.9 (1.09)	16.9 (3.27) 8.8 (1.53) 28.4! (9.31) 17.7 (4.22) 6.7 (0.71)	52 51 ‡ 45 283	53.7 (i ‡ 44.8 (i	6.83) 6.80) (†) 6.85) 2.12)	36.8 ‡ 34.8	(6.28) (7.05) (†) (8.85) (1.81)	9.5 ‡ 20.4 !	(5.12) (2.84) (†) (7.16) (1.56)	34 97 43 27 462	72.7 75.0 53.8 68.0 78.8	(5.43) (2.80) (9.05) (5.41) (1.32)	17.4 16.6 16.1 18.9 16.4	(4.31) (2.36) (3.97) (5.20) (1.36)	9.9 ! 8.4 30.1 ! 13.1 4.8	(3.15) (1.67) (9.66) (2.80) (0.58)	5 12 73 ‡ 72
Undecided	449	70.4 (1.99)	17.4 (1.60)	12.2 (1.47)	274	66.0 (	2.58)	20.1	(2.25)	13.9	(2.08)	175	77.3	(2.62)	13.2	(1.88)	9.5	(1.77)	t

<sup>†</sup>Not applicable.

<sup>2</sup>Also includes students attending more than one institution.

NOTE: Because of different survey editing and processing procedures, enrollment data in this table may differ from those appearing in other tables. Includes students who enrolled at any time during the 2015–16 academic year. Data exclude Puerto Rico. Data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16). (This table was prepared May 2018.)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>For undergraduate students, the field of study categories include students who had already declared a major as well as students who had decided on, but not yet declared, an intended major. The "Undecided" category consists of undergraduate students who had neither declared nor decided on a major.

Table 312.10. Enrollment of the 120 largest degree-granting college and university campuses, by selected characteristics and institution: Fall 2018

		1									
Institution	State	Rank <sup>1</sup>	Con- trol <sup>2</sup>	Level	Total enroll- ment	Institution	State	Rank <sup>1</sup>	Con- trol <sup>2</sup>	Level	Total enroll- ment
1	2	3	4	5	6	1	2	3	4	5	6
Western Governors University Southern New Hampshire University University of Phoenix, Arizona Grand Canyon University Liberty University	UT NH AZ AZ VA	1 2 3 4 5	PrivNp PrivNp PrivFp PrivFp PrivNp	4-year 4-year 4-year 4-year 4-year	121,437 104,068 95,777 90,253 79,152	Capella University University of Colorado, Boulder University of California, Irvine North Carolina State University at Raleigh Kennesaw State University	MN CO CA NC GA	61 62 63 64 65	PrivFp Public Public Public Public	4-year 4-year	37,171 36,681 36,032 35,479 35,420
Lone Star College System lvy Tech Community College Texas A & M University, College Station University of Central Florida Ohio State University, Main Campus	TX IN TX FL OH	6 7 8 9 10	Public Public Public Public Public	2-year 2-year 4-year 4-year 4-year	73,499 72,006 68,679 68,475 61,170	East Los Angeles College San Jose State University San Diego State University Iowa State University University of South Carolina, Columbia	CA CA CA IA SC	66 67 68 69 70	Public Public Public Public Public	4-year 4-year 4-year	35,403 35,400 35,303 34,992 34,795
University of Maryland, University College Florida International University Houston Community College Miami Dade College University of Florida	MD FL TX FL FL	11 12 13 14 15	Public Public Public Public Public	4-year 4-year 2-year 4-year 4-year	60,603 57,942 57,200 54,973 52,218	Ashford University Virginia Polytechnic Institute and State University Boston University Brigham Young University, Provo Georgia State University	CA VA MA UT GA	71 72 73 74 75	PrivFp Public PrivNp PrivNp Public	4-year 4-year 4-year	34,710 34,683 34,657 34,499 34,316
New York University University of Texas at Austin Arizona State University, Tempe Tarrant County College District Northern Virginia Community College	NY TX AZ TX VA	16 17 18 19 20	PrivNp Public Public Public Public	4-year 4-year 4-year 2-year 2-year	51,847 51,832 51,585 51,100 50,929	College of Southern Nevada Collin County Community College District Colorado State University, Fort Collins University of Utah Georgia Institute of Technology, Main Campus	NV TX CO UT GA	76 77 78 79 80	Public Public Public Public Public	4-year 4-year	34,169 33,668 33,478 33,023 32,723
University of Minnesota, Twin Cities Walden University Michigan State University Rutgers University, New Brunswick University of Illinois at Urbana-Champaign	MN MN MI NJ IL	21 22 23 24 25	Public PrivFp Public Public Public	4-year 4-year 4-year 4-year 4-year	50,734 50,360 50,351 50,254 49,702	University of Texas at San Antonio San Jacinto Community College South Texas College California State University, Sacramento Palm Beach State College	TX TX TX CA FL	81 82 83 84 85	Public Public Public Public Public	2-year 4-year 4-year	32,264 32,137 31,949 31,902 31,816
University of Texas at Arlington University of Washington, Seattle Campus University of Southern California Pennsylvania State University, Main Campus University of Michigan, Ann Arbor	TX WA CA PA MI	26 27 28 29 30	Public Public PrivNp Public Public	4-year 4-year 4-year 4-year 4-year	47,899 47,400 47,310 46,810 46,716	University of Illinois at Chicago University of lowa Harvard University University at Buffalo Washington State University	IL IA MA NY WA	86 87 88 89 90	Public Public PrivNp Public Public	4-year 4-year 4-year	31,683 31,656 31,566 31,503 31,478
Valencia College University of Houston American Public University System University of California, Los Angeles Purdue University, Main Campus	FL TX WV CA IN	31 32 33 34 35	Public Public PrivFp Public Public	4-year 4-year 4-year 4-year 4-year	46,521 46,324 46,088 44,537 44,474	American River College Columbia University in the City of New York Northern Arizona University Oregon State University Louisiana State U. and Agricultural & Mechanical	CA NY AZ OR LA	91 92 93 94 95	Public PrivNp Public Public Public	4-year 4-year	31,366 31,077 31,066 30,986 30,983
University of Arizona University of South Florida, Main Campus Indiana University, Bloomington University of Wisconsin, Madison University of California, Berkeley	AZ FL IN WI CA	36 37 38 39 40	Public Public Public Public Public	4-year 4-year 4-year 4-year 4-year	44,097 43,846 43,503 43,463 42,501	Virginia Commonwealth University University of Massachusetts, Amherst Purdue University Global, Davenport Campus University of Nevada, Las Vegas Auburn University	VA MA IA NV AL	96 97 98 99 100	Public Public Public Public Public	4-year 4-year 4-year	30,697 30,593 30,512 30,457 30,440
Brigham Young University, Idaho University of Maryland, College Park Florida State University Austin Community College District Broward College	ID MD FL TX FL	41 42 43 44 45	PrivNp Public Public Public Public	4-year 4-year 4-year 4-year 4-year	42,341 41,200 41,005 40,799 40,784	University of North Carolina at Chapel Hill Excelsior College University of Missouri, Columbia San Francisco State University Florida Atlantic University	NC NY MO CA FL	101 102 103 104 105	Public PrivNp Public Public Public	4-year 4-year 4-year	30,011 30,008 29,843 29,778 29,772
California State University, Fullerton California State University, Northridge Utah Valley University Temple University University of Georgia	CA CA UT PA GA	46 47 48 49 50	Public Public Public Public Public	4-year	40,280 40,212 39,931 39,740 38,652	University of North Carolina at Charlotte Indiana University-Purdue University, Indianapolis Mount San Antonio College Saint Petersburg College University of Kentucky	NC IN CA FL KY	106 107 108 109 110		4-year 2-year 4-year	29,710 29,579 29,346 29,183 29,182
Texas State University Arizona State University, Skysong University of Alabama University of North Texas Texas Tech University	TX AZ AL TX TX	51 52 53 54 55	Public Public Public Public Public	4-year 4-year 4-year 4-year 4-year	38,644 38,540 38,390 38,241 38,209	Salt Lake Community College University of Tennessee, Knoxville El Paso Community College Santa Monica College University of Texas at Dallas	UT TN TX CA TX	111 112 113 114 115	Public Public Public Public Public	4-year 2-year 4-year	29,156 28,894 28,819 28,800 28,755
University of California, Davis University of California, San Diego University of Cincinnati, Main Campus California State University, Long Beach George Mason University	CA CA OH CA VA	56 57 58 59 60	Public Public Public Public Public	4-year 4-year 4-year 4-year 4-year	38,167 37,887 37,886 37,466 37,316	East Carolina University University of Pittsburgh, Pittsburgh Campus University of Texas, Rio Grande Valley University of Oklahoma, Norman Campus Ohio University, Main Campus	NC PA TX OK OH	116 117 118 119 120	Public Public Public Public Public	4-year 4-year 4-year	28,718 28,673 28,644 28,564 28,480

<sup>&</sup>lt;sup>1</sup>College and university campuses ranked by fall 2018 enrollment data.

<sup>2</sup>"PrivNp" stands for private nonprofit. "PrivFp" stands for private for-profit.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes enrollment in online and distance education.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared April 2020.)

Table 312.50. Fall enrollment and degrees conferred in degree-granting tribally controlled postsecondary institutions, by state and institution: Selected years, fall 2000 through fall 2018, and 2016-17 and 2017-18

						Total	fall enroll	ment						Degrees a can Indians		
			2000								2018		Assoc	iate's	Bach	elor's
State and institution	Level and control <sup>1</sup>	Total	Total Ameri- can Indian/ Alaska Native	Percent Ameri- can Indian/ Alaska Native	2005	2010	2015	2016	2017	Total	Total Ameri- can Indian/ Alaska Native	Percent Ameri- can Indian/ Alaska Native	2015– 16	2017– 18	2016- 17	2017- 18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Tribally controlled institutions	t	13,680	11,459	83.8	17,167	21.179	17,089	16,822	16,621	16,190	12,705	78.5	1,135	1,248	341	376
Alaska Ilisagvik College	1	322	174	54.0	278	288	193	188	111	335	210	62.7	7	16	0	(
Arizona	'		174	34.0					'''	333		02.7				
Diné College Tohono O'odham	1	1,712	1,645	96.1	1,825	2,033	1,490	1,396	1,465	1,519	1,497	98.6	129	138	10	28
Community College	2	_	_	_	270	207	212	276	400	459	393	85.6	17	21	†	
Kansas Haskell Indian Nations University	1	918	918	100.0	918	958	799	820	806	733	733	100.0	93	114	102	93
Michigan Bay Mills Community																
College Keweenaw Bay Ojibwa	2	360	228	63.3	406	607	541	467	448	477	267	56.0	21	39	†	1
Community College Saginaw Chippewa Tribal	2	_	_	_	_	_	102	104	98	84	57	67.9	6	9	†	1
College	2	_	_	_	123	153	116	141	154	140	104	74.3	15	21	†	1
Minnesota Fond du Lac Tribal and	0	999	221	22.1	1 001	2,339	2,227	2,101	1 046	1 000	118	6.0	22	20	_	
Community College Leech Lake Tribal College White Forth Tribal and	2 2	240	228	95.0	1,981 189	2,339	348	286	1,946 181	1,982 173	147	85.0	39	29 36	†	1
White Earth Tribal and Community College	4	_	_	_	61	117	68	77	90	106	93	87.7	9	5	†	1
Montana Aaniiih Nakoda College Blackfeet Community College Chief Dull Knife College Fort Peck Community College Little Big Horn College Salish Kootenai College	2 4 2 2 2 3 1	295 299 461 400 320 1,042	266 288 365 338 303 881	90.2 96.3 79.2 84.5 94.7 84.5	175 485 554 408 259 1,142	214 473 433 452 380 1,158	219 442 218 321 248 784	149 425 168 385 225 859	122 375 186 358 243 809	150 305 196 305 255 720	125 284 176 250 250 539	83.3 93.1 89.8 82.0 98.0 74.9	28 71 20 20 21 55	29 43 22 23 29 48	† † † † 30	† † † † 35
Stone Child College	1	38	38	100.0	344	332	540	544	554	444	424	95.5	17	20	0	C
Nebraska Little Priest Tribal College	2	141	121	85.8	109	148	132	132	141	130	113	86.9	10	10	†	1
Nebraska Indian Community College	2	170	146	85.9	107	177	158	175	180	200	185	92.5	4	10	†	1
New Mexico Institute of American Indian and Alaska Native Culture and Arts Development Navajo Technical University Southwestern Indian	1 1	139 841	139 841	100.0 100.0	113 333	313 1,019	493 1,686	582 1,675	659 1,875	589 1,600	409 1,555	69.4 97.2	4 48	1 78	19 22	17 40
Polytechnic Institute	2	304	304	100.0	614	531	402	367	366	367	367	100.0	71	70	†	1
North Dakota Cankdeska Cikana Community College Nueta Hidatsa Sahnish College Sitting Bull College	2 1 1	9 50 22	8 47 20	88.9 94.0 90.9	198 241 287	220 215 314	188 229 261	178 268 282	242 228 317	178 198 273	157 163 247	88.2 82.3 90.5	22 6 23	10 10 20	† 1 6	† 8
Turtle Mountain Community College	3	686	608	88.6	615	969	555	584	567	573	550	96.0	62	110	9	7
United Tribes Technical College	3	204	186	91.2	885	600	391	483	315	429	392	91.4	25	44	18	13
Oklahoma College of the Muscogee Nation	2	_	_	_	_	_	202	213	227	217	190	87.6	26	39	†	1
South Dakota Oglala Lakota College Sinte Gleska University Sisseton Wahpeton College	1 3 2	1,174 900 250	1,077 757 192	91.7 84.1 76.8	1,302 1,123 290	1,830 2,473 261	1,366 581 132	1,301 568 142	1,246 581 197	1,300 583 167	1,227 524 131	94.4 89.9 78.4	70 28 9	48 34 11	53 19 †	61 16
Washington Northwest Indian College	1	524	440	84.0	495	626	641	579	544	535	450	84.1	86	71	47	47
Wisconsin College of the Menominee Nation	3	371	283	76.3	532	615	433	394	285	237	198	83.5	27	21	5	
Lac Courte Oreilles Ojibwa Community College	2	489	397	81.2	505	489	371	288	305	231	180	77.9	24	19	†	1

<sup>-</sup>Not available.

nonprofit.

NOTE: This table only includes institutions that were in operation during the 2018–19 academic year. They are all members of the American Indian Higher Education Consortium and, with few exceptions, are tribally controlled and located on reservations. Degreegranting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Totals include persons of other racial/ethnic groups not separately

Infanciar aid programs. Totals include persons of outer radiate minic groups not separately identified. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2019, Fall Enrollment component; and Fall 2017 and Fall 2018, Completions component. (This table was prepared September 2019.)

<sup>†</sup>Not applicable.  $^{1}1=4$ -year public; 2=2-year public; 3=4-year private nonprofit; and 4=2-year private

Table 313.10. Fall enrollment, degrees conferred, and expenditures in degree-granting historically Black colleges and universities, by institution: 2017, 2018, and 2017–18

institution: 2017, 2	2018, 8	ana 2017-	-18			I	I				
				Enrollmen	t, fall 2018	Full-time-	1	Degrees confe	rred, 2017–18	3	Total expenditures,
Institution	State	Level and control <sup>1</sup>	Total enrollment, fall 2018 <sup>2</sup>	Total	Black enrollment	equivalent enrollment, fall 2018	Associate's	Bachelor's	Master's	Doctor's <sup>3</sup>	2017–18 (in thousands of current dollars) <sup>4</sup>
1	2	3	4	5	6	7	8	9	10	11	12
Total  Alabama A&M University <sup>5</sup> Alabama State University Bishop State Community College Gadsden State Community College H. Councill Trenholm State Technical College J.F. Drake State Community and Technical	AL AL AL AL AL	† 1 1 2 2 2	6,001 4,760 3,233 4,979 1,845	291,767 6,106 4,413 2,860 4,736 1,855	223,163 5,701 4,067 1,796 850 1,267	251,390 5,726 4,118 1,907 3,117 1,181	5,465 0 0 275 642 178	32,639 507 650 † †	7,697 332 144 † †	2,518 8 32 † †	\$7,966,186 148,803 148,377 32,081 50,921 21,972
College Lawson State Community College Miles College Oakwood University Selma University Shelton State Community College Stillman College Talladega College Tuskegee University <sup>5</sup>	AL AL AL AL AL AL AL	2 2 3 3 3 2 3 3 3 3 3 3 3 3 3 3	3,248 1,650 1,711 324 4,607 677 782	831 3,274 1,550 1,636 317 4,350 797 1,212 3,026	432 2,653 1,470 1,391 308 1,667 750 1,042 2,771	486 2,192 1,501 1,555 264 2,771 714 1,138 2,953	64 316 0 4 13 535 0 0	† † 295 306 20 † 72 128 423	† 0 5 4 † 0 0 86	† † 0 0 0 0 † 0 0 67	10,863 50,318 30,916 54,786 4,007 42,421 14,207 14,708 122,619
Arkansas Baptist College Philander Smith College Shorter College University of Arkansas at Pine Bluff <sup>5</sup>	AR AR AR AR	3 3 4 1	891	525 1,000 569 2,579	472 935 323 2,318	486 973 425 2,405	41 0 30 9	30 89 † 377	0 0 † 34	0 0 †	14,820 21,513 5,409 80,292
Delaware State University⁵	DE	1	4,352	4,586	3,235	4,247	0	613	101	21	143,128
Howard University University of the District of Columbia <sup>5</sup>	DC DC	3 1	9,392 4,247	9,139 4,244	7,676 2,735	8,747 2,967	0 172	1,232 338	313 114	504 0	791,820 158,530
Bethune-Cookman University Edward Waters College Florida A&M University <sup>s</sup> Florida Memorial University	FL FL FL FL	3 3 1 3	3,443 9,913	3,773 2,906 10,021 1,189	3,408 1,803 8,254 874	3,673 1,703 9,151 1,126	0 0 40 0	508 121 1,258 214	63 0 303 25	0 0 340 0	97,091 24,685 290,819 35,256
Albany State University Clark Atlanta University Fort Valley State University <sup>5</sup> Interdenominational Theological Center Morehouse College Morehouse School of Medicine Paine College Savannah State University Spelman College	GA GA GA GA GA GA GA	1 3 1 3 3 3 3 1 3	2,752 295 2,202 520 426 4,429	6,371 3,911 2,776 293 2,206 542 469 4,077 2,171	4,822 3,673 2,537 288 2,106 415 442 3,297 2,107	5,168 3,732 2,522 182 2,170 528 447 3,698 2,142	648 0 0 0 0 0 0 0 41	481 411 334 0 398 0 74 548 446	138 233 112 38 0 46 0 69	0 30 0 28 0 83 0 0	113,575 98,282 78,548 7,546 87,802 165,187 13,830 102,918 99,659
Kentucky State University <sup>5</sup> Simmons College of Kentucky	KY KY	1 3	1,926 216	1,778 210	963 202	1,389 178	52 16	222 10	57 0	6	67,996 3,273
Dillard University Grambling State University Southern University and A&M College <sup>5</sup> Southern University at New Orleans Southern University at Shreveport Xavier University of Louisiana	LA LA LA LA LA	3 1 1 1 2 3	1,290 5,191 6,118 2,546 3,088	1,309 5,205 6,693 2,356 2,651 3,231	1,272 4,758 6,191 2,202 2,419 2,408	1,257 4,511 5,851 1,949 1,894 3,139	0 1 0 17 207 0	220 551 736 296 †	0 215 297 167 † 32	0 10 14 0 †	45,815 91,270 138,156 39,063 31,499 115,404
Bowie State University Coppin State University Morgan State University University of Maryland, Eastern Shore <sup>5</sup>	MD MD MD MD	1 1 1 1	6,148 2,893 7,747 3,490	6,320 2,738 7,712 3,193	5,278 2,211 6,141 2,181	5,441 2,219 7,168 2,908	0 0 0 0	781 399 1,153 482	245 74 268 52	8 6 54 100	121,201 89,373 244,280 118,011
Alcorn State University <sup>s</sup> Coahoma Community College Hinds Community College, Utica Campus Jackson State University Mississippi Valley State University Rust College Tougaloo College	MS MS MS MS MS MS	1 2 2 1 1 3 3	688 8,558 2,385 860	3,658 1,895 646 7,250 2,285 846 736	3,345 1,777 621 6,504 2,191 820 719	3,257 1,540 615 6,203 1,888 794 716	16 287 114 0 0 5	450 † 0 1,109 302 110 130	151 † 0 374 109 0 7	0 † 0 75 0 0	89,836 34,137 — 192,155 51,506 17,107 24,780
Harris-Stowe State University Lincoln University <sup>5</sup>	MO MO	1 1	1,442 2,619	1,716 2,478	1,488 1,191	1,526 2,029	0 72	176 289	0 48	0	35,290 52,840
Bennett College Elizabeth City State University Fayetteville State University Johnson C. Smith University Livingstone College North Carolina A&T State University Saint Augustine's College Shaw University Winston-Salem State University	NC NC NC NC NC NC NC NC	3 1 1 3 3 1 1 3 3 3 1	493 1,411 6,226 1,483 1,150 11,877 8,097 974	534 1,677 6,318 1,565 1,148 12,142 8,207 767 1,411 5,190	488 1,213 3,871 1,448 1,083 9,724 6,248 711 1,054 3,897	491 1,530 5,189 1,525 1,143 11,111 7,204 757 1,349 4,719	0 0 0 10 0 0 0	72 245 1,004 206 157 1,662 1,026 121 179 999	0 17 160 37 0 423 467 0 28 99	0 0 8 0 0 57 134 0 0	15,621 62,244 122,105 43,393 30,461 288,219 208,311 30,191 42,219 141,832
Central State University Wilberforce University	OH OH	1		2,099 672	1,943 662	2,057 612	0	211 66	0 7	0	60,652 15,479
Langston University <sup>5</sup>	0K	1		2,119	1,645	1,945	13	242	62	14	59,768
Cheyney University of Pennsylvania Lincoln University	PA PA	1 1		466 2,376	392 2,121	446 2,241	0 0	152 260	24 126	0	27,338 58,979

See notes at end of table.

Table 313.10. Fall enrollment, degrees conferred, and expenditures in degree-granting historically Black colleges and universities, by institution: 2017, 2018, and 2017-18-Continued

				Enrollmen	t, fall 2018	F # P	[	Degrees confe	rred, 2017–18	3	Total
Institution	State	Level and control <sup>1</sup>	Total enrollment, fall 2018²	Total	Black enrollment	Full-time- equivalent enrollment, fall 2018	Associate's	Bachelor's	Master's	Doctor's <sup>3</sup>	expenditures, 2017–18 (in thousands of current dollars) <sup>4</sup>
1	2	3	4	5	6	7	8	9	10	11	12
Allen University Benedict College Claflin University Clinton College Denmark Technical College Morris College South Carolina State University <sup>5</sup> Voorhees College	SC SC SC SC SC SC SC	3 3 3 2 3 1 1 3	590 2,090 2,129 170 523 747 2,942 475	743 2,165 2,172 193 489 649 3,022 491	724 2,032 2,022 183 397 635 2,858 471	709 2,134 2,101 193 329 639 2,638 484	0 0 0 9 52 0 0	59 248 310 11 † 117 310 65	0 0 32 0 † 0 83 0	0 0 0 0 † 0 11	15,485 50,115 51,419 4,192 10,393 18,485 88,257 13,348
American Baptist College Fisk University Lane College Le Moyne-Owen College Meharry Medical College Tennessee State University <sup>5</sup>	TN TN TN TN TN TN	3 3 3 3 3 1	115 701 1,420 863 826 8,177	123 780 1,232 885 828 7,774	121 690 1,207 865 682 5,341	108 762 1,203 810 828 6,474	2 0 0 0 0 0	32 132 171 106 0 1,085	0 9 0 0 57 374	0 0 0 0 159 74	4,266 28,687 24,731 15,806 147,926 197,131
Huston-Tillotson University Jarvis Christian College Paul Quinn College Pratire View A&M University <sup>5</sup> Saint Philip's College Southwestern Christian College Texas College Texas Southern University Wiley College	TX TX TX TX TX TX TX TX TX	3 3 3 1 2 3 3 1 3	1,102 909 519 9,219 12,050 159 983 10,237 1,323	1,119 964 550 9,516 11,590 87 1,042 9,732 1,003	719 791 438 7,932 1,103 81 864 7,624	1,068 939 532 8,844 4,925 83 1,032 8,689 926	33 11 0 0 1,242 25 21 0	210 77 41 1,104 † 2 84 974 224	4 0 0 393 † 0 0 360 0	0 0 13 † 0 0 312	21,401 18,224 11,410 245,322 80,787 4,473 16,206 212,216 25,289
Hampton University Norfolk State University Virginia State University <sup>5</sup> Virginia Union University Virginia University of Lynchburg	VA VA VA VA	3 1 1 3 3	4,618 5,305 4,713 1,674 307	4,321 5,204 4,385 1,552 298	4,043 4,456 3,123 1,490 292	4,156 4,781 4,193 1,459 274	3 2 0 0 35	594 729 731 204 12	150 213 126 92 5	91 12 13 16 12	183,386 158,619 145,558 37,953 4,370
Bluefield State College West Virginia State University⁵	WV WV	1 1	1,379 3,879	1,275 3,692	95 314	1,102 2,498	113 0	226 370	0 32	0	21,039 46,809
University of the Virgin Islands <sup>5</sup>	VI	1	2,170	1,984	1,482	1,571	31	221	61	0	75,370

<sup>5</sup>Land-grant institution.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes historically Black colleges and universities that are not participating in Title IV programs. Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Totals include persons of other racial/ethnic groups not separately identified. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component; Spring 2018 and Spring 2019, Fall Enrollment component; and Spring 2019, Finance component. (This table was prepared November 2019.)

<sup>†</sup>Not applicable

 $<sup>^{\</sup>prime}$ 1 = 4-year public; 2 = 2-year public; 3 = 4-year private nonprofit; and 4 = 2-year private nonprofit

<sup>&</sup>lt;sup>2</sup>Total fall 2017 enrollment includes enrollment at Concordia College in Alabama. This

institution closed in 2018 and therefore does not appear in this table. 
§Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees

Includes private and some public institutions reporting total expenses and deductions under Financial Accounting Standards Board (FASB) reporting standards and public institutions reporting total expenses and deductions under Governmental Accounting Standards Board (GASB) 34/35 reporting standards.

Table 313.20. Fall enrollment in degree-granting historically Black colleges and universities, by sex of student and level and control of institution: Selected years, 1976 through 2018

			years, 1370				Public			Private	
Year	Total enrollment	Males	Females	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12
1076	222 612	104.660	117.044	200 676	15.027	All students	142 520	12.200	CE 777	60 140	2.620
1976	222,613	104,669	117,944	206,676	15,937	156,836	147,631	13,308	65,777	63,148	2,629
1980	233,557	106,387	127,170	218,009	15,548	168,217		13,132	65,340	62,924	2,416
1982	228,371	104,897	123,474	212,017	16,354	165,871		14,399	62,500	60,545	1,955
1984	227,519	102,823	124,696	212,844	14,675	164,116		12,827	63,403	61,555	1,848
1986	223,275	97,523	125,752	207,231	16,044	162,048		14,417	61,227	59,600	1,627
1988	239,755	100,561	139,194	223,250	16,505	173,672	158,606	15,066	66,083	64,644	1,439
1990	257,152	105,157	151,995	240,497	16,655	187,046	171,969	15,077	70,106	68,528	1,578
1992	279,541	114,622	164,919	261,089	18,452	204,966	188,143	16,823	74,575	72,946	1,629
1993	282,856	116,397	166,459	262,430	20,426	208,197	189,032	19,165	74,659	73,398	1,261
1994	280,071	114,006	166,065	259,997	20,074	206,520	187,735	18,785	73,551	72,262	1,289
1995	278,725	112,637	166,088	259,409	19,316	204,726	186,278	18,448	73,999	73,131	868
1996	273,018	109,498	163,520	253,654	19,364	200,569	182,063	18,506	72,449	71,591	858
1997	269,167	106,865	162,302	248,860	20,307	194,674	175,297	19,377	74,493	73,563	930
1998	273,472	108,752	164,720	248,931	24,541	198,603	174,776	23,827	74,869	74,155	714
1999	274,321	108,301	166,020	249,156	25,165	199,826	175,364	24,462	74,495	73,792	703
2000	275,680	108,164	167,516	250,710	24,970	199,725	175,404	24,321	75,955	75,306	649
2001	289,985	112,874	177,111	260,547	29,438	210,083	181,346	28,737	79,902	79,201	701
2002	299,041	115,466	183,575	269,020	30,021	218,433	189,183	29,250	80,608	79,837	771
2003	306,727	117,795	188,932	274,326	32,401	228,096	196,077	32,019	78,631	78,249	382
2004	308,939	118,129	190,810	276,136	32,803	231,179	198,810	32,369	77,760	77,326	434
2005	311,768	120,023	191,745	272,666	39,102	235,875	197,200	38,675	75,893	75,466	427
2006	308,774	118,865	189,909	272,770	36,004	234,505	198,676	35,829	74,269	74,094	175
2007	306,742	118,672	188,070	270,554	36,188	234,034	197,939	36,095	72,708	72,615	93
2008	313,491	121,874	191,617	274,568	38,923	235,824	197,025	38,799	77,667	77,543	124
2009	322,860	125,728	197,132	280,133	42,727	246,595	204,016	42,579	76,265	76,117	148
2010	326,614	127,437	199,177	283,099	43,515	249,146	205,774	43,372	77,468	77,325	143
2011	323,648	126,160	197,488	281,150	42,498	246,685	204,363	42,322	76,963	76,787	176
2012	312,438	121,719	190,719	273,033	39,405	237,782	198,568	39,214	74,656	74,465	191
2013	303,191	119,299	183,892	264,454	38,737	230,325	191,918	38,407	72,866	72,536	330
2014	294,316	115,837	178,479	256,936	37,380	222,876	185,899	36,977	71,440	71,037	403
2015	293,304	115,818	177,486	256,295	37,009	221,276	184,503	36,773	72,028	71,792	236
2016	292,083	114,705	177,378	254,839	37,244	220,292	183,494	36,798	71,791	71,345	446
2017	298,134	115,316	182,818	260,646	37,488	225,181	188,214	36,967	72,953	72,432	521
2018	291,767	110,853	180,914	256,021	35,746	220,910	185,733	35,177	70,857	70,288	569
1976	190 305	84 492	105 813	179 848	10 457	Black students	121 851	7 919	60 535	57 997	2 538
1976	190,305	84,492	105,813	179,848	10,457	129,770	121,851	7,919	60,535	57,997	2,538
1980	190,989	81,818	109,171	181,237	9,752	131,661	124,236	7,425	59,328	57,001	2,327
1982	182,639	78,874	103,765	171,942	10,697	126,368	117,562	8,806	56,271	54,380	1,891
1984	180,803	76,819	103,984	171,401	9,402	124,445	116,845	7,600	56,358	54,556	1,802
1986	178,628	74,276	104,352	167,971	10,657	123,555	114,502	9,053	55,073	53,469	1,604
1988	194,151	78,268	115,883	183,402	10,749	133,786	124,438	9,348	60,365	58,964	1,401
1990	208,682	82,897	125,785	198,237	10,445	144,204	134,924	9,280	64,478	63,313	1,165
1992	228,963	91,949	137,014	217,614	11,349	159,585	149,754	9,831	69,378	67,860	1,518
1993	231,198	93,110	138,088	219,431	11,767	161,444	150,867	10,577	69,754	68,564	1,190
1994	230,162	91,908	138,254	218,565	11,597	161,098	150,682	10,416	69,064	67,883	1,181
1995	229,418	91,132	138,286	218,379	11,039	159,925	149,661	10,264	69,493	68,718	775
1996	224,201	88,306	135,895	213,309	10,892	156,851	146,753	10,098	67,350	66,556	794
1997	222,331	86,641	135,690	210,741	11,590	153,039	142,326	10,713	69,292	68,415	877
1998	223,745	87,163	136,582	211,822	11,923	154,244	142,985	11,259	69,501	68,837	664
1999	226,592	87,987	138,605	213,779	12,813	156,292	144,166	12,126	70,300	69,613	687
2000	227,239	87,319	139,920	215,172	12,067	156,706	145,277	11,429	70,533	69,895	638
2001	238,638	90,718	147,920	224,417	14,221	164,354	150,831	13,523	74,284	73,586	698
2002	247,292	93,538	153,754	231,834	15,458	172,203	157,507	14,696	75,089	74,327	762
2003	253,257	95,703	157,554	236,753	16,504	180,104	163,977	16,127	73,153	72,776	377
2004	257,545	96,750	160,795	241,030	16,515	184,708	168,619	16,089	72,837	72,411	426
2005	256,584	96,891	159,693	238,030	18,554	186,047	167,916	18,131	70,537	70,114	423
2006	255,144	96,507	158,637	238,440	16,704	185,894	169,365	16,529	69,250	69,075	175
2007	253,241	96,214	157,027	236,571	16,670	185,170	168,592	16,578	68,071	67,979	92
2008	258,402	98,633	159,769	240,132	18,270	186,446	168,299	18,147	71,956	71,833	123
2009	264,092	100,590	163,502	243,956	20,136	194,088	174,099	19,989	70,004	69,857	147
2010	265,908	101,605	164,303	245,158	20,750	193,840	173,233	20,607	72,068	71,925	143
2011	263,435	100,526	162,909	242,881	20,554	192,042	171,664	20,378	71,393	71,217	176
2012	251,527	96,079	155,448	232,897	18,630	183,018	164,578	18,440	68,509	68,319	190
2013	241,485	92,491	148,994	223,491	17,994	175,308	157,640	17,668	66,177	65,851	326
2014	231,889	88,469	143,420	214,631	17,258	167,246	150,383	16,863	64,643	64,248	395
2015	228,062	86,857	141,205	211,698	16,364	163,508	147,376	16,132	64,554	64,322	232
2016	223,512	84,153	139,359	207,379	16,133	160,053	144,176	15,877	63,459	63,203	256
2017	226,847	83,917	142,930	210,664	16,183	162,703	146,804	15,899	64,144	63,860	284
2018	223,163	81,055	142,108	207,858	15,305	160,871	145,889	14,982	62,292	61,969	323

NOTE: Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," 1976 through 1985 surveys; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared November 2019.)

Table 313.30. Selected statistics on degree-granting historically Black colleges and universities, by control and level of institution: Selected years, 1990 through 2018

			Public			Private	
Selected statistics	Total	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8
Number of institutions, fall 2017	101	51	40	11	50	49	1
Fall enrollment Total enrollment, fall 1990 Males Males, Black Females Females, Black	257,152	187,046	171,969	15,077	70,106	68,528	1,578
	105,157	76,541	70,220	6,321	28,616	28,054	562
	82,897	57,255	54,041	3,214	25,642	25,198	444
	151,995	110,505	101,749	8,756	41,490	40,474	1,016
	125,785	86,949	80,883	6,066	38,836	38,115	721
Total enrollment, fall 2000	275,680	199,725	175,404	24,321	75,955	75,306	649
Males	108,164	78,186	68,322	9,864	29,978	29,771	207
Males, Black	87,319	60,029	56,017	4,012	27,290	27,085	205
Females	167,516	121,539	107,082	14,457	45,977	45,535	442
Females, Black	139,920	96,677	89,260	7,417	43,243	42,810	433
Total enrollment, fall 2010	326,614	249,146	205,774	43,372	77,468	77,325	143
Males	127,437	95,883	78,528	17,355	31,554	31,482	72
Males, Black	101,605	72,629	65,512	7,117	28,976	28,904	72
Females	199,177	153,263	127,246	26,017	45,914	45,843	71
Females, Black	164,303	121,211	107,721	13,490	43,092	43,021	71
Total enrollment, fall 2018	291,767	220,910	185,733	35,177	70,857	70,288	569
Males	110,853	83,015	68,415	14,600	27,838	27,530	308
Males, Black	81,055	57,283	51,863	5,420	23,772	23,634	138
Females	180,914	137,895	117,318	20,577	43,019	42,758	261
Females, Black	142,108	103,588	94,026	9,562	38,520	38,335	185
Full-time enrollment, fall 2018	227,415	163,126	149,356	13,770	64,289	63,958	331
Males	87,026	62,050	55,954	6,096	24,976	24,806	170
Females	140,389	101,076	93,402	7,674	39,313	39,152	161
Part-time enrollment, fall 2018	64,352	57,784	36,377	21,407	6,568	6,330	238
Males	23,827	20,965	12,461	8,504	2,862	2,724	138
Females	40,525	36,819	23,916	12,903	3,706	3,606	100
Degrees conferred, 2017–18 Associate's Males Males, Black Females Females, Black	5,465	5,206	1,294	3,912	259	229	30
	1,909	1,794	320	1,474	115	106	9
	716	619	135	484	97	88	9
	3,556	3,412	974	2,438	144	123	21
	1,658	1,523	456	1,067	135	114	21
Bachelor's Males Males, Black Females Females, Black	32,639 11,952 9,083 20,687 17,193	23,603 8,715 6,292 14,888 11,924	23,603 8,715 6,292 14,888 11,924	†	9,036 3,237 2,791 5,799 5,269	9,036 3,237 2,791 5,799 5,269	† † † †
Master's Males Males, Black Females Females, Black	7,697 2,449 1,591 5,248 3,836	6,424 2,011 1,261 4,413 3,153	6,424 2,011 1,261 4,413 3,153	† † † †	1,273 438 330 835 683	1,273 438 330 835 683	† † † †
Doctor's¹ Males Males, Black Females Females, Black	2,518 975 519 1,543 1,036	1,363 538 256 825 535	1,363 538 256 825 535	† † † †	1,155 437 263 718 501	1,155 437 263 718 501	† † † †
Financial statistics, 2017–18 <sup>2</sup>	¢0 670 500	ØE 400 000		ousands of current d		¢2 0E0 000	фс <b>200</b>
Total revenue Student tuition and fees Federal government <sup>3</sup> State governments Local governments Private gifts and grants <sup>4</sup> Investment return (gain or loss) Auxiliary (essentially self-supporting) enterprises Hospitals and other sources	\$8,673,522	\$5,408,362	\$5,039,982	\$368,380	\$3,265,159	\$3,258,836	\$6,323
	1,939,022	1,008,241	966,772	41,469	930,781	926,978	3,803
	2,007,472	1,290,761	1,162,948	127,813	716,711	715,530	1,180
	1,989,311	1,892,318	1,763,450	128,868	96,993	96,993	0
	115,050	79,745	35,774	43,971	35,305	34,848	457
	478,947	203,192	190,642	12,550	275,755	275,427	328
	455,325	62,397	61,683	714	392,928	392,928	0
	977,002	613,770	607,247	6,523	363,232	362,678	0
	711,392	257,938	251,467	6,472	453,454	453,454	554
Total expenditures Instruction Research Academic support Institutional support Auxiliary (essentially self-supporting) enterprises Other expenditures	7,966,186	5,181,127	4,815,735	365,392	2,785,059	2,779,649	5,409
	2,301,598	1,589,122	1,442,240	146,882	712,476	710,741	1,735
	487,564	326,112	326,112	0	161,452	161,452	0
	662,825	462,427	431,000	31,427	200,398	199,976	423
	1,416,307	757,939	693,358	64,581	658,369	656,278	2,090
	1,121,950	802,029	795,308	6,721	319,921	318,958	963
	1,975,941	1,243,498	1,127,717	115,781	732,443	732,245	198

are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Federal, state, and local governments revenue includes appropriations, grants, and contracts. Totals include persons of other racial/ethnic groups not separately identified. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); IPEDS Spring 2001, Spring 2011, and Spring 2019, Fall Enrollment component; IPEDS Spring 2019, Finance component; and IPEDS Fall 2018, Finance component; and IPEDS Fall 2018, Completions component. (This table was prepared November 2019.)

<sup>†</sup>Not applicable.
¹Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010–11.
²Totals (column 2) of public and private institutions together are approximate because reporting is based on two different survey forms with different accounting concepts. Included are data reported by public institutions using the Governmental Accounting Standards Board (GASB) form as well as data reported by private and some public institutions using the Financial Accounting Standards Board (FASB) form.
³Includes independent operations.
¹Includes contributions from affiliated entities.
NOTE: Degree-orantino institutions grant associate's or higher degrees and participate

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Historically Black colleges and universities

Table 314.10. Total and full-time-equivalent (FTE) staff and FTE student/FTE staff ratios in postsecondary institutions participating in Title IV aid programs, by degree-granting status, control of institution, and primary occupation: Fall 1999, fall 2009, and fall 2018

		Fall	1999			Fall 2	2009			Fall 2	2018	
	Tot	tal	Full-time- (F		Tot	tal	Full-time-(FT		To	tal	Full-time-	
Degree-granting status, control of institution, and primary occupation	Number	Percent	Total	FTE students per FTE staff	Number	Percent	Total	FTE students per FTE staff	Number	Percent	Total	FTE students per FTE staff
1	2	3	4	5	6	7	8	9	10	11	12	13
All Title IV institutions <sup>1</sup>	2,964,535	100.0	2,299,290	4.9	3,795,744	100.0	2,885,823	5.5	3,983,860	100.0	3,054,431	4.9
Faculty (instruction/research/ public service) Graduate assistants Other staff	1,072,202 242,525 1,649,808	36.2 8.2 55.7	765,284 80,842 1,453,164	14.8 139.8 7.8	1,476,716 343,204 1,975,824	38.9 9.0 52.1	992,148 114,401 1,779,273	16.0 138.6 8.9	1,573,995 382,715 2,027,150	39.5 9.6 50.9	1,090,567 127,572 1,836,293	13.8 118.3 8.2
Degree-granting institutions <sup>2</sup> Total	2,902,479	100.0	2,252,050	4.9	3,724,661	100.0	2,829,757	5.4	3,923,374	100.0	3,007,701	4.9
Faculty (instruction/research/ public service) Graduate assistants Other staff	1,037,529 240,995 1,623,955	35.7 8.3 56.0	741,426 80,332 1,430,292	14.8 136.6 7.7	1,439,074 343,204 1,942,383	38.6 9.2 52.1	965,793 114,401 1,749,563	15.9 134.4 8.8	1,542,613 382,715 1,998,046	39.3 9.8 50.9	1,068,950 127,572 1,811,179	13.8 115.9 8.2
Public	1,999,704	100.0	1,524,881	5.3	2,442,693	100.0	1,832,312	5.9	2,586,155	100.0	1,962,958	5.4
Faculty (instruction/research/ public service) Graduate assistants Other staff	718,585 201,611 1,079,508	35.9 10.1 54.0	511,400 67,204 946,277	15.8 119.9 8.5	913,788 275,878 1,253,027	37.4 11.3 51.3	623,675 91,959 1,116,678	17.2 116.9 9.6	980,835 299,271 1,306,049	37.9 11.6 50.5	688,784 99,757 1,174,418	15.3 105.5 9.0
Private nonprofit	847,615	100.0	688,914	3.7	1,074,042	100.0	856,067	3.7	1,221,378	100.0	969,106	3.6
Faculty (instruction/research/ public service) Graduate assistants Other staff	288,663 37,421 521,531	34.1 4.4 61.5	213,130 12,474 463,310	11.9 203.8 5.5	408,382 67,057 598,603	38.0 6.2 55.7	287,116 22,352 546,599	11.1 142.3 5.8	491,014 83,077 647,287	40.2 6.8 53.0	346,152 27,692 595,262	10.2 127.0 5.9
Private for-profit	55,160	100.0	38,255	9.8	207,926	100.0	141,378	10.3	115,841	100.0	75,636	9.9
Faculty (instruction/research/ public service) Graduate assistants Other staff	30,281 1,963 22,916	54.9 3.6 41.5	16,896 654 20,705	22.1 570.3 18.0	116,904 269 90,753	56.2 0.1 43.6	55,002 90 86,286	26.4 16,188.6 16.8	70,764 367 44,710	61.1 0.3 38.6	34,015 122 41,499	22.0 6,104.7 18.0
Non-degree-granting institutions <sup>3</sup> Total	62,056	100.0	47,239	6.9	71,083	100.0	56,066	8.5	60,486	100.0	46,731	6.4
Faculty (instruction/research/ public service) Graduate assistants Other staff	34,673 1,530 25,853	55.9 2.5 41.7	23,858 510 22,872	13.7 641.0 14.3	37,642 0 33,441	53.0 0.0 47.0	26,355 0 29,710	18.1 † 16.1	31,382 0 29,104	51.9 0.0 48.1	21,617 0 25,114	13.9 † 12.0
Public Faculty (instruction/research/	29,220	100.0	21,583	5.8	21,599	100.0	15,728	6.0	22,262	100.0	16,182	4.6
public service) Graduate assistants Other staff	18,085 487 10,648	61.9 1.7 36.4	12,040 162 9,380	10.4 774.0 13.4	13,266 0 8,333	61.4 0.0 38.6	8,510 0 7,218	11.0 † 13.0	11,815 0 10,447	53.1 0.0 46.9	7,473 0 8,709	10.0 † 8.6
Private nonprofit	4,712	100.0	3,677	6.4	5,087	100.0	4,141	5.7	3,052	100.0	2,419	5.2
Faculty (instruction/research/ public service) Graduate assistants Other staff	2,365 78 2,269	50.2 1.7 48.2	1,674 26 1,976	14.0 902.1 11.9	2,442 0 2,645	48.0 0.0 52.0	1,834 0 2,307	12.8 † 10.2	1,473 0 1,579	48.3 0.0 51.7	1,085 0 1,334	11.6 † 9.4
Private for-profit Faculty (instruction/research/	28,124	100.0	21,980	8.1	44,397	100.0	36,197	9.9	35,172	100.0	28,129	7.6
public service) Graduate assistants Other staff	14,223 965 12,936	50.6 3.4 46.0	10,143 322 11,515	17.5 552.8 15.4	21,934 0 22,463	49.4 0.0 50.6	16,011 0 20,186	22.5 † 17.8	18,094 0 17,078	51.4 0.0 48.6	13,059 0 15,071	16.3 † 14.2

<sup>†</sup>Not applicable.

<sup>3</sup>Data are for institutions that did not offer accredited 4-year or 2-year degree programs, but were participating in Title IV federal financial aid programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level. NOTE: Full-time-equivalent staff is the full-time staff, plus the full-time equivalent of the part-time staff. Data for 2009 and 2018 include institutions with fewer than 15 full-time

employees; these institutions did not report staff data prior to 2007. By definition, all graduate assistants are part time. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99) and "Fall Staff Survey" (IPEDS-S:99); IPEDS Spring 2010 and Spring 2019, Fall Enrollment component; IPEDS Winter 2009–10, Human Resources Component, Fall Staff Section; and IPEDS Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>1</sup>Includes degree-granting and non-degree-granting institutions.

<sup>&</sup>lt;sup>2</sup>Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

<sup>3</sup>Data are for institutions that did not offer accredited 4-year or 2-year degree programs,

Table 314.20. Employees in degree-granting postsecondary institutions, by sex, employment status, control and level of institution, and primary occupation: Selected years, fall 1991 through fall 2018

Sex, employment status, control and level of institution, and primary occupation	1991	1995	1999	2001	2003	2005	2007	2009	2011	2013	2015	2016	2017	2018	Percent change, 2007 to 2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
All institutions	2,545,235	2,662,075	2,902,479	_		3,379,087	3,561,730	3,724,661	-						10.2
Executive/ administrative/ managerial Faculty (instruction/	144,755	147,445	160,793	152,038	184,913	196,324	217,039	230,438	238,677	(¹)	(1)	(1)	(¹)	(1)	t
research/ public service) Graduate assistants Other	826,252 197,751 1,376,477	931,706 215,909 1,367,015	1,037,529 240,995 1,463,162	261,136	1,173,593 292,061 1,537,340	317,141	1,371,587 329,001 1,644,103	1,439,074 343,204 1,711,945	1,524,469 355,916 1,722,757	1,545,381 363,416 1,987,256	366,868	1,546,081 375,204 1,984,955	1,545,653 377,049 1,993,956	382,715	12.5 16.3 †
Males	1,227,591	1,274,676	1,375,114	1,451,773	1,496,867	1,581,498	1,650,641	1,710,021	1,754,919	1,772,803	1,776,928	1,775,229	1,774,403	1,767,361	7.1
Executive/ administrative/ managerial Faculty (instruction/	85,423	82,127	84,425	79,348	91,604	95,223	102,066	106,842	109,336	(1)	(1)	(¹)	(¹)	(1)	t
research/ public service) Graduate assistants Other	525,599 119,125 497,444	562,893 123,962 505,694	608,007 133,066 549,616	644,514 142,120 585,791	663,723 156,881 584,659	714,453 167,529 604,293	744,047 173,128 631,400	761,002 181,328 660,849	789,567 188,305 667,711	791,971 191,501 789,331	789,405 193,202 794,321	783,495 196,170 795,564	778,873 196,014 799,516	771,594 196,792 798,975	3.7 13.7 †
Females Executive/	1,317,644	1,387,399	1,527,365	1,631,580	1,691,040	1,797,589	1,911,089	2,014,640	2,086,900	2,123,250	2,137,356	2,131,011	2,142,255	2,156,013	12.8
administrative/ managerial Faculty (instruction/ research/	59,332	65,318	76,368	72,690	93,309	101,101	114,973	123,596	129,341	(1)	(1)	(1)	(1)	(1)	†
public service) Graduate assistants Other	300,653 78,626 879,033	368,813 91,947 861,321	429,522 107,929 913,546	468,669 119,016 971,205	509,870 135,180 952,681	575,973 149,612 970,903	627,540 155,873 1,012,703	678,072 161,876 1,051,096	734,902 167,611 1,055,046	753,410 171,915 1,197,925	762,851 173,666 1,200,839	762,586 179,034 1,189,391	766,780 181,035 1,194,440	771,019 185,923 1,199,071	22.9 19.3 †
Full-time	1,812,912	1,801,371	1,926,836	2,043,208	2,083,142	2,179,864	2,281,516	2,382,305	2,435,988	2,472,434	2,507,787	2,506,784	2,531,496	2,549,864	11.8
Executive/ administrative/ managerial Faculty (instruction/	139,116	140,990	154,584	146,523	178,691	190,078	209,812	222,143	231,559	(1)	(1)	(1)	(¹)	(1)	t
research/ public service) Other	535,623 1,138,173	550,822 1,109,559	593,375 1,178,877	617,868 1,278,817	630,092 1,274,359	675,624 1,314,162	703,757 1,367,947	729,152 1,431,010	762,114 1,442,315	791,378 1,681,056	807,109 1,700,678	813,978 1,692,806	822,513 1,708,983	832,119 1,717,745	18.2 †
Dord time	722 222														
Part-time Executive/	732,323	860,704	975,643	1,040,145	1,104,765	1,199,223	1,280,214	1,342,356	1,405,831	1,423,619	1,406,497	1,399,456	1,385,162	1,373,510	7.3
Executive/ administrative/ managerial Faculty (instruction/	5,639	6,455	6,209	5,515	<b>1,104,765</b> 6,222	6,246	7,227	<b>1,342,356</b> 8,295	7,118	(1)	<b>1,406,497</b>	(1)	(1)	1,373,510 (¹)	<b>7.3</b>
Executive/ administrative/ managerial		,	,										, ,		
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other	5,639 290,629 197,751	6,455 380,884 215,909 257,456	6,209 444,154 240,995 284,285	5,515 495,315 261,136 278,179	6,222 543,501 292,061 262,981	6,246 614,802 317,141 261,034	7,227 667,830 329,001	8,295 709,922 343,204	7,118 762,355 355,916 280,442	(¹) 754,003 363,416 306,200	(¹) 745,147 366,868	(¹) 732,103 375,204	(¹) 723,140 377,049	(¹) 710,494 382,715 280,301	† 6.4
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other Public 4-year Executive/ administrative/ managerial Faculty (instruction/	5,639 290,629 197,751 238,304	6,455 380,884 215,909 257,456	6,209 444,154 240,995 284,285	5,515 495,315 261,136 278,179	6,222 543,501 292,061 262,981	6,246 614,802 317,141 261,034	7,227 667,830 329,001 276,156	8,295 709,922 343,204 280,935	7,118 762,355 355,916 280,442	(¹) 754,003 363,416 306,200	(¹) 745,147 366,868 294,482	(¹) 732,103 375,204 292,149	(¹) 723,140 377,049 284,973	(¹) 710,494 382,715 280,301	6.4 16.3 †
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other Public 4-year Executive/ administrative/ managerial	5,639 290,629 197,751 238,304 <b>1,341,914</b>	6,455 380,884 215,909 257,456 <b>1,383,476</b>	6,209 444,154 240,995 284,285 <b>1,474,830</b>	5,515 495,315 261,136 278,179 <b>1,558,576</b>	6,222 543,501 292,061 262,981 <b>1,569,870</b>	6,246 614,802 317,141 261,034 <b>1,656,709</b>	7,227 667,830 329,001 276,156 <b>1,742,370</b>	8,295 709,922 343,204 280,935 <b>1,804,332</b>	7,118 762,355 355,916 280,442 <b>1,843,314</b>	754,003 363,416 306,200 <b>1,884,854</b>	(¹) 745,147 366,868 294,482 <b>1,925,674</b>	732,103 375,204 292,149 <b>1,966,008</b>	(¹) 723,140 377,049 284,973 <b>1,989,365</b>	(¹) 710,494 382,715 280,301 <b>2,019,697</b>	6.4 16.3 †
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year	5,639 290,629 197,751 238,304 1,341,914 63,674 358,376 144,344	6,455 380,884 215,909 257,456 <b>1,383,476</b> 60,590 384,399 178,342	6,209 444,154 240,995 284,285 <b>1,474,830</b> 64,479 418,500 196,802	5,515 495,315 261,136 278,179 <b>1,558,576</b> 60,245 438,459 218,260	6,222 543,501 292,061 262,981 <b>1,569,870</b> 70,397 450,123 239,600	6,246 614,802 317,141 261,034 <b>1,656,709</b> 74,241 486,691 257,578 838,199	7,227 667,830 329,001 276,156  1,742,370 81,162 518,930 266,451	8,295 709,922 343,204 280,935 <b>1,804,332</b> 84,214 539,946 275,878 904,294	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905	(') 754,003 363,416 306,200 <b>1,884,854</b> (') 601,126 287,839	(¹) 745,147 366,868 294,482 <b>1,925,674</b> (¹) 622,283 291,770 1,011,621	(') 732,103 375,204 292,149 1,966,008 (') 646,584 293,954 1,025,470	(¹) 723,140 377,049 284,973 1,989,365 (¹) 656,145 295,389	(') 710,494 382,715 280,301 <b>2,019,697</b> (') 670,734 299,254	15.9 † 29.3
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/	5,639 290,629 197,751 238,304 <b>1,341,914</b> 63,674 358,376 144,344 775,520	6,455 380,884 215,909 257,456 <b>1,383,476</b> 60,590 384,399 178,342 760,145	6,209 444,154 240,995 284,285 <b>1,474,830</b> 64,479 418,500 196,802 795,049	5,515 495,315 261,136 278,179 <b>1,558,576</b> 60,245 438,459 218,260 841,612	6,222 543,501 292,061 262,981 <b>1,569,870</b> 70,397 450,123 239,600 809,750	6,246 614,802 317,141 261,034 <b>1,656,709</b> 74,241 486,691 257,578 838,199	7,227 667,830 329,001 276,156 1,742,370 81,162 518,930 266,451 875,827	8,295 709,922 343,204 280,935 <b>1,804,332</b> 84,214 539,946 275,878 904,294	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905 896,867	(') 754,003 363,416 306,200 1,884,854 (') 601,126 287,839 995,889	(¹) 745,147 366,868 294,482 <b>1,925,674</b> (¹) 622,283 291,770 1,011,621	(') 732,103 375,204 292,149 1,966,008 (') 646,584 293,954 1,025,470	(') 723,140 377,049 284,973 1,989,365 (') 656,145 295,389 1,037,831	(¹) 710,494 382,715 280,301 <b>2,019,697</b> (¹) 670,734 299,254 1,049,709	16.4 16.3 15.9 15.9
Executive/ administrative/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial	5,639 290,629 197,751 238,304 1,341,914 63,674 358,376 144,344 775,520 734,509	6,455 380,884 215,909 257,456 1,383,476 60,590 384,399 178,342 760,145 770,004	6,209 444,154 240,995 284,285 1,474,830 64,479 418,500 196,802 795,049 865,434	5,515 495,315 261,136 278,179 <b>1,558,576</b> 60,245 438,459 218,260 841,612 <b>912,924</b>	6,222 543,501 292,061 262,981 <b>1,569,870</b> 70,397 450,123 239,600 809,750 <b>988,895</b>	6,246 614,802 317,141 261,034 <b>1,656,709</b> 74,241 486,691 257,578 838,199 <b>1,073,764</b>	7,227 667,830 329,001 276,156 <b>1,742,370</b> 81,162 518,930 266,451 875,827 <b>1,158,196</b>	8,295 709,922 343,204 280,935 1,804,332 84,214 539,946 275,878 904,294 1,230,409	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905 896,867 1,297,376	(') 754,003 363,416 306,200 <b>1,884,854</b> (') 601,126 287,839 995,889 <b>1,318,760</b>	(') 745,147 366,868 294,482 <b>1,925,674</b> (') 622,283 291,770 1,011,621 <b>1,323,899</b>	732,103 375,204 292,149 <b>1,966,008</b> (¹) 646,584 293,954 1,025,470 <b>1,308,587</b>	723,140 377,049 284,973 <b>1,989,365</b> (') 656,145 295,389 1,037,831 <b>1,313,901</b>	(') 710,494 382,715 280,301 2,019,697 (') 670,734 299,254 1,049,709 1,306,916	16.4 16.3 15.9 † 29.3 12.3 †
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 2-year	5,639 290,629 197,751 238,304 1,341,914 63,674 358,376 144,344 775,520 734,509 57,148 232,893 23,989	6,455 380,884 215,909 257,456 1,383,476 60,590 384,399 178,342 760,145 770,004 62,314 262,660 33,853	6,209 444,154 240,995 284,285 1,474,830 64,479 418,500 196,802 795,049 865,434 70,082	5,515 495,315 261,136 278,179 1,558,576 60,245 438,459 218,260 841,612 912,924 65,739 325,713 41,611	6,222 543,501 292,061 262,981 <b>1,569,870</b> 70,397 450,123 239,600 809,750 <b>988,895</b> 84,306 364,166 52,101	6,246 614,802 317,141 261,034 <b>1,656,709</b> 74,241 486,691 257,578 838,199 <b>1,073,764</b> 90,415 430,305 59,147	7,227 667,830 329,001 276,156 1,742,370 81,162 518,930 266,451 875,827 1,158,196 102,906 473,455 62,550	8,295 709,922 343,204 280,935 1,804,332 84,214 539,946 275,878 904,294 1,230,409 111,616 498,403 67,326	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905 896,867 1,297,376 118,220 540,018 70,011	(') 754,003 363,416 306,200 1,884,854 (') 601,126 287,839 995,889 1,318,760 (')	(') 745,147 366,868 294,482 1,925,674 (') 622,283 291,770 1,011,621 1,323,899 (') 558,262 75,079	(') 732,103 375,204 292,149 1,966,008 (') 646,584 293,954 1,025,470 1,308,587 (') 550,073 81,241	(') 723,140 377,049 284,973 1,989,365 (') 656,145 295,389 1,037,831 1,313,901 (') 552,998 81,638	(') 710,494 382,715 280,301 2,019,697 (') 670,734 299,254 1,049,709 1,306,916 (') 545,790 83,433	† 6.4 16.3 15.9 † 29.3 12.3 † 12.8 †
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public 2-year Executive/ administrative/ managerial Faculty (instruction/	5,639 290,629 197,751 238,304 1,341,914 63,674 358,376 144,344 775,520 734,509 57,148 232,893 23,989 420,479	6,455 380,884 215,909 257,456 1,383,476 60,590 384,399 178,342 760,145 770,004 62,314 262,660 33,853 411,177	6,209 444,154 240,995 284,285 1,474,830 64,479 418,500 196,802 795,049 865,434 70,082 300,756 38,757 455,839	5,515 495,315 261,136 278,179 1,558,576 60,245 438,459 218,260 841,612 912,924 65,739 325,713 41,611 479,861	6,222 543,501 292,061 262,981 <b>1,569,870</b> 70,397 450,123 239,600 809,750 <b>988,895</b> 84,306 364,166 52,101 488,322	6,246 614,802 317,141 261,034 <b>1,656,709</b> 74,241 486,691 257,578 838,199 <b>1,073,764</b> 90,415 430,305 59,147 493,897	7,227 667,830 329,001 276,156 1,742,370 81,162 518,930 266,451 875,827 1,158,196 102,906 473,455 62,550 519,285	8,295 709,922 343,204 280,935 1,804,332 84,214 539,946 275,878 904,294 1,230,409 111,616 498,403 67,326 553,064	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905 896,867 1,297,376 118,220 540,018 70,011 569,127	(') 754,003 363,416 306,200 1,884,854 (') 601,126 287,839 995,889 1,318,760 (') 550,512 75,537 692,711	(') 745,147 366,868 294,482 1,925,674 (') 622,283 291,770 1,011,621 1,323,899 (') 558,262 75,079 690,558	(') 732,103 375,204 292,149 1,966,008 (') 646,584 293,954 1,025,470 1,308,587 (') 550,073 81,241 677,273	(') 723,140 377,049 284,973 1,989,365 (') 656,145 295,389 1,037,831 1,313,901 (') 552,998 81,638 679,265	(') 710,494 382,715 280,301 2,019,697 (') 670,734 299,254 1,049,709 1,306,916 (') 545,790 83,433 677,693	16.4 16.3 15.9 † 29.3 12.3 † 12.8 †
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 2-year Executive/ administrative/ managerial	5,639 290,629 197,751 238,304 1,341,914 63,674 358,376 144,344 775,520 734,509 57,148 232,893 23,989 420,479 441,414 20,772 222,532 29,216 168,894	6,455 380,884 215,909 257,456 1,383,476 60,590 384,399 178,342 760,145 770,004 62,314 262,660 33,853 411,177 482,454 21,806 272,434 3,401 184,813	6,209 444,154 240,995 284,285 1,474,830 64,479 418,500 196,802 795,049 865,434 70,082 300,756 38,757 455,839 524,874 21,699 300,085 4,809 198,281	5,515 495,315 261,136 278,179 1,558,576 60,245 438,459 218,260 841,612 912,924 65,739 325,713 41,611 479,861 578,394 22,566 332,665 1,215 221,948	6,222 543,501 292,061 262,981 <b>1,569,870</b> 70,397 450,123 239,600 809,750 <b>988,895</b> 84,306 364,166 52,101 488,322 <b>593,466</b> 25,872 341,643 323 225,628	6,246 614,802 317,141 261,034 1,656,709 74,241 486,691 257,578 838,199 1,073,764 90,415 430,305 59,147 493,897 610,978 26,770 354,497 374 229,337	7,227 667,830 329,001 276,156 1,742,370 81,162 518,930 266,451 875,827 1,158,196 102,906 473,455 62,550 519,285 619,455 27,363 357,596 0 234,496	8,295 709,922 343,204 280,935 1,804,332 84,214 539,946 275,878 904,294 1,230,409 111,616 498,403 67,326 553,064 638,361 27,827 373,842 0 236,692	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905 896,867 1,297,376 118,220 540,018 70,011 569,127 642,455 27,562 378,535 0 236,358	(') 754,003 363,416 306,200 1,884,854 (') 601,126 287,839 995,889 995,889 1,318,760 (') 550,512 75,537 692,711 642,430 (') 367,608 13 274,809	(') 745,147 366,868 294,482 1,925,674 (') 622,283 291,770 1,011,621 1,323,899 (') 558,262 75,079 690,558 622,754 (') 348,708 13 274,033	(') 732,103 375,204 292,149 1,966,008 (') 646,584 293,954 1,025,470 1,308,587 (') 550,073 81,241 677,273 591,066 (') 327,655 9 263,402	(') 723,140 377,049 284,973 1,989,365 (') 656,145 295,389 1,037,831 1,313,901 (') 552,998 81,638 679,265 577,387 (') 316,544 15 260,828	(') 710,494 382,715 280,301 2,019,697 (') 670,734 299,254 1,049,709 1,306,916 (') 545,790 83,433 677,693 566,458 (') 310,101 17 256,340	† 6.4 16.3 15.9 † 29.3 12.3 † 12.8 † -8.6
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 2-year Executive/ administrative/ managerial Faculty (instruction/ research/ public 2-year Executive/ administrative/ managerial Faculty (instruction/ research/ public 2-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other	5,639 290,629 197,751 238,304 1,341,914 63,674 358,376 144,344 775,520 734,509 57,148 232,893 23,989 420,479 441,414 20,772 222,532 29,216	6,455 380,884 215,909 257,456 1,383,476 60,590 384,399 178,342 760,145 770,004 62,314 262,660 33,853 411,177 482,454 21,806 272,434 3,401	6,209 444,154 240,995 284,285 1,474,830 64,479 418,500 196,802 795,049 865,434 70,082 300,756 38,757 455,839 524,874 21,699 300,085 4,809	5,515 495,315 261,136 278,179 <b>1,558,576</b> 60,245 438,459 218,260 841,612 <b>912,924</b> 65,739 325,713 41,611 479,861 <b>578,394</b> 22,566	6,222 543,501 292,061 262,981 1,569,870 70,397 450,123 239,600 809,750 988,895 84,306 364,166 52,101 488,322 593,466 25,872 341,643 323	6,246 614,802 317,141 261,034 1,656,709 74,241 486,691 257,578 838,199 1,073,764 90,415 430,305 59,147 493,897 610,978 26,770 354,497	7,227 667,830 329,001 276,156 1,742,370 81,162 518,930 266,451 875,827 1,158,196 102,906 473,455 62,550 519,285 619,455 27,363 357,596 0	8,295 709,922 343,204 280,935 1,804,332 84,214 539,946 275,878 904,294 1,230,409 111,616 498,403 67,326 553,064 638,361 27,827 373,842 0	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905 896,867 1,297,376 118,220 540,018 70,011 569,127 642,455 27,562	(') 754,003 363,416 306,200 1,884,854 (') 601,126 287,839 995,889 1,318,760 (') 550,512 75,537 692,711 642,430 (') 367,608 13	(') 745,147 366,868 294,482 1,925,674 (') 622,283 291,770 1,011,621 1,323,899 (') 558,262 75,079 690,558 622,754 (') 348,708	(') 732,103 375,204 292,149 1,966,008 (') 646,584 293,954 1,025,470 1,308,587 (') 550,073 81,241 677,273 591,066 (') 327,655	(') 723,140 377,049 284,973 1,989,365 (') 656,145 295,389 1,037,831 1,313,901 (') 552,998 81,638 679,265 577,387 (') 316,544	(°) 710,494 382,715 280,301 2,019,697 (°) 670,734 299,254 1,049,709 1,306,916 (°) 545,790 83,433 677,693 566,458 (°) 310,101 17	† 6.4 16.3 15.9 † 29.3 12.3 † 12.8 † -8.6 †
Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Private 4-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other  Public 2-year Executive/ administrative/ managerial Faculty (instruction/ research/ public 2-year Executive/ administrative/ managerial Faculty (instruction/ research/ public service) Graduate assistants Other	5,639 290,629 197,751 238,304 1,341,914 63,674 358,376 144,344 775,520 734,509 57,148 232,893 23,989 420,479 441,414 20,772 222,532 29,216 168,894	6,455 380,884 215,909 257,456 1,383,476 60,590 384,399 178,342 760,145 770,004 62,314 262,660 33,853 411,177 482,454 21,806 272,434 3,401 184,813	6,209 444,154 240,995 284,285 1,474,830 64,479 418,500 196,802 795,049 865,434 70,082 300,756 38,757 455,839 524,874 21,699 300,085 4,809 198,281	5,515 495,315 261,136 278,179 1,558,576 60,245 438,459 218,260 841,612 912,924 65,739 325,713 41,611 479,861 578,394 22,566 332,665 1,215 221,948	6,222 543,501 292,061 262,981 <b>1,569,870</b> 70,397 450,123 239,600 809,750 <b>988,895</b> 84,306 364,166 52,101 488,322 <b>593,466</b> 25,872 341,643 323 225,628	6,246 614,802 317,141 261,034 1,656,709 74,241 486,691 257,578 838,199 1,073,764 90,415 430,305 59,147 493,897 610,978 26,770 354,497 374 229,337	7,227 667,830 329,001 276,156 1,742,370 81,162 518,930 266,451 875,827 1,158,196 102,906 473,455 62,550 519,285 619,455 27,363 357,596 0 234,496	8,295 709,922 343,204 280,935 1,804,332 84,214 539,946 275,878 904,294 1,230,409 111,616 498,403 67,326 553,064 638,361 27,827 373,842 0 236,692	7,118 762,355 355,916 280,442 1,843,314 84,918 575,624 285,905 896,867 1,297,376 118,220 540,018 70,011 569,127 642,455 27,562 378,535 0 236,358	(') 754,003 363,416 306,200 1,884,854 (') 601,126 287,839 995,889 995,889 1,318,760 (') 550,512 75,537 692,711 642,430 (') 367,608 13 274,809	(') 745,147 366,868 294,482 1,925,674 (') 622,283 291,770 1,011,621 1,323,899 (') 558,262 75,079 690,558 622,754 (') 348,708 13 274,033	(') 732,103 375,204 292,149 1,966,008 (') 646,584 293,954 1,025,470 1,308,587 (') 550,073 81,241 677,273 591,066 (') 327,655 9 263,402	(') 723,140 377,049 284,973 1,989,365 (') 656,145 295,389 1,037,831 1,313,901 (') 552,998 81,638 679,265 577,387 (') 316,544 15 260,828	(') 710,494 382,715 280,301 2,019,697 (') 670,734 299,254 1,049,709 1,306,916 (') 545,790 83,433 677,693 566,458 (') 310,101 17 256,340	15.9 15.9 † 29.3 12.3 † 12.8 † 15.3 33.4 † -8.6

†Not applicable.
¹Included in other. Primary occupations were reclassified as of fall 2013; only the faculty and graduate assistant categories are comparable with data from earlier years.
NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant

degrees. Beginning in 2007, includes institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. By definition, all graduate assistants are part time. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:91-99); IPEDS Winter 2001–02 through Winter 2011–12, Human Resources component, Fall Staff section; and IPEDS Spring 2014 through Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

Table 314.30. Employees in degree-granting postsecondary institutions, by employment status, sex, control and level of institution, and primary occupation: Fall 2018

primary occupation	. I all 201		ma and nort	timo			Full				Dort time	
	To	rull-til otal	me and part		nales	Tr	Full- otal	ume			Part-time	
Control and level of institution and primary occupation	Number 2	Percentage distribution	Males 4		Percent of all employees		Percent of all employees	Males 9	Females	Total	Males	Females 13
All institutions	3,923,374	100.0	1,767,361	2,156,013	55.0	2,549,864	65.0	1,134,999	1,414,865	1,373,510	632,362	741,148
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	1,542,613	39.3	771,594	771,019	50.0	832,119	53.9	443,589	388,530	710,494	328,005	382,489
	1,422,754	36.3	705,729	717,025	50.4	731,543	51.4	387,144	344,399	691,211	318,585	372,626
	90,489	2.3	51,730	38,759	42.8	78,656	86.9	45,574	33,082	11,833	6,156	5,677
	29,370	0.7	14,135	15,235	51.9	21,920	74.6	10,871	11,049	7,450	3,264	4,186
	382,715	9.8	196,792	185,923	48.6	†	†	†	†	382,715	196,792	185,923
	41,495	1.1	12,354	29,141	70.2	34,892	84.1	10,558	24,334	6,603	1,796	4,807
services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	182,831	4.7	58,059	124,772	68.2	125,264	68.5	36,404	88,860	57,567	21,655	35,912
	262,919	6.7	113,505	149,414	56.8	255,881	97.3	110,690	145,191	7,038	2,815	4,223
	219,793	5.6	59,552	160,241	72.9	206,333	93.9	55,957	150,376	13,460	3,595	9,865
	238,073	6.1	143,457	94,616	39.7	219,241	92.1	134,978	84,263	18,832	8,479	10,353
entertainment, sports, and media	185,765	4.7	83,114	102,651	55.3	151,033	81.3	66,137	84,896	34,732	16,977	17,755
Healthcare practitioners and technicians	111,076	2.8	32,561	78,515	70.7	93,426	84.1	28,029	65,397	17,650	4,532	13,118
Service occupations	242,151	6.2	139,252	102,899	42.5	202,902	83.8	117,976	84,926	39,249	21,276	17,973
Sales and related occupations	12,534	0.3	4,375	8,159	65.1	10,142	80.9	3,677	6,465	2,392	698	1,694
Office and administrative support	409,591	10.4	70,126	339,465	82.9	334,256	81.6	49,814	284,442	75,335	20,312	55,023
Natural resources, construction, and maintenance	73,098	1.9	67,276	5,822	8.0	69,197	94.7	64,483	4,714	3,901	2,793	1,108
Production, transportation, and material moving	18,720	0.5	15,344	3,376	18.0	15,178	81.1	12,707	2,471	3,542	2,637	905
Public 4-year	2,019,697	100.0	928,516		54.0	1,375,487	68.1	626,530	748,957	644,210	301,986	342,224
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	670,734	33.2	348,778	321,956	48.0	441,689	65.9	242,451	199,238	229,045	106,327	122,718
	598,731	29.6	309,476	289,255	48.3	381,191	63.7	209,002	172,189	217,540	100,474	117,066
	55,798	2.8	31,528	24,270	43.5	46,746	83.8	26,833	19,913	9,052	4,695	4,357
	16,205	0.8	7,774	8,431	52.0	13,752	84.9	6,616	7,136	2,453	1,158	1,295
	299,254	14.8	153,396	145,858	48.7	†	†	†	†	299,254	153,396	145,858
	18,673	0.9	5,773	12,900	69.1	16,756	89.7	5,200	11,556	1,917	573	1,344
services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	73,163	3.6	22,574	50,589	69.1	56,281	76.9	16,405	39,876	16,882	6,169	10,713
	120,750	6.0	53,726	67,024	55.5	117,237	97.1	52,303	64,934	3,513	1,423	2,090
	131,507	6.5	35,761	95,746	72.8	122,648	93.3	33,304	89,344	8,859	2,457	6,402
	146,914	7.3	88,391	58,523	39.8	135,210	92.0	83,465	51,745	11,704	4,926	6,778
entertainment, sports, and media	89,703	4.4	37,834	51,869	57.8	77,786	86.7	32,739	45,047	11,917	5,095	6,822
Healthcare practitioners and technicians	73,591	3.6	21,995	51,596	70.1	63,836	86.7	19,898	43,938	9,755	2,097	7,658
Service occupations	129,155	6.4	70,221	58,934	45.6	112,711	87.3	62,103	50,608	16,444	8,118	8,326
Sales and related occupations	3,080	0.2	1,158	1,922	62.4	2,197	71.3	893	1,304	883	265	618
Office and administrative support	202,560	10.0	34,127	168,433	83.2	172,393	85.1	25,819	146,574	30,167	8,308	21,859
Natural resources, construction, and maintenance	48,166	2.4	44,459	3,707	7.7	45,935	95.4	42,823	3,112	2,231	1,636	595
Production, transportation, and material moving	12,447	0.6	10,323	2,124	17.1	10,808	86.8	9,127	1,681	1,639	1,196	443
Public 2-year Faculty (instruction/research/public service)	<b>566,458</b> 310,101	<b>100.0</b> 54.7	<b>239,775</b> 140,989	<b>326,683</b> 169,112	<b>57.7</b> 54.5	<b>275,873</b> 101.069	<b>48.7</b> 32.6	<b>111,582</b> 45,209	<b>164,291</b> 55,860	<b>290,585</b> 209,032	<b>128,193</b> 95,780	<b>162,392</b> 113,252
Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	306,576 111 3,414 17 5,493	54.7 54.1 # 0.6 # 1.0	139,675 37 1,277 14 1,266	166,901 74 2,137 3 4,227	54.4 66.7 62.6 17.6 77.0	100,515 97 457 † 3,499	32.8 87.4 13.4 † 63.7	45,209 45,018 32 159 † 823	55,497 65 298 † 2,676	205,032 206,061 14 2,957 17 1,994	94,657 5 1,118 14 443	111,404 9 1,839 3 1,551
services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	49,475	8.7	17,295	32,180	65.0	21,736	43.9	6,351	15,385	27,739	10,944	16,795
	31,923	5.6	13,009	18,914	59.2	30,855	96.7	12,580	18,275	1,068	429	639
	16,290	2.9	4,182	12,108	74.3	14,591	89.6	3,693	10,898	1,699	489	1,210
	15,604	2.8	10,477	5,127	32.9	13,199	84.6	9,019	4,180	2,405	1,458	947
entertainment, sports, and media	23,427	4.1	8,902	14,525	62.0	16,016	68.4	5,671	10,345	7,411	3,231	4,180
Healthcare practitioners and technicians	1,525	0.3	530	995	65.2	714	46.8	293	421	811	237	574
Service occupations	32,546	5.7	22,514	10,032	30.8	22,836	70.2	16,381	6,455	9,710	6,133	3,577
Sales and related occupations	1,668	0.3	446	1,222	73.3	955	57.3	260	695	713	186	527
Office and administrative support	71,332	12.6	13,862	57,470	80.6	44,565	62.5	5,905	38,660	26,767	7,957	18,810
Natural resources, construction, and maintenance	5,774	1.0	5,285	489	8.5	5,113	88.6	4,807	306	661	478	183
Production, transportation, and material moving	1,283	0.2	1,004	279	21.7	725	56.5	590	135	558	414	144
Private nonprofit 4-year  Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	1,213,723 487,473 443,271 34,518 9,684 83,066 16,369	100.0 40.2 36.5 2.8 0.8 6.8 1.3	550,090 250,732 225,541 20,138 5,053 43,245 5,088	663,633 236,741 217,730 14,380 4,631 39,821 11,281	48.6 49.1 41.7 47.8 47.9 68.9	837,644 272,084 232,640 31,761 7,683 † 14,021	55.8 52.5 92.0 79.3 † 85.7	373,602 148,331 125,558 18,687 4,086 † 4,397	464,042 123,753 107,082 13,074 3,597 † 9,624	376,079 215,389 210,631 2,757 2,001 83,066 2,348	176,488 102,401 99,983 1,451 967 43,245 691	199,591 112,988 110,648 1,306 1,034 39,821 1,657
student and academic analis and other education services  Management  Business and financial operations  Computer, engineering, and science  Community, social service, legal, arts, design,	48,961	4.0	14,844	34,117	69.7	37,145	75.9	10,775	26,370	11,816	4,069	7,747
	100,279	8.3	42,628	57,651	57.5	98,030	97.8	41,738	56,292	2,249	890	1,359
	67,656	5.6	18,363	49,293	72.9	64,955	96.0	17,754	47,201	2,701	609	2,092
	73,558	6.1	43,061	30,497	41.5	68,937	93.7	41,044	27,893	4,621	2,017	2,604
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	69,310 35,662 78,169 3,485 126,274 18,640 4,821	5.7 2.9 6.4 0.3 10.4 1.5	34,987 9,922 45,023 1,199 20,018 17,098 3,882	34,323 25,740 33,146 2,286 106,256 1,542 939	49.5 72.2 42.4 65.6 84.1 8.3 19.5	54,420 28,685 65,822 2,854 109,430 17,728 3,533	78.5 80.4 84.2 81.9 86.7 95.1 73.3	26,608 7,751 38,507 1,015 16,291 16,492 2,899	27,812 20,934 27,315 1,839 93,139 1,236 634	14,890 6,977 12,347 631 16,844 912 1,288	8,379 2,171 6,516 184 3,727 606 983	6,511 4,806 5,831 447 13,117 306 305

See notes at end of table.

Table 314.30. Employees in degree-granting postsecondary institutions, by employment status, sex, control and level of institution, and primary occupation: Fall 2018—Continued

		Full-tir	ne and part-	time			Full-	time			Part-time	
	To	otal		Fen	nales	To	otal					
Control and level of institution		B			Percent		Percent					
and primary occupation	Number	Percentage distribution	Males	Number	of all employees	Number	of all employees	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10	11	12	13
Private nonprofit 2-year	7,655	100.0	2,874	4,781	62.5	5,326	69.6	1,879	3,447	2,329	995	1,334
Faculty (instruction/research/public service) Instruction	3,541 3,518	46.3 46.0	1,415	2,126 2,113	60.0 60.1	1,637 1,618	46.2 46.0	598 591	1,039 1,027	1,904 1,900	817 814	1,087 1,086
Research	8	0.1	1,405 2	6	75.0	8	100.0	2	1,027	0	0	0,000
Public service	15	0.2	8 7	7	46.7	11	73.3	5	6	4	3	1
Graduate assistants Librarians, curators, and archivists	11 101	0.1	21	4 80	36.4 79.2	T 68	67.3	† 16	† 52	11 33	7 5	4 28
Student and academic affairs and other education												
services Management	1,408 763	18.4 10.0	423 333	985 430	70.0 56.4	1,339 744	95.1 97.5	397 321	942 423	69 19	26 12	43 7
Business and financial operations	202	2.6	61	430 141	69.8	188	97.5	60	128	19	12	13
Computer, engineering, and science	137	1.8	106	31	22.6	130	94.9	102	28	7	4	3
Community, social service, legal, arts, design, entertainment, sports, and media	224	2.9	119	105	46.9	178	79.5	90	88	46	29	17
Healthcare practitioners and technicians	30	0.4	5	25	83.3	7	23.3	1	6	23	4	17
Service occupations	195	2.5	138	57	29.2	113	57.9	.77	36	82	61	21
Sales and related occupations Office and administrative support	485 509	6.3	130 75	355 434	73.2 85.3	479 405	98.8 79.6	128 57	351 348	6 104	2 18	4 86
Natural resources, construction, and maintenance	46	0.6	39	7	15.2	38	82.6	32	6	8	7	1
Production, transportation, and material moving	3	#	2	1	33.3	0	0.0	0	0	3	2	1
Private for-profit 4-year	93,193	100.0	37,920	55,273	59.3	41,783	44.8	16,362	25,421	51,410	21,558	29,852
Faculty (instruction/research/public service)	58,317	62.6	24,789	33,528	57.5	10,514	18.0	4,728	5,786	47,803	20,061	27,742
Instruction Research	58,261 19	62.5	24,760 10	33,501 9	57.5 47.4	10,489 13	18.0 68.4	4,716 7	5,773 6	47,772 6	20,044	27,728 3
Public service	37	#	19	18	47.4	12	32.4	5	7	25	14	11
Graduate assistants	367	0.4	130	237	64.6	l +	t	+	, t	367	130	237
Librarians, curators, and archivists Student and academic affairs and other education	685	0.7	160	525	76.6	442	64.5	98	344	243	62	181
Services	7,852	8.4	2,430	5,422	69.1	7,021	89.4	2,051	4,970	831	379	452
Management	6,827	7.3	2,868	3,959	58.0	6,701	98.2	2,824	3,877	126	44	82
Business and financial operations Computer, engineering, and science	3,174 1.664	3.4	953 1,244	2,221 420	70.0 25.2	3,070 1.597	96.7 96.0	927 1.195	2,143 402	104 67	26 49	78 18
Community, social service, legal, arts, design,	, , , , , , , , , , , , , , , , , , , ,		.			,		,		-		
entertainment, sports, and media	2,881	3.1	1,185	1,696	58.9	2,491	86.5	973	1,518	390	212	178
Healthcare practitioners and technicians Service occupations	195 1.679	0.2	79 1.103	116 576	59.5 34.3	151 1.220	77.4 72.7	68 783	83 437	44 459	11 320	33 139
Sales and related occupations	2,622	2.8	1,013	1,609	61.4	2,567	97.9	990	1,577	55	23	32
Office and administrative support Natural resources, construction, and maintenance	6,476 299	6.9 0.3	1,590 253	4,886 46	75.4 15.4	5,633 269	87.0 90.0	1,405 233	4,228 36	843 30	185 20	658 10
Production, transportation, and material moving	155	0.3	123	32	20.6	107	69.0	233 87	20	48	36	12
Private for-profit 2-year	22,648	100.0	8,186	14,462	63.9	13,751	60.7	5,044	8,707	8,897	3,142	5,755
Faculty (instruction/research/public service)	12,447	55.0	4,891	7,556	60.7	5,126	41.2	2,272	2,854	7,321	2,619	4,702
Instruction	12,397	54.7	4,872	7,525	60.7	5,090	41.1	2,259	2,831	7,307	2,613	4,694
Research Public service	35 15	0.2	15 4	20 11	57.1 73.3	31 5	88.6 33.3	13 0	18 5	4 10	2 4	2
Graduate assistants	0	0.0	0	0	†	l †	†	†	†	+	† 22	† 46
Librarians, curators, and archivists	174	0.8	46	128	73.6	106	60.9	24	82	68	22	46
Student and academic affairs and other education services	1,972	8.7	493	1,479	75.0	1,742	88.3	425	1,317	230	68	162
Management	2,377	10.5	941	1,436	60.4	2,314	97.3	924	1,390	63	17	46
Business and financial operations	964	4.3 0.9	232	732	75.9	881	91.4	219	662	83	13 25	70 3
Computer, engineering, and science Community, social service, legal, arts, design,	196	0.9	178	18	9.2	168	85.7	153	15	28	25	3
entertainment, sports, and media	220	1.0	87	133	60.5	142	64.5	56	86	78	31	47
Healthcare practitioners and technicians	73 407	0.3	30 253	43 154	58.9 37.8	33 200	45.2	18 125	15 75	40 207	12 128	28 79
Service occupations Sales and related occupations	1,194	1.8 5.3	429	765	64.1	1,090	49.1 91.3	391	699	104	38	79 66
Office and administrative support	2,440	10.8	454	1,986	81.4	1,830	75.0	337	1,493	610	117	493
Natural resources, construction, and maintenance	173	0.8	142	31	17.9	114	65.9	96	18	59	46	13
Production, transportation, and material moving	11	#	10	1	9.1	5	45.5	4	1	6	6	0

†Not applicable.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. By definition, all graduate assistants are part time. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2018

institution, and prin	lai y occu	pauvii. F	1	ania Asian	Dooifia Jalan	dor Amorico	n Indian/Ala	oka Nativa	and Two or	moro rocco		
Sex, employment status, control and level of institution, and primary occupation	Total	White	Total	Percent <sup>1</sup>	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Race/ ethnicity unknown	Non- resident alien²
1	2	3	4	5	6	7	8	9	10	11	12	13
All institutions	3,923,374	2,538,970	1,010,232	28.5	374,765	302,227	254,088	7,612	19,809	51,731	168,573	205,599
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists	1,542,613	1,073,453	331,525	23.6	105,380	80,673	119,559	2,730	6,882	16,301	79,247	58,388
	1,422,754	1,012,627	304,470	23.1	101,054	75,389	103,858	2,623	6,550	14,996	74,084	31,573
	90,489	40,698	19,585	32.5	2,085	3,677	12,586	74	192	971	4,241	25,965
	29,370	20,128	7,470	27.1	2,241	1,607	3,115	33	140	334	922	850
	382,715	169,629	74,343	30.5	16,104	22,516	26,629	390	958	7,746	21,196	117,547
	41,495	31,342	8,725	21.8	3,122	2,513	2,143	86	251	610	1,122	306
Student and academic affairs and other education services Management Business and financial operations Computer, engineering, and science	182,831	118,910	54,889	31.6	23,435	18,569	7,954	523	1,418	2,990	6,827	2,205
	262,919	194,842	60,062	23.6	27,340	16,979	10,960	481	1,275	3,027	6,798	1,217
	219,793	146,393	64,356	30.5	24,228	20,245	15,106	478	1,122	3,177	7,229	1,815
	238,073	153,234	63,483	29.3	15,195	16,955	26,585	383	1,059	3,306	7,860	13,496
Community, social service, legal, arts, design, entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	185,765	130,773	46,581	26.3	21,308	14,854	5,842	548	995	3,034	7,073	1,338
	111,076	68,935	33,008	32.4	11,324	8,522	11,349	146	363	1,304	5,960	3,173
	242,151	125,555	104,809	45.5	52,478	38,034	8,896	665	1,956	2,780	9,525	2,262
	12,534	7,411	4,482	37.7	2,121	1,535	437	54	80	255	593	48
	409,591	253,887	140,440	35.6	62,168	51,635	16,659	938	2,687	6,353	11,896	3,368
	73,098	52,662	17,525	25.0	7,566	7,136	1,421	146	613	643	2,537	374
	18,720	11,944	6,004	33.5	2,996	2,061	548	44	150	205	710	62
Males	1,767,361	1,147,368	417,368	26.7	139,863	125,201	120,109	3,323	8,367	20,505	79,816	122,809
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	771,594	539,503	156,992	22.5	41,524	39,229	64,848	1,304	3,187	6,900	38,990	36,109
	705,729	507,351	143,407	22.0	39,901	36,789	56,071	1,254	3,052	6,340	36,345	18,626
	51,730	22,325	10,204	31.4	834	1,693	7,151	33	79	414	2,212	16,989
	14,135	9,827	3,381	25.6	789	747	1,626	17	56	146	433	494
	196,792	81,144	33,714	29.4	6,071	10,167	13,535	157	389	3,395	10,720	71,214
	12,354	9,412	2,450	20.7	765	857	562	38	59	169	379	113
services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	58,059	37,601	17,082	31.2	6,997	5,985	2,525	209	464	902	2,346	1,030
	113,505	86,797	22,985	20.9	9,816	6,600	4,660	190	534	1,185	3,119	604
	59,552	41,058	15,620	27.6	5,425	5,233	3,742	124	284	812	2,236	638
	143,457	95,875	34,593	26.5	8,169	10,019	13,571	257	629	1,948	4,809	8,180
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	83,114	59,792	19,167	24.3	9,672	5,634	2,035	263	401	1,162	3,531	624
	32,561	18,855	9,723	34.0	2,530	2,463	4,224	51	99	356	2,340	1,643
	139,252	76,199	56,443	42.6	28,826	19,803	4,711	383	1,177	1,543	5,502	1,108
	4,375	2,589	1,535	37.2	702	571	140	17	20	85	228	23
	70,126	39,541	26,656	40.3	10,527	10,341	3,850	162	448	1,328	2,704	1,225
	67,276	49,034	15,684	24.2	6,589	6,595	1,247	132	556	565	2,312	246
	15,344	9,968	4,724	32.2	2,250	1,704	459	36	120	155	600	52
Females	2,156,013	1,391,602	592,864	29.9	234,902	177,026	133,979	4,289	11,442	31,226	88,757	82,790
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Children and pedical in efficience of the end pedical in ef	771,019	533,950	174,533	24.6	63,856	41,444	54,711	1,426	3,695	9,401	40,257	22,279
	717,025	505,276	161,063	24.2	61,153	38,600	47,787	1,369	3,498	8,656	37,739	12,947
	38,759	18,373	9,381	33.8	1,251	1,984	5,435	41	113	557	2,029	8,976
	15,235	10,301	4,089	28.4	1,452	860	1,489	16	84	188	489	356
	185,923	88,485	40,629	31.5	10,033	12,349	13,094	233	569	4,351	10,476	46,333
	29,141	21,930	6,275	22.2	2,357	1,656	1,581	48	192	441	743	193
Student and academic affairs and other education services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	124,772	81,309	37,807	31.7	16,438	12,584	5,429	314	954	2,088	4,481	1,175
	149,414	108,045	37,077	25.5	17,524	10,379	6,300	291	741	1,842	3,679	613
	160,241	105,335	48,736	31.6	18,803	15,012	11,364	354	838	2,365	4,993	1,177
	94,616	57,359	28,890	33.5	7,026	6,936	13,014	126	430	1,358	3,051	5,316
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	102,651	70,981	27,414	27.9	11,636	9,220	3,807	285	594	1,872	3,542	714
	78,515	50,080	23,285	31.7	8,794	6,059	7,125	95	264	948	3,620	1,530
	102,899	49,356	48,366	49.5	23,652	18,231	4,185	282	779	1,237	4,023	1,154
	8,159	4,822	2,947	37.9	1,419	964	297	37	60	170	365	25
	339,465	214,346	113,784	34.7	51,641	41,294	12,809	776	2,239	5,025	9,192	2,143
	5,822	3,628	1,841	33.7	977	541	174	14	57	78	225	128
	3,376	1,976	1,280	39.3	746	357	89	8	30	50	110	10
Full-time	2,549,864	1,690,962	706,413	29.5	264,700	212,024	179,106	5,109	13,644	31,830	79,339	73,150
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists	832,119 731,543 78,656 21,920 † 34,892	572,586 523,251 34,282 15,053 † 26,659	184,941 162,191 17,260 5,490 † 7,142	24.4 23.7 33.5 26.7 † 21.1	45,748 42,659 1,810 1,279 † 2,481	41,403 37,009 3,158 1,236 † 2,081	84,806 70,952 11,255 2,599 † 1,792	1,229 1,142 62 25 †	3,413 3,163 148 102 †	8,342 7,266 827 249 † 516	25,180 21,231 3,327 622 † 832	49,412 24,870 23,787 755 † 259
Student and academic affairs and other education services Management Business and financial operations Computer, engineering, and science	125,264	81,694	38,463	32.0	16,708	12,570	5,541	410	1,030	2,204	3,819	1,288
	255,881	189,546	58,668	23.6	26,751	16,639	10,634	471	1,246	2,927	6,500	1,167
	206,333	136,834	61,265	30.9	23,267	19,250	14,277	424	1,041	3,006	6,601	1,633
	219,241	141,576	58,322	29.2	13,888	15,326	24,763	351	966	3,028	7,052	12,291
Community, social service, legal, arts, design, entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	151,033 93,426 202,902 10,142 334,256 69,197 15,178	106,128 57,131 102,886 5,892 210,161 50,177	38,923 28,672 91,155 3,864 113,407 16,620	26.8 33.4 47.0 39.6 35.0 24.9 33.9	17,796 9,983 45,427 1,881 51,309 7,106 2,355	12,448 7,544 33,468 1,348 41,228 6,882 1,837	4,920 9,567 7,824 342 12,825 1,340 475	462 127 564 49 782 133 33	822 306 1,628 66 2,223 579	2,475 1,145 2,244 178 5,040 580 145	4,920 5,253 7,062 371 9,137 2,148 464	1,062 2,370 1,799 15 1,551 252 51

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2018—Continued

institution, and prim	iai y uccu	pativii. Fa				der America	n Indian/Ala	eka Nativo	and Two or r	more races		
Sex, employment status, control and level of institution, and primary occupation	Total	White	Total	Percent <sup>1</sup>	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Race/ ethnicity unknown	Non- resident alien²
1	2	3	4	5	6	7	8	9	10	11	12	13
Part-time	1,373,510	848,008	303,819	26.4	110,065	90,203	74,982	2,503	6,165	19,901	89,234	132,449
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants	710,494 691,211 11,833 7,450 382,715	500,867 489,376 6,416 5,075 169,629	146,584 142,279 2,325 1,980 74,343	22.6 22.5 26.6 28.1 30.5	59,632 58,395 275 962 16,104	39,270 38,380 519 371 22,516	34,753 32,906 1,331 516 26,629	1,501 1,481 12 8 390	3,469 3,387 44 38 958	7,959 7,730 144 85 7,746	54,067 52,853 914 300 21,196	8,976 6,703 2,178 95 117,547
Librarians, curators, and archivists Student and academic affairs and other education	6,603	4,683	1,583	25.3	641	432	351	12	53	94	290	47
services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	57,567 7,038 13,460 18,832	37,216 5,296 9,559 11,658	16,426 1,394 3,091 5,161	30.6 20.8 24.4 30.7	6,727 589 961 1,307	5,999 340 995 1,629	2,413 326 829 1,822	113 10 54 32	388 29 81 93	786 100 171 278	3,008 298 628 808	917 50 182 1,205
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	34,732 17,650 39,249 2,392 75,335 3,901 3,542	24,645 11,804 22,669 1,519 43,726 2,485 2,252	7,658 4,336 13,654 618 27,033 905 1,033	23.7 26.9 37.6 28.9 38.2 26.7 31.4	3,512 1,341 7,051 240 10,859 460 641	2,406 978 4,566 187 10,407 254 224	922 1,782 1,072 95 3,834 81 73	86 19 101 5 156 13	173 57 328 14 464 34 24	559 159 536 77 1,313 63 60	2,153 707 2,463 222 2,759 389 246	276 803 463 33 1,817 122
Public 4-year	2,019,697	1,271,357	520,427	29.0	180,723	156,344	142,988	3,081	10,546	26,745	81,476	146,437
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	670,734 598,731 55,798 16,205 299,254 18,673	456,349 418,326 26,081 11,942 134,555 13,969	147,608 133,031 11,438 3,139 57,111 4,074	24.4 24.1 30.5 20.8 29.8 22.6	37,684 35,644 1,159 881 12,632 1,370	35,608 32,535 2,340 733 18,062 1,269	63,872 55,395 7,188 1,289 19,307 961	818 745 54 19 313 23	3,031 2,817 138 76 830 141	6,595 5,895 559 141 5,967 310	30,339 26,688 3,111 540 15,381 476	36,438 20,686 15,168 584 92,207 154
services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	73,163 120,750 131,507 146,914	47,301 89,740 87,493 96,476	22,095 27,634 38,641 36,753	31.8 23.5 30.6 27.6	9,045 12,789 13,923 8,112	7,545 7,630 12,322 9,960	3,513 5,068 9,529 15,840	212 150 245 207	623 669 728 623	1,157 1,328 1,894 2,011	2,641 2,703 4,195 4,830	1,126 673 1,178 8,855
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	89,703 73,591 129,155 3,080 202,560 48,166 12,447	61,676 46,297 65,295 2,005 127,251 35,026 7,924	23,968 20,950 57,408 824 68,207 11,168 3,986	28.0 31.2 46.8 29.1 34.9 24.2 33.5	10,629 7,597 28,990 295 30,961 4,816 1,880	7,953 4,972 20,004 327 24,767 4,448 1,477	3,083 7,196 5,450 113 7,724 946 386	251 69 301 13 363 91 25	542 270 1,101 21 1,438 427 102	1,510 846 1,562 55 2,954 440 116	3,338 4,679 5,149 221 5,302 1,731 491	721 1,665 1,303 30 1,800 241 46
Public 2-year	566,458	390,344	153,540	28.2	65,032	53,444	22,861	1,497	4,502	6,204	18,439	4,135
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists	310,101 306,576 111 3,414 17 5,493	229,890 227,685 75 2,130 9 3,983	66,391 65,244 34 1,113 3 1,369	22.4 22.3 31.2 34.3 25.0 25.6	27,270 26,510 9 751 0 572	20,314 20,110 9 195 2 450	13,145 13,050 10 85 1 232	758 755 0 3 0 17	1,945 1,901 6 38 0 51	2,959 2,918 0 41 0 47	11,727 11,626 1 100 2 117	2,093 2,021 1 71 3 24
Student and academic affairs and other education services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	49,475 31,923 16,290 15,604	31,525 22,709 10,106 10,498	16,164 8,451 5,675 4,634	33.9 27.1 36.0 30.6	6,768 4,378 2,541 1,463	6,188 2,626 2,009 1,656	1,862 828 772 1,106	137 58 35 45	542 261 147 147	667 300 171 217	1,546 658 405 340	240 105 104 132
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	23,427 1,525 32,546 1,668 71,332 5,774 1,283	15,013 1,146 17,609 1,254 41,728 4,046 828	7,631 276 13,559 385 27,021 1,575 406	33.7 19.4 43.5 23.5 39.3 28.0 32.9	3,767 99 6,693 154 10,479 663 185	2,606 95 5,218 134 11,367 640 139	665 42 840 52 3,156 128 32	74 2 95 3 254 13 6		307 17 336 20 1,098 45 20	681 100 1,015 26 1,656 117 49	102 3 363 3 927 36 0
Private nonprofit 4-year	1,213,723	805,080	294,591	26.8	110,046	80,099	82,011	2,576	3,974	15,885	59,300	54,752
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	487,473 443,271 34,518 9,684 83,066 16,369	342,456 321,913 14,510 6,033 34,899 12,736	95,274 84,005 8,084 3,185 17,098 3,023	21.8 20.7 35.8 34.6 32.9 19.2	29,389 27,882 913 594 3,414 1,090	19,592 17,593 1,323 676 4,427 700	38,799 31,692 5,375 1,732 7,289 905	920 889 20 11 75 42	1,467 1,399 46 22 127 53	5,107 4,550 407 150 1,766 233	29,999 28,600 1,128 271 5,752 485	19,744 8,753 10,796 195 25,317 125
student and academic analis and other education services  Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	48,961 100,279 67,656 73,558	34,116 75,669 46,154 45,067	11,943 21,142 18,502 21,452	25.9 21.8 28.6 32.2	5,549 8,985 7,273 5,467	3,216 5,803 5,317 5,115	2,025 4,596 4,504 9,437	108 234 187 122	183 300 204 276	862 1,224 1,017 1,035	2,075 3,042 2,476 2,598	827 426 524 4,441
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	69,310 35,662 78,169 3,485 126,274 18,640 4,821	52,022 21,326 41,692 2,366 80,106 13,359 3,112	13,839 11,672 32,633 976 40,988 4,520 1,529	21.0 35.4 43.9 29.2 33.8 25.3 32.9	6,446 3,595 16,304 371 19,211 2,040 912	3,908 3,443 12,261 385 13,657 1,862 413	1,949 4,065 2,539 122 5,330 338 113	215 75 260 12 275 40	221 69 455 9 493 94 23	1,100 425 814 77 2,022 146 57	2,936 1,159 3,250 130 4,570 664 164	513 1,505 594 13 610 97 16

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2018—Continued

			Black, Hisp	anic, Asian,	Pacific Islan	der, America	ın Indian/Ala	ska Native,	and Two or i	more races		
Sex, employment status, control and level of institution, and primary occupation	Total	White	Total	Percent <sup>1</sup>	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Race/ ethnicity unknown	Non- resident alien²
1	2	3	4	5	6	7	8	9	10	11	12	13
Private nonprofit 2-year	7,655	4,654	2,645	36.2	1,579	630	152	8	161	115	344	12
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	3,541 3,518 8 15 11 101	2,437 2,425 6 6 8 81	967 956 2 9 0 18	28.4 28.3 25.0 60.0 0.0 18.2	610 605 0 5 0 9	168 168 0 0 0 3	69 69 0 0 0	3 3 0 0 0	64 59 1 4 0 4	53 52 1 0 0	128 128 0 0 1 1	9 9 0 0 2
services Management Business and financial operations Computer, engineering, and science Community, social service, legal, arts, design,	1,408 763 202 137	588 525 125 92	728 206 72 35	55.3 28.2 36.5 27.6	428 110 30 10	220 50 17 11	26 21 9 8	1 3 0 0	24 17 10 4	29 5 6 2	92 31 5 10	0 1 0 0
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	224 30 195 485 509 46 3	176 28 105 140 321 26 2	48 2 90 287 176 15	21.4 6.7 46.2 67.2 35.4 36.6 33.3	29 2 53 195 95 7	14 0 23 71 47 6	0 0 0 9 9 0	0 0 0 1 0 0	3 0 13 0 20 2 0	2 0 1 11 5 0	0 0 0 58 12 5	0 0 0 0 0 0
Private for-profit 4-year	93,193	55,159	29,630	34.9	13,213	8,517	5,013	339	499	2,049	8,193	211
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists	58,317 58,261 19 37 367 685	35,127 35,099 12 16 158 452	16,594 16,567 7 20 131 190	32.1 32.1 36.8 55.6 45.3 29.6	8,221 8,212 0 9 58 60	3,694 3,693 1 0 25 68	3,027 3,012 6 9 32 38	181 181 0 0 2 4	318 318 0 0 1 2	1,153 1,151 0 2 13	6,529 6,528 0 1 60 40	67 67 0 0 18 3
Student and academic affairs and other education services Management Business and financial operations Computer, engineering, and science	7,852 6,827 3,174 1,664	4,330 4,761 2,025 984	3,102 1,752 1,034 540	41.7 26.9 33.8 35.4	1,302 669 333 123	1,052 582 372 185	445 345 234 183	54 22 9 6	38 19 17 6	211 115 69 37	414 303 110 73	6 11 5 67
Community, social service, legal, arts, design, entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	2,881 195 1,679 2,622 6,476 299 155	1,810 101 647 1,162 3,405 121 76	960 76 929 1,347 2,740 162 73	34.7 42.9 58.9 53.7 44.6 57.2 49.0	398 12 358 776 876 11 16	306 8 451 372 1,236 137 29	136 37 57 104 356 2 17	8 0 8 12 29 2	13 3 9 19 50 3	99 16 46 64 193 7 8	109 18 102 111 302 16 6	2 0 1 2 29 0
Private for-profit 2-year	22,648	12,376	9,399	43.2	4,172	3,193	1,063	111	127	733	821	52
Faculty (instruction/research/public service) Instruction Research Public service Graduate assistants Librarians, curators, and archivists Student and academic affairs and other education	12,447 12,397 35 15 0 174	7,194 7,179 14 1 0 121	4,691 4,667 20 4 0 51	39.5 39.4 58.8 80.0 † 29.7	2,206 2,201 4 1 0 21	1,297 1,290 4 3 0 23	647 640 7 0 0	50 50 0 0 0	57 56 1 0 0	434 430 4 0 0	525 514 1 10 0 2	37 37 0 0 0
services  Management  Business and financial operations  Computer, engineering, and science  Community, social service, legal, arts, design,	1,972 2,377 964 196	1,050 1,438 490 117	857 877 432 69	44.9 37.9 46.9 37.1	343 409 128 20	348 288 208 28	83 102 58 11	11 14 2 3	8 9 16 3	64 55 20 4	59 61 38 9	6 1 4 1
entertainment, sports, and media Healthcare practitioners and technicians Service occupations Sales and related occupations Office and administrative support Natural resources, construction, and maintenance Production, transportation, and material moving	220 73 407 1,194 2,440 173 11	76 37 207 484 1,076 84 2	135 32 190 663 1,308 85	64.0 46.4 47.9 57.8 54.9 50.3 81.8	39 19 80 330 546 29 2	67 4 77 246 561 43 3	9 9 10 37 84 7 0	0 0 1 13 17 0	4 0 1 9 19 1	16 0 21 28 81 5 4	9 4 9 47 54 4 0	0 0 1 0 2 0

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. By definition, all graduate assistants are part time. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

<sup>†</sup>Not applicable.
¹Combined total of staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races as a percentage of total staff, excluding race/ethnicity unknown and nonresident alien. <sup>2</sup>Race/ethnicity not collected.

Table 315.10. Number of faculty in degree-granting postsecondary institutions, by employment status, sex, control, and level of institution: Selected years, fall 1970 through fall 2018

		Em	ployment stat	us		Sex			Con	trol		Lev	rel
				Percent			Percent			Private			
Year	Total	Full-time	Part-time	full-time	Males	Females	female	Public	Total	Nonprofit	For-profit	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1970 1971 <sup>1</sup> 1972 1973 <sup>1</sup> 1974 <sup>1</sup>	474,000 492,000 500,000 527,000 567,000	369,000 379,000 380,000 389,000 406,000	104,000 113,000 120,000 138,000 161,000	77.8 77.0 76.0 73.8 71.6				314,000 333,000 343,000 365,000 397,000	160,000 159,000 157,000 162,000 170,000	=		382,000 387,000 384,000 401,000 427,000	92,000 105,000 116,000 126,000 140,000
1975 <sup>1</sup> 1976 1977 1979 <sup>1</sup> 1980 <sup>1</sup>	628,000 633,000 678,000 675,000 686,000	440,000 434,000 448,000 445,000 450,000	188,000 199,000 230,000 230,000 236,000	70.1 68.6 66.1 65.9 65.6	_ _ _ _	_ _ _ _	_ _ _ _	443,000 449,000 492,000 488,000 495,000	185,000 184,000 186,000 187,000 191,000			467,000 467,000 485,000 494,000 494,000	161,000 166,000 193,000 182,000 192,000
1981 1982 <sup>1</sup> 1983 1984 <sup>1</sup> 1985 <sup>1</sup>	705,000 710,000 724,000 717,000 715,000	461,000 462,000 471,000 462,000 459,000	244,000 248,000 254,000 255,000 256,000	65.4 65.1 65.1 64.4 64.2	_ _ _ _	_ _ _ _	_ _ _ _	509,000 506,000 512,000 505,000 503,000	196,000 204,000 212,000 212,000 212,000	_ _ _ _	_ _ _ _	493,000 493,000 504,000 504,000 504,000	212,000 217,000 220,000 213,000 211,000
1986 <sup>1</sup> 1987 <sup>2</sup> 1989 <sup>2</sup> 1991 <sup>2</sup> 1993 <sup>2</sup>	722,000 793,070 824,220 826,252 915,474	459,000 523,420 524,426 535,623 545,706	263,000 269,650 299,794 290,629 369,768	63.6 66.0 63.6 64.8 59.6	529,413 534,254 525,599 561,123	263,657 289,966 300,653 354,351	33.2 35.2 36.4 38.7	510,000 552,749 577,298 580,908 650,434	212,000 240,321 246,922 245,344 265,040	236,066 254,130	9,278 10,910	506,000 547,505 583,700 591,269 625,969	216,000 245,565 240,520 234,983 289,505
1995 <sup>2</sup> 1997 <sup>2</sup> 1999 <sup>2</sup> 2001 <sup>2</sup> 2003 <sup>2</sup>	931,706 989,813 1,037,529 1,113,183 1,173,593	550,822 568,719 593,375 617,868 630,092	380,884 421,094 444,154 495,315 543,501	59.1 57.5 57.2 55.5 53.7	562,893 587,420 608,007 644,514 663,723	368,813 402,393 429,522 468,669 509,870	39.6 40.7 41.4 42.1 43.4	656,833 694,560 718,585 771,124 791,766	274,873 295,253 318,944 342,059 381,827	260,900 271,257 288,663 306,487 330,097	13,973 23,996 30,281 35,572 51,730	647,059 682,650 719,256 764,172 814,289	284,647 307,163 318,273 349,011 359,304
2005 <sup>2</sup> 2007 <sup>2</sup> 2009 <sup>2</sup> 2011 <sup>2</sup> 2013 <sup>2</sup>	1,290,426 1,371,587 1,439,074 1,524,469 1,545,381	675,624 703,757 729,152 762,114 791,378	614,802 667,830 709,922 762,355 754,003	52.4 51.3 50.7 50.0 51.2	714,453 744,047 761,002 789,567 791,971	575,973 627,540 678,072 734,902 753,410	44.6 45.8 47.1 48.2 48.8	841,188 876,526 913,788 954,159 968,734	449,238 495,061 525,286 570,310 576,647	361,523 386,688 408,382 432,630 449,072	87,715 108,373 116,904 137,680 127,575	916,996 992,385 1,038,349 1,115,642 1,151,638	373,430 379,202 400,725 408,827 393,743
2015 <sup>2</sup> 2016 <sup>2</sup> 2017 <sup>2</sup> 2018 <sup>2</sup>	1,552,256 1,546,081 1,545,653 1,542,613	807,109 813,978 822,513 832,119	745,147 732,103 723,140 710,494	52.0 52.6 53.2 53.9	789,405 783,495 778,873 771,594	762,851 762,586 766,780 771,019	49.1 49.3 49.6 50.0	970,991 974,239 972,689 980,835	581,265 571,842 572,964 561,778	472,638 476,872 486,761 491,014	108,627 94,970 86,203 70,764	1,180,545 1,196,657 1,209,143 1,216,524	371,711 349,424 336,510 326,089

<sup>-</sup>Not available.

NOTE: Includes faculty members with the title of professor, associate professor, assistant professor, instructor, lecturer, assisting professor, adjunct professor, or interim professor (or the equivalent). Excluded are graduate students with titles such as graduate or teaching fellow who assist senior faculty. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that

did not grant degrees. Beginning in 2007, includes institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), Employees in Institutions of Higher Education, 1970 and 1972, and "Staff Survey" 1976; Projections of Education Statistics to 2000; Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-387-99); IPEDS Winter 2001-02 through Winter 2011-12, Human Resources component, Fall Staff section; IPEDS Spring 2014 and Spring 2016 through Spring 2019, Human Resources component, Fall Staff section; and U.S. Equal Employment Opportunity Commission, Higher Education Staff Information Survey (EEO-6), 1977, 1981, and 1983. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>1</sup>Estimated on the basis of enrollment. For methodological details on estimates, see National Center for Education Statistics, *Projections of Education Statistics to 2000*.

<sup>&</sup>lt;sup>2</sup>Because of revised survey methods, data are not directly comparable with figures for years prior to 1987.

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2015, fall 2017, and fall 2018

			Bla	ck, Hispanic,	Asian, Pacif	ic Islander, Aı	merican India	an/Alaska Na	tive, and Tw	o or more ra	ces		
							Asia	n/Pacific Islar	nder	American			
										Indian/		Race/	Non-
Year, sex, and academic rank	Total	White	Total	Percent <sup>1</sup>	Black	Hispanic	Total	Asian	Pacific Islander	Alaska Native	Two or more races	ethnicity unknown	resident alien²
1	2	3	4	5	6	7	8	9	10	11	12	13	14
2015 <sup>3</sup> Total	807,109	575 752	167,372	22.5	44,106	35,811	77,456	76,298	1,158	2 520	6,469	22,359	41,626
Professors	182,388	<b>575,752</b> 147,095	31,171	17.5	6,731	5,957	16,938	16,734	204	<b>3,530</b> 599	946	2,486	1,636
Associate professors	158.082	116,754	35,132	23.1	9,090	6,978	17,285 19,432	17,067	218	608	1,171	3,070	3 126
Assistant professors Instructors	173,409 99,915	115,226 73,052	40,251 21,673	25.9 22.9	10,874 7,264	7,634 6,890	19,432 5,696	19,132 5,467	300 229	639 862	1,672 961	6,577 3,563	11,355 1,627
Lecturers	40,894	30,488	7,635	20.0	2,074	2,367	2,690	2,653	37	142	362	1,256	1,515
Other faculty	152,421	93,137	31,510	25.3	8,073	5,985	15,415	15,245	170	680	1,357	5,407	22,367
2017 <sup>3</sup>	000 510	E74 004	170.051	23.8	AE AC1	20.100	02 516	00.016	1 200	2 477	7 607	00.467	4E 401
<b>Total</b> Professors	<b>822,513</b> 184,428	<b>574,364</b> 145,927	<b>179,251</b> 33,971	18.9	<b>45,461</b> 6,936	<b>39,190</b> 6,535	<b>83,516</b> 18,817	<b>82,316</b> 18,624	<b>1,200</b> 193	<b>3,477</b> 633	<b>7,607</b> 1,050	<b>23,467</b> 2,714	<b>45,431</b> 1,816
Associate professors	157,975	115,065	36,527	24.1	9,157	7,253	18,269	18,033	236	573	1,275	3,308	3 075
Assistant professors	179,051	115,830	43,727	27.4	11,507	8,571	20,993	20,713	280	631	2,025	6,876	12,618
Instructors Lecturers	98,673 43,222	70,967 32,031	22,469 8,121	24.0 20.2	7,048 1,994	7,431 2,708	6,019 2,760	5,787 2,722	232 38	851 160	1,120 499	3,378 1,493	1,859 1,577
Other faculty	159,164	94,544	34,436	26.7	8,819	6,692	16,658	16,437	221	629	1,638	5,698	24,486
Males	441,472	307,287	92,804	23.2	19,432	19,732	48,424	47,835	589	1,693	3,523	12,422	28,959
Professors	123,867 86,222	97,492 62,422	23,146	19.2 24.2	4,127	4,115 3,908	13,895 10,808	13,767 10,694	128 114	381 269	628 642	1,874	1,355 1,936
Associate professors Assistant professors	86,236	54,432	19,927 20,503	27.4	4,300 4,345	4,111	10,808	10,694	133	209	847	1,937 3,556	7,745
Instructors	42,843	31,031	9,348	23.2	2,577	3,298	2,554	2,455	99	429	490	1,472	992
Lecturers Other faculty	19,219 83,085	14,396 47,514	3,318 16,562	18.7 25.8	847 3,236	1,154 3,146	1,061 9,201	1,043 9,104	18 97	60 259	196 720	699 2,884	806 16,125
Females	381,041	267,077	86,447	24.5	26,029	19,458	35,092	34,481	611	1,784	4,084	11,045	16,472
Professors	60,561	48,435	10,825	18.3	2,809	2,420	4,922	4,857	65	252	422	840	461
Associate professors	71,753	52,643	16,600	24.0	4,857	3,345	7,461	7,339	122	304	633	1,371	1,139
Assistant professors Instructors	92,815 55,830	61,398 39,936	23,224 13,121	27.4 24.7	7,162 4,471	4,460 4,133	10,088 3,465	9,941 3,332	147 133	336 422	1,178 630	3,320 1,906	4,873 867
Lecturers	24,003	17,635	4,803	21.4	1,147	1,554	1,699	1,679	20	100	303	794	771
Other faculty	76,079	47,030	17,874	27.5	5,583	3,546	7,457	7,333	124	370	918	2,814	8,361
2018 <sup>3</sup> Total	832,119	572,586	184,941	24.4	45,748	41,403	86,035	84,806	1,229	3,413	8,342	25,180	49,412
Professors	185,758	145,207	35,404	19.6	7,005	6,826	19,729	19,529	200	606	1,238	3,107	2,040
Associate professors	159,135	114,804	37,463	24.6	9,196	7,684	18,696	18,451	245	578	1,309	3,686	3,182
Assistant professors Instructors	181,239 98,798	115,381 70,171	44,822 23,327	28.0 24.9	11,628 7,225	8,913 7,885	21,408 6,165	21,137 5,885	271 280	663 786	2,210 1,266	7,591 3,480	13,445 1,820
Lecturers	44,969	32,808	8,790	21.1	2,120	2,986	2,975	2,936	39	162	547	1,594	1,777
Other faculty	162,220	94,215	35,135	27.2	8,574	7,109	17,062	16,868	194	618	1,772	5,722	27,148
Males	443,589	304,009	94,801	23.8	19,351	20,621	49,507	48,872	635	1,617	3,705	13,352	31,427
Professors Associate professors	123,569 86,082	96,178 61,665	23,736 20,259	19.8 24.7	4,091 4,282	4,222 4,117	14,401 10,963	14,271 10,831	130 132	351 279	671 618	2,109 2,171	1,546 1,987
Assistant professors	86,493	53,673	20,748	27.9	4,334	4,227	10,987	10,851	136	295	905	3,798	8,274
Instructors	42,923	30,679	9,642	23.9	2,616	3,497	2,624	2,501	123	384	521	1,605	997
Lecturers Other faculty	19,891 84,631	14,637 47,177	3,577 16,839	19.6 26.3	904 3,124	1,247 3,311	1,164 9,368	1,147 9,271	17 97	56 252	206 784	772 2,897	905 17,718
Females	388,530	268,577	90,140	25.1	26,397	20,782	36,528	35,934	594	1,796	4,637	11,828	17,985
Professors	62,189	49,029	11,668	19.2	2,914	2,604	5,328	5,258	70	255	567	998	494
Associate professors Assistant professors	73,053 94,746	53,139 61,708	17,204 24,074	24.5 28.1	4,914 7,294	3,567 4,686	7,733 10,421	7,620 10,286	113 135	299 368	691 1,305	1,515 3,793	1,195 5,171
Instructors	55,875	39,492	13,685	25.7	4,609	4,388	3,541	3,384	157	402	745	1,875	823
Lecturers	25,078	18,171	5,213	22.3	1,216	1,739	1,811	1,789	22	106	341	822	872
Other faculty	77,589	47,038	18,296	28.0	5,450	3,798	7,694	7,597	97	366	988	2,825	9,430

<sup>&</sup>lt;sup>1</sup>Combined total of faculty who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races as a percentage of total faculty, excluding race/ethnicity unknown and nonresident alien.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016 through Spring 2019 Human Resources component, Fall Staff section. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>2</sup>Race/ethnicity not collected.
<sup>3</sup>Only instructional faculty were classified by academic rank. Primarily research and primarily public service faculty, as well as faculty without ranks, appear under "other faculty."

Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970–71 through 2018–19

		ic rank, co		Academ			,		blic institution			ate institution	
Sex and academic year	All faculty	Professor	Associate professor	Assistant professor	Instructor	Lecturer	No rank	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total						C	Current dollars	S					
1970–71	\$12,710	\$17,958	\$13,563	\$11,176	\$9,360	\$11,196	\$12,333	\$12,953	\$13,121	\$12,644	\$11,619	\$11,824	\$8,664
1975–76	16,659	22,649	17,065	13,986	13,672	12,906	15,196	16,942	17,400	15,820	15,921	16,116	10,901
1980–81	23,302	30,753	23,214	18,901	15,178	17,301	22,334	23,745	24,373	22,177	22,093	22,325	15,065
1982–83	27,196	35,540	26,921	22,056	17,601	20,072	25,557	27,488	28,293	25,567	26,393	26,691	16,595
1984–85	30,447	39,743	29,945	24,668	20,230	22,334	27,683	30,646	31,764	27,864	29,910	30,247	18,510
1985–86	32,392	42,268	31,787	26,277	20,918	23,770	29,088	32,750	34,033	29,590	31,402	31,732	19,436
1987–88	35,897	47,040	35,231	29,110	22,728	25,977	31,532	36,231	37,840	32,209	35,049	35,346	21,867
1989–90	40,133	52,810	39,392	32,689	25,030	28,990	34,559	40,416	42,365	35,516	39,464	39,817	24,601
1990–91	42,165	55,540	41,414	34,434	26,332	30,097	36,395	42,317	44,510	37,055	41,788	42,224	24,088
1991–92	43,851	57,433	42,929	35,745	30,916	30,456	37,783	43,641	45,638	38,959	44,376	44,793	25,673
1992–93	44,714	58,788	43,945	36,625	28,499	30,543	37,771	44,197	46,515	38,935	45,985	46,427	26,105
1993–94	46,364	60,649	45,278	37,630	28,828	32,729	40,584	45,920	48,019	41,040	47,465	47,880	28,435
1994–95	47,811	62,709	46,713	38,756	29,665	33,198	41,227	47,432	49,738	42,101	48,741	49,379	25,613
1995–96	49,309	64,540	47,966	39,696	30,344	34,136	42,996	48,837	51,172	43,295	50,466	50,819	31,915
1996–97	50,829	66,659	49,307	40,687	31,193	34,962	44,200	50,303	52,718	44,584	52,112	52,443	32,628
1997–98	52,335	68,731	50,828	41,830	32,449	35,484	45,268	51,638	54,114	45,919	54,039	54,379	33,592
1998–99	54,097	71,322	52,576	43,348	33,819	36,819	46,250	53,319	55,948	47,285	55,981	56,284	34,821
1999–2000	55,888	74,410	54,524	44,978	34,918	38,194	47,389	55,011	57,950	48,240	58,013	58,323	35,925
2001–02	59,742	80,792	58,724	48,796	46,959	41,798	46,569	58,524	62,013	50,837	62,818	63,088	33,139
2002–03	61,330	83,466	60,471	50,552	48,304	42,622	46,338	60,014	63,486	52,330	64,533	64,814	34,826
2003–04	62,579	85,333	61,746	51,798	49,065	43,648	47,725	60,874	64,340	53,076	66,666	66,932	36,322
2004–05	64,234	88,158	63,558	53,308	49,730	44,514	48,942	62,346	66,053	53,932	68,755	68,995	37,329
2005–06	66,172	91,208	65,714	55,106	50,883	45,896	50,425	64,158	67,951	55,405	71,016	71,263	38,549
2006–07	68,479	94,649	68,056	57,079	53,272	47,306	52,180	66,443	70,287	57,459	73,358	73,575	41,138
2007–08	71,101	98,595	70,830	59,293	55,356	49,389	54,377	68,988	72,852	59,672	76,169	76,378	43,402
2008-09	73,587	102,336	73,445	61,544	56,918	51,316	56,408	71,236	75,244	61,432	79,191	79,454	43,542
2009-10	74,620	103,682	74,125	62,245	57,791	52,185	56,803	72,178	76,147	62,264	80,379	80,597	44,748
2010-11	75,481	104,961	75,107	63,136	58,003	52,584	56,549	72,715	76,857	62,359	81,897	82,098	45,146
2011-12	76,567	107,090	76,177	64,011	58,350	53,359	56,898	73,496	77,843	62,553	83,540	83,701	47,805
2012-13	77,278	108,074	77,029	64,673	57,674	53,072	58,752	73,877	78,012	62,907	84,932	85,096	44,978
2013–14	78,733	109,998	78,693	66,093	58,240	54,566	59,161	75,491	79,897	63,714	86,178	86,390	44,598
2014–15	80,157	112,825	80,335	67,589	59,208	55,335	58,305	76,811	81,372	64,116	87,605	88,212	38,168
2015–16	82,224	115,539	82,147	69,378	60,911	57,306	60,341	78,869	83,389	66,018	89,867	90,309	31,296
2016–17	84,737	119,159	84,244	71,748	63,613	58,770	61,785	81,392	85,803	67,664	92,458	92,642	53,017
2017–18	86,870	122,069	86,130	73,474	65,176	60,816	62,748	83,433	87,900	68,723	94,819	94,941	57,030
2018–19	88,703	124,671	87,841	75,102	67,789	62,542	63,153	85,148	89,641	70,404	96,962	97,115	54,452
Males 1975–76 1980–81 1982–83 1984–85	17,414 24,499 28,664 32,182	22,902 31,082 35,956 40,269	17,209 23,451 27,262 30,392	14,174 19,227 22,586 25,330	14,430 15,545 18,160 21,159	13,579 18,281 21,225 23,557	15,761 23,170 26,541 28,670	17,661 24,873 28,851 32,240	18,121 25,509 29,661 33,344	16,339 22,965 26,524 28,891	16,784 23,493 28,159 32,028	16,946 23,669 28,380 32,278	11,378 16,075 17,346 19,460
1985–86	34,294	42,833	32,273	27,094	21,693	25,238	30,267	34,528	35,786	30,758	33,656	33,900	20,412
1987–88	38,112	47,735	35,823	30,086	23,645	27,652	32,747	38,314	39,898	33,477	37,603	37,817	22,641
1989–90	42,763	53,650	40,131	33,781	25,933	31,162	35,980	42,959	44,834	37,081	42,312	42,595	25,218
1990–91	45,065	56,549	42,239	35,636	27,388	32,398	38,036	45,084	47,168	38,787	45,019	45,319	25,937
1991–92	46,848	58,494	43,814	36,969	33,359	32,843	39,422	46,483	48,401	40,811	47,733	48,042	26,825
1992–93	47,866	59,972	44,855	37,842	29,583	32,512	39,365	47,175	49,392	40,725	49,518	49,837	27,402
1993–94	49,579	61,857	46,229	38,794	29,815	34,796	42,251	48,956	50,989	42,938	51,076	51,397	30,783
1994–95	51,228	64,046	47,705	39,923	30,528	35,082	43,103	50,629	52,874	44,020	52,653	53,036	29,639
1995–96	52,814	65,949	49,037	40,858	30,940	36,135	44,624	52,163	54,448	45,209	54,364	54,649	33,301
1996–97	54,465	68,214	50,457	41,864	31,738	36,932	45,688	53,737	56,162	46,393	56,185	56,453	34,736
1997–98	56,115	70,468	52,041	43,017	33,070	37,481	46,822	55,191	57,744	47,690	58,293	58,576	36,157
1998–99	58,048	73,260	53,830	44,650	34,741	38,976	47,610	57,038	59,805	48,961	60,392	60,641	38,040
1999–2000	60,084	76,478	55,939	46,414	35,854	40,202	48,788	58,984	62,030	50,033	62,631	62,905	38,636
2001–02	64,320	83,356	60,300	50,518	48,844	44,519	48,049	62,835	66,577	52,360	67,871	68,100	33,395
2002–03	66,126	86,191	62,226	52,441	50,272	45,469	47,412	64,564	68,322	53,962	69,726	69,976	34,291
2003–04	67,485	88,262	63,466	53,649	50,985	46,214	48,973	65,476	69,248	54,623	72,021	72,250	35,604
2004–05	69,337	91,290	65,394	55,215	51,380	46,929	50,102	67,130	71,145	55,398	74,318	74,540	34,970
2005–06	71,569	94,733	67,654	57,099	52,519	48,256	51,811	69,191	73,353	56,858	76,941	77,143	38,215
2006–07	74,050	98,348	70,077	59,090	55,051	49,487	53,701	71,659	75,890	58,960	79,428	79,599	41,196
2007–08	76,957	102,605	72,943	61,374	57,134	51,795	56,170	74,394	78,671	61,189	82,734	82,903	42,995
2008-09	79,718	106,743	75,633	63,710	58,812	53,935	58,404	76,897	81,394	62,868	86,033	86,231	43,871
2009-10	80,881	108,225	76,400	64,451	59,793	54,947	58,647	77,948	82,423	63,697	87,382	87,546	44,500
2010-11	81,873	109,656	77,429	65,391	59,851	55,457	58,392	78,609	83,279	63,745	89,000	89,160	44,542
2011-12	83,150	112,066	78,560	66,303	60,066	56,367	58,807	79,544	84,444	63,918	90,840	90,976	45,250
2012-13	83,979	113,311	79,423	67,085	59,350	55,759	61,086	80,016	84,700	64,282	92,385	92,530	42,906
2013–14	85,545	115,466	81,178	68,492	59,777	57,218	61,511	81,703	86,646	65,076	93,898	94,065	44,277
2014–15	87,199	118,573	82,954	70,260	60,707	58,441	60,310	83,291	88,393	65,513	95,455	96,041	37,389
2015–16	89,361	121,535	84,781	72,272	62,390	60,428	62,468	85,367	90,464	67,352	98,016	98,466	30,050
2016–17	92,068	125,303	86,943	74,929	65,282	61,466	64,456	88,083	93,062	68,943	100,859	101,034	51,866
2017–18	94,444	128,467	88,936	76,816	67,177	63,623	65,005	90,319	95,363	69,908	103,606	103,694	61,840
2018–19	96,369	131,403	90,721	78,575	69,903	65,504	64,992	92,098	97,208	71,606	105,915	106,072	52,171

See notes at end of table.

Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970–71 through 2018–19–Continued

		•		Academ	istitution, a				blic institution			vate institutio	ns
Sex and academic year	All faculty	Professor	Associate professor	Assistant professor	Instructor	Lecturer	No rank	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Females 1975–76 1980–81 1982–83 1984–85	14,308 19,996 23,261 25,941	20,308 27,959 32,221 35,824	16,364 22,295 25,738 28,517	13,522 18,302 21,130 23,575	12,572 14,854 17,102 19,362	11,901 16,168 18,830 21,004	14,094 20,843 23,855 26,050	14,762 20,673 23,892 26,566	14,758 20,608 23,876 26,813	14,769 20,778 23,917 26,172	13,030 18,073 21,451 24,186	13,231 18,326 21,785 24,560	10,201 13,892 15,845 17,575
1985–86	27,576	38,252	30,300	24,966	20,237	22,273	27,171	28,299	28,680	27,693	25,523	25,889	18,504
1987–88	30,499	42,371	33,528	27,600	21,962	24,370	29,605	31,215	31,820	30,228	28,621	28,946	21,215
1989–90	34,183	47,663	37,469	31,090	24,320	26,995	32,528	34,796	35,704	33,307	32,650	33,010	24,002
1990–91	35,881	49,728	39,329	32,724	25,534	28,111	34,179	36,459	37,573	34,720	34,359	34,898	22,585
1991–92	37,534	51,621	40,766	34,063	28,873	28,550	35,622	37,800	38,634	36,517	36,828	37,309	24,683
1992–93	38,385	52,755	41,861	35,032	27,700	28,922	35,792	38,356	39,470	36,710	38,460	38,987	25,068
1993–94	40,058	54,746	43,178	36,169	28,136	31,048	38,474	40,118	41,031	38,707	39,902	40,378	26,142
1994–95	41,369	56,555	44,626	37,352	29,072	31,677	38,967	41,548	42,663	39,812	40,908	41,815	22,851
1995–96	42,871	58,318	45,803	38,345	29,940	32,584	41,085	42,871	43,986	41,086	42,871	43,236	30,671
1996–97	44,325	60,160	47,101	39,350	30,819	33,415	42,474	44,306	45,402	42,531	44,374	44,726	30,661
1997–98	45,775	61,965	48,597	40,504	32,011	33,918	43,491	45,648	46,709	43,943	46,106	46,466	30,995
1998–99	47,421	64,236	50,347	41,894	33,152	35,115	44,723	47,247	48,355	45,457	47,874	48,204	31,524
1999–2000	48,997	67,079	52,091	43,367	34,228	36,607	45,865	48,714	50,168	46,340	49,737	50,052	32,951
2001–02	52,662	72,542	56,186	46,824	45,262	39,538	45,003	52,123	53,895	49,290	54,149	54,434	32,921
2002–03	54,105	75,028	57,716	48,380	46,573	40,265	45,251	53,435	55,121	50,717	55,881	56,158	35,296
2003–04	55,378	76,652	59,095	49,689	47,404	41,536	46,519	54,408	56,117	51,591	57,921	58,192	36,896
2004–05	56,926	79,160	60,809	51,154	48,351	42,455	47,860	55,780	57,714	52,566	59,919	60,143	39,291
2005–06	58,665	81,514	62,860	52,901	49,533	43,934	49,172	57,462	59,437	54,082	61,830	62,092	38,786
2006–07	60,926	84,857	65,131	54,909	51,828	45,505	50,814	59,677	61,713	56,121	64,194	64,428	41,099
2007–08	63,357	88,340	67,823	57,102	53,929	47,410	52,809	62,138	64,223	58,346	66,538	66,755	43,670
2008-09	65,662	91,528	70,393	59,291	55,431	49,184	54,663	64,230	66,391	60,195	69,375	69,668	43,344
2009-10	66,647	92,830	71,017	59,997	56,239	49,957	55,206	65,139	67,276	61,047	70,507	70,746	44,892
2010-11	67,473	94,041	72,003	60,888	56,566	50,270	54,985	65,632	67,935	61,193	72,091	72,306	45,518
2011-12	68,468	95,845	73,057	61,763	57,013	50,994	55,299	66,368	68,897	61,417	73,629	73,788	49,382
2012-13	69,124	96,563	73,966	62,321	56,361	50,963	56,777	66,703	69,083	61,774	74,987	75,149	46,407
2013–14	70,589	98,374	75,592	63,782	57,043	52,497	57,196	68,335	71,059	62,597	76,127	76,358	44,789
2014–15	71,792	100,783	77,115	65,009	58,020	52,901	56,616	69,384	72,288	62,971	77,504	78,089	38,841
2015–16	73,850	103,364	78,977	66,603	59,726	54,825	58,562	71,493	74,378	64,924	79,549	79,959	32,495
2016–17	76,199	106,881	81,037	68,701	62,277	56,601	59,568	73,826	76,696	66,616	81,976	82,146	53,866
2017–18	78,153	109,605	82,814	70,316	63,595	58,575	60,902	75,716	78,689	67,755	84,065	84,201	54,319
2018–19	79,995	111,945	84,488	71,856	66,103	60,188	61,616	77,450	80,437	69,425	86,179	86,311	56,267
	70,000	111,010	01,100	71,000	00,100		nt 2018–19 c		00,107	00,120	00,170	00,011	00,201
<b>Total</b> 1970–71 1975–76 1980–81 1982–83 1984–85	\$81,030	\$114,489	\$86,474	\$71,253	\$59,673	\$71,381	\$78,631	\$82,585	\$83,656	\$80,612	\$74,074	\$75,386	\$55,238
	76,077	103,435	77,934	63,872	62,440	58,939	69,398	77,372	79,463	72,246	72,708	73,601	49,782
	68,129	89,913	67,871	55,261	44,376	50,583	65,299	69,424	71,260	64,840	64,594	65,272	44,046
	70,177	91,708	69,467	56,914	45,418	51,794	65,948	70,931	73,008	65,974	68,105	68,874	42,822
	72,908	95,168	71,706	59,070	48,442	53,481	66,289	73,384	76,062	66,723	71,622	72,429	44,324
1985–86	75,391	98,377	73,983	61,159	48,686	55,324	67,701	76,225	79,211	68,870	73,087	73,855	45,237
1987–88	78,483	102,845	77,026	63,644	49,690	56,793	68,940	79,213	82,730	70,419	76,628	77,278	47,808
1989–90	80,050	105,336	78,573	65,203	49,926	57,825	68,931	80,615	84,502	70,842	78,715	79,421	49,070
1990–91	79,745	105,039	78,323	65,123	49,800	56,921	68,832	80,032	84,179	70,079	79,031	79,856	45,556
1991–92	80,358	105,246	78,668	65,504	56,654	55,810	69,238	79,973	83,632	71,393	81,319	82,083	47,046
1992–93	79,457	104,466	78,090	65,083	50,643	54,275	67,119	78,538	82,657	69,188	81,715	82,502	46,389
1993–94	80,310	105,053	78,427	65,181	49,934	56,690	70,297	79,540	83,176	71,086	82,216	82,934	49,253
1994–95	80,508	105,593	78,659	65,260	49,951	55,901	69,421	79,869	83,752	70,893	82,073	83,148	43,129
1995–96	80,832	105,799	78,629	65,073	49,743	55,958	70,482	80,058	83,886	70,973	82,728	83,307	52,318
1996–97	81,012	106,242	78,586	64,847	49,716	55,722	70,447	80,173	84,022	71,058	83,056	83,584	52,003
1997–98	81,950	107,625	79,590	65,500	50,811	55,564	70,884	80,858	84,737	71,904	84,619	85,151	52,600
1998–99	83,267	109,781	80,926	66,723	52,055	56,672	71,190	82,070	86,116	72,782	86,168	86,634	53,597
1999–2000	83,611	111,321	81,570	67,290	52,239	57,140	70,896	82,299	86,695	72,170	86,790	87,254	53,745
2001–02	84,912	114,831	83,466	69,354	66,744	59,409	66,189	83,181	88,140	72,256	89,284	89,669	47,101
2002–03	85,295	116,081	84,100	70,306	67,179	59,277	64,445	83,465	88,294	72,779	89,750	90,141	48,434
2003–04	85,169	116,137	84,035	70,496	66,776	59,404	64,953	82,849	87,566	72,236	90,731	91,093	49,433
2004–05	84,868	116,477	83,974	70,432	65,704	58,813	64,663	82,372	87,270	71,256	90,841	91,158	49,320
2005–06	84,221	116,085	83,638	70,136	64,761	58,414	64,178	81,658	86,485	70,517	90,386	90,701	49,063
2006–07	84,960	117,428	84,436	70,817	66,093	58,691	64,738	82,434	87,202	71,287	91,013	91,282	51,039
2007–08	85,061	117,953	84,737	70,934	66,225	59,086	65,053	82,533	87,156	71,388	91,124	91,374	51,924
2008–09	86,823	120,743	86,656	72,613	67,155	60,547	66,554	84,050	88,778	72,482	93,435	93,745	51,373
2009–10	87,198	121,158	86,619	72,737	67,532	60,982	66,378	84,345	88,982	72,760	93,928	94,182	52,291
2010–11	86,468	120,239	86,040	72,326	66,446	60,238	64,780	83,299	88,044	71,436	93,818	94,048	51,717
2011–12	85,215	119,186	84,781	71,241	64,941	59,386	63,325	81,797	86,635	69,618	92,976	93,155	53,205
2012–13	84,599	118,311	84,326	70,799	63,137	58,100	64,318	80,875	85,402	68,866	92,978	93,158	49,239
2013–14	84,866	118,566	84,822	71,241	62,777	58,816	63,769	81,372	86,121	68,677	92,891	93,119	48,072
2014–15	85,776	120,735	85,967	72,327	63,358	59,214	62,393	82,195	87,076	68,611	93,746	94,396	40,844
2015–16	87,399	122,811	87,317	73,744	64,744	60,912	64,138	83,832	88,636	70,172	95,523	95,992	33,265
2016–17	88,443	124,370	87,928	74,886	66,395	61,340	64,487	84,952	89,556	70,624	96,501	96,693	55,336
2017–18	88,670	124,599	87,915	74,996	66,526	62,077	64,049	85,162	89,721	70,147	96,784	96,909	58,212
2018–19	88,703	124,671	87,841	75,102	67,789	62,542	63,153	85,148	89,641	70,404	96,962	97,115	54,452

See notes at end of table.

Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970–71 through 2018–19–Continued

				Academ	ic rank		_	Pu	blic institution	ns	Pri	vate institutio	ns
Sex and academic year	All faculty	Professor	Associate professor	Assistant professor	Instructor	Lecturer	No rank	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Males 1975–76 1980–81 1982–83 1984–85	79,525 71,628 73,965 77,063	104,589 90,875 92,781 96,428	78,589 68,564 70,347 72,776	64,732 56,215 58,281 60,655	65,899 45,449 46,860 50,667	62,013 53,449 54,769 56,409	71,977 67,743 68,487 68,653	80,656 72,722 74,448 77,201	82,754 74,581 76,538 79,845	74,620 67,143 68,443 69,182	76,651 68,687 72,662 76,694	77,388 69,202 73,232 77,292	51,960 46,999 44,760 46,599
1985–86	79,818	99,692	75,114	63,060	50,490	58,741	70,445	80,363	83,291	71,588	78,333	78,901	47,508
1987–88	83,324	104,363	78,321	65,779	51,695	60,457	71,595	83,767	87,230	73,192	82,212	82,680	49,501
1989–90	85,297	107,012	80,046	67,380	51,726	62,156	71,767	85,687	89,428	73,964	84,398	84,960	50,301
1990–91	85,229	106,947	79,883	67,395	51,798	61,272	71,935	85,265	89,205	73,355	85,142	85,709	49,052
1991–92	85,850	107,190	80,290	67,745	61,131	60,186	72,241	85,181	88,696	74,787	87,471	88,037	49,157
1992–93	85,057	106,571	79,709	67,245	52,569	57,774	69,952	83,830	87,771	72,368	87,994	88,561	48,693
1993–94	85,877	107,144	80,075	67,196	51,644	60,271	73,184	84,798	88,320	74,374	88,471	89,027	53,321
1994–95	86,262	107,846	80,329	67,225	51,405	59,074	72,581	85,253	89,032	74,124	88,661	89,306	49,909
1995–96	86,577	108,109	80,386	66,977	50,720	59,235	73,152	85,509	89,256	74,110	89,117	89,585	54,590
1996–97	86,806	108,720	80,418	66,723	50,584	58,862	72,818	85,646	89,511	73,941	89,548	89,974	55,362
1997–98	87,870	110,344	81,490	67,359	51,784	58,691	73,317	86,423	90,420	74,677	91,280	91,724	56,618
1998–99	89,349	112,765	82,856	68,726	53,475	59,992	73,283	87,795	92,054	75,363	92,957	93,340	58,553
1999–2000	89,888	114,414	83,687	69,437	53,639	60,144	72,989	88,242	92,800	74,852	93,699	94,108	57,801
2001–02	91,420	118,475	85,705	71,802	69,422	63,276	68,294	89,308	94,627	74,421	96,466	96,791	47,465
2002–03	91,966	119,871	86,541	72,932	69,916	63,236	65,939	89,793	95,019	75,048	96,971	97,320	47,690
2003–04	91,845	120,123	86,377	73,015	69,389	62,896	66,652	89,111	94,245	74,341	98,020	98,330	48,457
2004–05	91,610	120,614	86,400	72,952	67,884	62,004	66,196	88,694	93,999	73,193	98,191	98,485	46,203
2005–06	91,090	120,572	86,107	72,673	66,844	61,418	65,943	88,063	93,361	72,366	97,927	98,184	48,639
2006–07	91,871	122,018	86,943	73,311	68,300	61,397	66,625	88,905	94,155	73,150	98,543	98,756	51,111
2007–08	92,066	122,751	87,265	73,425	68,351	61,964	67,198	89,001	94,117	73,203	98,978	99,180	51,437
2008–09	94,057	125,942	89,236	75,169	69,391	63,636	68,909	90,728	96,034	74,176	101,508	101,741	51,762
2009–10	94,515	126,468	89,278	75,315	69,871	64,209	68,532	91,086	96,316	74,434	102,111	102,303	52,001
2010–11	93,790	125,618	88,699	74,909	68,563	63,529	66,891	90,051	95,401	73,024	101,955	102,138	51,026
2011–12	92,542	124,723	87,433	73,792	66,850	62,733	65,449	88,529	93,982	71,138	101,100	101,251	50,361
2012–13	91,934	124,045	86,946	73,440	64,972	61,041	66,872	87,596	92,723	70,372	101,136	101,295	46,971
2013–14	92,209	124,460	87,501	73,827	64,433	61,675	66,302	88,067	93,395	70,145	101,212	101,392	47,725
2014–15	93,311	126,884	88,769	75,185	64,963	62,538	64,537	89,129	94,590	70,105	102,146	102,773	40,010
2015–16	94,984	129,184	90,116	76,821	66,316	64,230	66,399	90,740	96,157	71,590	104,185	104,662	31,941
2016–17	96,094	130,783	90,746	78,205	68,137	64,154	67,274	91,935	97,132	71,958	105,270	105,452	54,134
2017–18	96,401	131,129	90,779	78,408	68,569	64,941	66,352	92,191	97,339	71,357	105,753	105,843	63,121
2018–19	96,369	131,403	90,721	78,575	69,903	65,504	64,992	92,098	97,208	71,606	105,915	106,072	52,171
Females 1975–76 1980–81 1982–83 1984–85	65,340 58,463 60,023 62,118	92,743 81,745 83,144 85,784	74,731 65,185 66,415 68,286	61,752 53,510 54,524 56,452	57,413 43,429 44,130 46,364	54,348 47,271 48,589 50,296	64,365 60,939 61,556 62,379	67,418 60,442 61,651 63,615	67,400 60,252 61,610 64,206	67,447 60,749 61,716 62,671	59,508 52,841 55,353 57,915	60,423 53,580 56,214 58,811	46,584 40,616 40,887 42,085
1985–86	64,182	89,030	70,522	58,108	47,101	51,840	63,240	65,865	66,752	64,455	59,404	60,256	43,067
1987–88	66,681	92,637	73,303	60,343	48,016	53,281	64,726	68,246	69,569	66,088	62,575	63,285	46,383
1989–90	68,182	95,069	74,736	62,012	48,509	53,846	64,882	69,406	71,217	66,435	65,124	65,843	47,875
1990–91	67,858	94,048	74,381	61,889	48,291	53,165	64,640	68,953	71,060	65,664	64,980	66,000	42,714
1991–92	68,781	94,596	74,704	62,421	52,910	52,318	65,278	69,269	70,797	66,918	67,487	68,369	45,232
1992–93	68,210	93,747	74,387	62,253	49,224	51,395	63,602	68,158	70,138	65,234	68,344	69,280	44,546
1993–94	69,387	94,828	74,790	62,649	48,736	53,780	66,642	69,489	71,070	67,046	69,116	69,940	45,281
1994–95	69,661	95,231	75,145	62,896	48,954	53,339	65,615	69,961	71,839	67,038	68,884	70,411	38,479
1995–96	70,277	95,599	75,084	62,859	49,080	53,414	67,349	70,277	72,105	67,352	70,278	70,876	50,279
1996–97	70,645	95,883	75,070	62,716	49,120	53,257	67,696	70,614	72,362	67,786	70,723	71,285	48,868
1997–98	71,678	97,029	76,098	63,424	50,126	53,111	68,101	71,479	73,140	68,810	72,197	72,761	48,535
1998–99	72,991	98,874	77,496	64,484	51,029	54,050	68,838	72,724	74,429	69,968	73,690	74,197	48,522
1999–2000	73,301	100,353	77,930	64,879	51,206	54,766	68,616	72,878	75,053	69,327	74,409	74,880	49,296
2001–02	74,849	103,105	79,859	66,552	64,331	56,195	63,963	74,083	76,603	70,056	76,963	77,369	46,791
2002–03	75,246	104,346	80,270	67,284	64,772	55,999	62,933	74,315	76,660	70,535	77,717	78,103	49,089
2003–04	75,368	104,322	80,428	67,626	64,516	56,530	63,312	74,048	76,375	70,215	78,830	79,198	50,215
2004–05	75,212	104,588	80,342	67,586	63,882	56,093	63,233	73,698	76,253	69,452	79,166	79,462	51,912
2005–06	74,666	103,747	80,005	67,330	63,044	55,917	62,584	73,135	75,648	68,834	78,695	79,028	49,365
2006–07	75,589	105,280	80,806	68,124	64,301	56,457	63,043	74,040	76,565	69,628	79,643	79,933	50,991
2007–08	75,796	105,685	81,139	68,314	64,518	56,718	63,178	74,338	76,832	69,802	79,602	79,862	52,245
2008–09	77,472	107,991	83,054	69,955	65,401	58,031	64,495	75,783	78,333	71,023	81,853	82,199	51,140
2009–10	77,881	108,478	82,987	70,110	65,719	58,378	64,511	76,119	78,616	71,337	82,391	82,671	52,459
2010–11	77,295	107,730	82,484	69,751	64,799	57,588	62,988	75,185	77,824	70,100	82,584	82,830	52,144
2011–12	76,202	106,671	81,308	68,739	63,453	56,754	61,545	73,864	76,679	68,354	81,945	82,122	54,960
2012–13	75,672	105,710	80,973	68,225	61,700	55,791	62,156	73,022	75,627	67,626	82,090	82,268	50,803
2013–14	76,088	106,036	81,480	68,751	61,486	56,586	61,651	73,658	76,594	67,472	82,056	82,305	48,278
2014–15	76,825	107,848	82,521	69,566	62,088	56,609	60,584	74,248	77,355	67,385	82,937	83,563	41,564
2015–16	78,497	109,869	83,948	70,795	63,485	58,275	62,247	75,992	79,059	69,010	84,555	84,991	34,540
2016–17	79,532	111,555	84,581	71,706	65,000	59,076	62,173	77,055	80,050	69,529	85,561	85,739	56,221
2017–18	79,773	111,876	84,530	71,774	64,913	59,789	62,164	77,285	80,319	69,159	85,807	85,946	55,445
2018–19	79,995	111,945	84,488	71,856	66,103	60,188	61,616	77,450	80,437	69,425	86,179	86,311	56,267

<sup>1</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. NOTE: Data exclude instructional faculty at medical schools. Data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data for 1987–88 and later years include imputations for nonrespondent institutions. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits" surveys, 1970–71 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:87–99); and IPEDS, Winter 2001–02 through Winter 2011–12 and Spring 2013 through Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

Table 316.20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, sex, and control and level of institution: Selected years, 1999-2000 through 2018-19

	Constant 2018–19 dollars <sup>1</sup>						С	urrent dollar	rs					
			All faculty						Academ	ic rank				
Academie voer central	All					Professor		Asso	ociate profes	sor	Assistant			No academic
Academic year, control and level of institution	faculty, total	Total	Males	Females	Total	Males	Females	Total	Males	Females	professor	Instructor	Lecturer	rank
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1999–2000 All institutions Public 4-year Doctoral <sup>2</sup> Master's <sup>3</sup> Other 4-year 2-year Nonprofit 4-year Doctoral <sup>2</sup> Master's <sup>3</sup> Other 4-year 2-year For-profit	\$83,611 82,299 86,695 93,133 78,951 71,611 72,170 87,027 87,406 107,525 74,610 69,979 56,226 44,198	\$55,888 55,011 57,950 62,253 52,773 47,867 48,240 58,172 58,425 71,873 49,871 46,776 37,583 29,543	\$60,084 58,984 62,030 66,882 55,565 49,829 50,033 62,788 63,028 77,214 52,642 48,847 39,933 30,023	\$48,997 48,714 50,168 52,287 48,235 44,577 46,340 49,881 50,117 59,586 45,718 43,544 34,733 28,942	\$74,410 72,475 75,204 81,182 66,588 60,360 57,806 78,512 78,604 95,182 62,539 60,200 39,454 45,505	\$76,478 74,501 76,530 82,445 67,128 60,748 59,441 80,557 80,622 96,768 63,603 60,757 38,431 44,248	\$67,079 65,568 69,619 74,653 64,863 59,052 55,501 70,609 70,774 87,342 59,353 58,364 40,571 49,693	\$54,524 54,641 55,681 57,744 53,048 49,567 48,056 54,300 54,388 62,503 50,176 46,822 36,349 48,469	\$55,939 55,992 56,776 58,999 53,686 50,133 49,425 55,836 55,898 63,951 51,470 47,135 37,342 53,548	\$52,091 52,305 53,599 55,156 51,977 48,548 46,711 51,687 51,809 59,536 48,165 46,365 35,608 43,389	\$44,978 45,285 45,822 48,190 43,396 42,306 41,984 44,423 44,502 52,134 41,447 38,775 31,818 33,043	\$34,918 35,007 33,528 33,345 33,214 35,754 37,634 34,670 34,813 39,721 33,991 31,574 27,696 29,894	\$38,194 37,403 37,261 38,883 34,448 36,088 40,061 40,761 40,783 42,693 37,923 33,058 25,965	\$47,389 47,990 40,579 39,350 43,052 36,330 48,233 41,415 41,761 45,887 44,153 35,120 40,373 27,958
2009–10 All institutions Public 4-year Doctoral² Master's³ Other 4-year 2-year Nonprofit 4-year Doctoral² Master's³ Other 4-year 2-year For-profit	87,198 84,345 88,982 95,647 79,746 71,519 72,760 94,171 94,347 111,574 76,863 75,506 53,440 64,087	74,620 72,178 76,147 81,850 68,243 61,202 62,264 80,587 80,738 95,480 65,776 64,614 45,731 54,842	80,881 77,948 82,423 89,186 71,574 63,678 87,600 87,720 104,514 68,776 67,178 44,417 56,689	66,647 65,139 67,276 70,307 64,239 58,349 61,047 70,676 70,834 80,888 62,128 61,326 46,529 52,925	103,682 99,208 103,948 113,063 87,917 76,448 72,377 112,146 112,252 134,776 82,516 84,869 53,063 79,574	108,225 103,746 107,191 115,829 88,929 79,143 74,423 116,401 116,472 138,354 84,062 85,528 55,046 81,765	92,830 88,815 95,048 103,793 85,883 72,073 70,429 101,119 101,290 123,283 79,452 83,480 51,310 75,817	74,125 73,379 75,251 78,539 70,332 65,003 60,632 75,565 75,664 85,864 66,524 64,747 45,768 71,376	76,400 75,687 77,282 80,830 71,340 66,297 61,565 77,764 77,827 88,699 67,508 64,949 45,863 72,429	71,017 70,256 72,298 74,963 69,036 63,338 59,852 72,502 72,642 81,499 65,309 64,478 45,717 70,199	62,245 62,160 63,442 66,902 59,396 55,055 54,161 62,395 62,465 71,973 55,469 53,130 42,706 66,027	57,791 59,310 46,028 44,406 44,422 54,050 65,503 47,842 47,885 53,825 45,305 42,145 46,010 41,742	52,185 50,228 50,104 50,313 49,746 49,432 53,548 57,508 57,520 58,932 53,637 52,422 32,393	56,803 55,864 54,005 53,135 55,765 54,487 56,239 62,242 62,542 66,634 60,591 52,775 43,562 53,705
2017–18 All institutions Public 4-year Doctoral² Master's³ Other 4-year 2-year Nonprofit 4-year Doctoral² Master's³ Other 4-year 2-year For-profit	88,670 85,162 89,721 96,259 76,795 70,607 70,147 97,168 97,257 113,020 76,138 76,563 58,221 57,318	86,870 83,433 87,900 94,305 75,236 69,173 68,723 95,195 95,282 110,726 74,593 75,008 57,039 56,155	94,444 90,319 95,363 102,935 78,724 70,967 69,908 103,979 104,059 122,121 77,835 77,176 54,468 59,043	78,153 75,716 78,689 82,930 71,382 67,421 67,755 84,411 84,492 95,349 71,075 72,641 58,676 53,543	122,069 115,675 122,122 132,004 96,212 80,794 79,170 134,378 134,437 160,179 92,484 98,505 70,019 70,020	128,467 121,960 126,856 136,342 97,611 83,274 80,694 140,602 140,638 166,375 93,658 98,427 71,602 69,939	109,605 103,855 111,746 121,379 93,833 77,490 77,865 121,408 121,497 144,995 90,537 98,635 68,984 70,218	86,130 85,030 87,498 91,828 78,316 70,240 67,430 88,307 88,323 99,148 74,409 75,740 72,127 65,084	88,936 87,868 89,986 94,614 79,301 71,706 68,273 91,064 91,076 102,838 75,698 75,898 71,674 62,200	82,814 81,670 84,359 88,200 77,145 68,646 66,795 85,057 85,075 94,590 72,958 75,568 72,362 67,616	73,474 73,503 75,507 79,942 67,252 61,212 60,343 73,531 73,566 84,103 63,298 61,552 54,995 53,762	65,176 66,561 58,699 53,367 49,820 74,216 72,741 58,117 58,237 63,983 53,927 48,098 50,491 49,334	60,816 58,433 58,372 59,479 55,529 52,801 60,610 68,198 68,205 69,754 62,123 63,604 62,508 ‡	62,748 60,605 61,519 60,723 58,318 62,706 60,167 75,680 75,824 81,783 75,222 59,277 52,523 57,206
2018–19 All institutions Public 4-year Doctoral² Master's³ Other 4-year 2-year Nonprofit 4-year Doctoral² Master's³ Other 4-year 2-year For-profit	88,703 85,148 89,641 95,942 76,321 70,858 70,404 97,338 97,447 112,794 75,367 76,487 75,120 53,692	88,703 85,148 89,641 95,942 76,321 70,858 70,404 97,338 97,447 112,794 75,367 76,487 57,120 53,692	96,369 92,098 97,208 97,208 104,629 79,871 72,706 71,606 106,353 106,459 124,378 78,459 78,890 54,179 53,816	79,995 77,450 80,437 84,700 72,439 69,088 69,425 86,474 86,570 97,525 72,054 73,936 59,181 53,553	124,671 117,969 124,169 134,213 97,246 81,276 80,480 137,539 137,557 163,299 92,990 100,460 77,990 82,216	131,403 124,480 129,276 138,903 98,841 84,316 81,994 144,262 144,299 169,943 94,243 100,635 75,217 84,096	111,945 106,060 113,465 123,296 94,604 77,514 79,180 123,986 124,045 147,610 90,993 100,182 80,234 79,253	87,841 86,469 89,025 93,266 79,107 72,126 68,067 90,503 90,523 101,284 75,515 77,412 76,058 72,399	90,721 89,441 91,662 96,135 80,215 73,849 68,680 93,211 93,226 104,875 76,821 77,643 73,806 71,922	84,488 83,006 85,753 89,578 77,829 70,335 67,611 87,354 87,376 96,946 74,049 77,162 76,991 72,834	75,102 75,061 77,107 81,563 68,215 62,406 60,956 75,213 86,034 64,279 62,770 57,190 65,524	67,789 69,162 60,529 54,719 50,896 77,157 75,441 60,132 60,374 66,825 54,067 49,352 46,528 61,083	62,542 59,871 59,834 60,750 56,853 54,627 61,278 70,481 70,501 72,311 63,482 64,320 59,064 82,871	63,153 61,467 61,870 62,179 56,557 62,577 61,275 76,366 81,379 76,307 61,071 54,550 44,335

<sup>‡</sup>Reporting standards not met (too few cases).

'Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.

2 Institutions that awarded 20 or more doctor's degrees during the previous academic year.

Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year. This definition differs from the definition of master's institutions that is used in some *Digest* tables that present postsecondary finance data.

NOTE: Data exclude instructional faculty at medical schools. Degree-granting institutions

NOTE: Data exclude instructional faculty at medical schools. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:99); and IPEDS, Winter 2009–10, Spring 2018, and Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

Table 316.30. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2018–19

[In current dollars]

				Public in:	stitutions					Nonprofit i	institutions			
	All insti-			4-year in	stitutions					4-year in	stitutions			For-profit insti-
State or jurisdiction	tutions	Total	Total	Doctoral <sup>1</sup>	Master's <sup>2</sup>	Other	2-year	Total	Total	Doctoral <sup>1</sup>	Master's <sup>2</sup>	Other	2-year	tutions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	\$88,703	\$85,148	\$89,641	\$95,942	\$76,321	\$70,858	\$70,404	\$97,338	\$97,447	\$112,794	\$75,367	\$76,487	\$57,120	\$53,692
Alabama Alaska	73,892 81,258	76,153 82,350	82,523 82,350	87,030 85,871	67,788 80,408	†	56,046 †	59,473 54,804	59,473 54,776	64,032	51,251 54,776	56,563 †	55,106	66,321 †
Arizona Arkansas California	86,878 63,583 109,371	87,562 64,092 107,450	91,434 69,771 113,518	92,499 75,132 124,260	84,373 58,079 89,765	51,429 62,110 100,951	75,774 46,908 96,416	76,004 60,731 116,271	76,004 60,760 116,271	66,175 125,713	76,004 64,630 86,593	56,901 107,407	56,927 †	69,139 † 78,026
Colorado Connecticut Delaware	85,512 107,248 105,103	84,218 94,380 105,831	86,808 99,571 105,831	94,760 110,044 112,746	63,813 88,482 †	64,189 † 70,754	58,228 76,987 †	93,307 119,082 73,575	93,307 119,082 76,679	95,360 126,266 †	88,867 92,376 76,679	87,925 †	† 60,714	52,575 93,049 ‡ 72,060
District of Columbia Florida	115,372 82,728	83,712 81,901	83,712 82,351	143,504 96,182	76,695 80,302	60,767	60,530	117,754 85,314	117,754 85,314	118,087 97,046	76,837 76,818	66,449	†	72,060 47,728
Georgia Hawaii Idaho Illinois	78,218 92,066 69,774 93,330	76,684 93,852 70,205 85,996	78,017 101,893 73,572 89,931	83,759 104,939 75,293 92,948	62,325 † † 75,549	58,983 80,566 55,921 †	48,700 76,092 56,131 78,928	83,669 79,474 64,536 102,805	83,897 79,474 64,536 102,853	105,122 † 58,681 120,598	71,417 76,438 † 72,204	63,259 113,483 69,499 65,738	74,961 † † 52,817	53,257 † 61,339
Indiana	84,101	83,888	89,052	95,646	68,852	53,069	50,839	84,523	84,523	96,083	66,668	70,168	†	†
lowa Kansas Kentucky Louisiana Maine	78,834 70,493 68,514 70,111 80,266	85,361 73,337 70,156 65,833 74,073	95,342 80,161 76,008 71,292 78,653	95,342 85,028 77,858 80,203 83,844	† 64,394 57,088 58,696 63,879	† † 53,091 64,458	62,148 56,420 52,135 45,262 58,663	67,766 52,935 62,129 88,344 88,465	67,766 52,935 62,129 88,344 88,653	74,069 55,198 66,242 94,979 69,418	61,064 56,614 55,072 60,053 57,518	69,618 46,651 67,632 52,146 101,547	† † † 59,714	47,400 † † † †
Maryland Massachusetts Michigan Minnesota Mississippi	85,635 112,141 94,098 83,875 62,811	84,622 89,950 97,490 86,259 62,897	89,415 97,295 99,824 93,541 70,387	91,922 104,909 102,466 107,095 73,043	77,518 84,239 81,216 81,131 57,060	† *** 81,876 66,067 †	75,021 66,164 82,986 72,612 52,000	88,980 122,612 71,706 78,517 61,895	88,980 122,616 71,706 78,558 61,895	102,224 135,715 92,595 77,051 66,812	74,276 97,377 70,347 70,483 73,842	71,745 96,010 66,607 82,719 44,588	† ‡ † 39,147 †	68,722 † † † 66,406
Missouri Montana Nebraska Nevada New Hampshire	77,741 67,356 78,724 86,920 99,666	71,761 70,891 80,878 86,936 91,918	75,769 73,818 85,080 86,936 97,833	84,393 79,165 91,660 94,254 107,879	63,142 62,103 67,015 † 81,376	† 55,955 † 73,064 86,524	59,229 50,541 62,348 † 67,223	87,487 48,185 71,423 78,922 110,282	87,487 52,829 71,423 78,922 110,282	102,883 † 88,428 ‡ 151,186	66,113 54,770 60,138 75,153 73,577	57,372 51,540 58,369 † 75,882	19,102 † † †	70,587 † † † †
New Jersey New Mexico New York North Carolina North Dakota	109,290 68,015 100,116 80,384 70,099	105,646 67,968 89,939 76,047 71,372	113,212 73,692 94,158 87,134 73,066	114,387 79,724 109,000 90,736 80,997	107,508 63,697 87,074 73,652 60,300	† 50,155 76,926 74,259 53,745	77,802 54,281 80,591 52,332 58,228	118,043 69,321 110,324 91,946 58,573	118,043 69,321 110,401 92,261 58,573	133,590 † 120,468 114,336 65,711	86,989 69,321 83,498 62,777	75,976 † 91,751 66,258 52,476	† 74,311 42,156 †	47,838 ‡ 32,266 69,724 †
Ohio Oklahoma Oregon Pennsylvania Rhode Island	82,517 69,602 81,965 94,446 101,815	85,652 68,926 82,613 91,562 82,037	89,711 73,417 86,583 95,507 87,541	92,721 80,692 90,928 103,726 94,465	60,947 62,644 67,682 88,122 73,070	71,151 49,601 68,618 76,231	67,227 49,942 74,108 66,538 62,179	76,009 72,641 79,690 97,395 115,224	76,033 72,641 79,690 97,783 115,224	82,760 84,449 81,513 111,061 143,426	67,807 61,677 59,044 73,930 93,540	73,841 39,807 82,408 87,191	38,750 † † 58,185 †	52,935 47,743 † 65,139 †
South Carolina South Dakota Tennessee Texas Utah	70,530 66,146 79,423 82,383 78,986	72,922 67,919 74,886 80,147 78,672	82,126 70,116 81,011 87,608 80,572	95,713 71,599 83,488 92,277 93,980	69,639 70,130 71,093 70,029 71,013	62,144 51,717 † 59,898 62,928	50,093 58,490 54,383 62,140 59,680	61,262 57,038 89,209 93,080 84,893	61,370 57,038 89,209 93,171 84,893	67,269 † 108,571 106,557 114,059	62,679 58,371 67,216 71,423 76,370	56,839 47,743 51,752 58,708	54,598 † † 38,602 †	85,949 † 62,658 41,630 ‡
Vermont Virginia Washington West Virginia Wisconsin Wyoming	82,642 85,083 84,110 66,772 79,637 76,182	83,320 87,337 84,946 68,500 81,433 76,182	83,320 92,550 86,387 71,462 82,140 90,173	92,534 96,225 103,758 79,844 90,995 90,173	60,336 72,864 85,600 59,915 63,582	57,874 76,232 65,680 57,514 95,928	† 64,269 64,400 49,589 79,600 59,268	82,019 77,580 81,044 52,397 72,322	82,019 77,580 81,044 52,397 72,322	86,742 87,552 56,711 79,641	84,976 58,179 66,500 49,888 67,029	55,726 66,823 79,105 51,193 67,740	† † † † †	52,885 83,252 † †
U.S. Service Academies	109,778	109,778	109,778	t	t	109,778	†	†	t	t	t	†	†	
Other jurisdictions	60,987	64,575	68,770	70,847	76,258	55,570	31,877	53,066	53,066	60,481	50,584	37,846	t	25,857
American Samoa Federated States of	29,068	29,068	29,068	†	†	29,068	†	†	†	†	†	†	†	†
Micronesia Guam Marshall Islands Northern Marianas	25,272 66,511 † 51,249	25,272 66,511 † 51,249	69,979 † 51,249	† † † †	69,979 †	† † † 51,249	25,272 57,347 † †	† † †	† † †	† † † †	† † †	† † †	† † †	† † †
Palau Puerto Rico U.S. Virgin Islands	20,492 62,761 71,002	20,492 68,400 71,002	70,311 71,002	70,847 †	79,149 71,002	59,601 †	20,492 26,460 †	53,066 †	53,066 †	60,481 †	50,584 †	37,846 †	† † †	25,857 †

†Not applicable.

‡Reporting standards not met (too few cases).

NOTE: Data exclude instructional faculty at medical schools. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include imputations for nonrespondent institutions.

Data include imputations for nonrespondent institutions. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

Institutions that awarded 20 or more doctor's degrees during the previous academic year.

Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year. This definition differs from the definition of master's institutions that is used in some *Digest* tables that present postsecondary finance data.

Table 316.50. Average salary of full-time instructional faculty on 9-month contracts in 4-year degree-granting postsecondary institutions, by control and classification of institution, academic rank of faculty, and state or jurisdiction: 2018-19

[In current dollars]

	Р	ublic doctoral <sup>1</sup>		Pi	ublic master's	2	No	nprofit doctora	al <sup>1</sup>	No	nprofit master	's²
State or jurisdiction	Professor	Associate professor	Assistant professor	Professor	Associate professor	Assistant professor	Professor	Associate professor	Assistant professor	Professor	Associate professor	Assistant professor
1	2	3	4	5	6	7	8	9	10	11	12	13
United States Alabama Alaska Arizona Arkansas California	\$134,213 129,750 105,822 133,813 108,093 165,791	\$93,266 90,765 87,480 97,421 80,003 112,818	\$81,563 76,975 73,678 82,188 71,898 95,132	\$97,246 86,003 103,252 151,796 73,755 110,072	\$79,107 71,112 85,404 97,068 65,397 94,554	\$68,215 61,776 69,466 75,853 56,673 83,845	\$163,299 101,006 † 80,697 174,220	\$101,284 73,957 † 67,932 110,813	\$86,034 43,630 † 60,202 94,711	\$92,990 56,331 66,703 111,636 72,755 103,941	\$75,515 54,653 54,168 73,181 65,253 83,724	\$64,279 47,333 47,985 69,390 58,805 71,910
Colorado Connecticut Delaware District of Columbia Florida	127,627 150,560 152,773 164,016 134,226	95,433 102,214 104,784 125,544 94,696	85,068 82,889 90,995 100,439 83,881	82,461 103,734 † 104,672 113,039	67,849 83,742 † 75,415 88,358	61,549 69,843 † 62,622 70,224	135,739 190,700 † 171,141 132,585	99,919 99,116 † 109,987 93,721	81,711 89,948 † 92,214 78,223	118,742 123,581 96,922 88,364 99,003	88,746 99,133 79,494 77,221 82,558	70,507 80,452 71,504 72,547 68,448
Georgia Hawaii Idaho Illinois Indiana	117,492 134,748 98,097 128,284 133,964	84,748 99,617 78,886 90,100 93,902	74,968 87,964 71,918 84,185 81,862	77,078 † † 98,001 88,585	63,318 † † 78,465 73,216	58,577 † † 69,196 65,818	148,156 † 66,436 185,577 143,362	94,825 † 58,161 106,316 93,238	82,132 † 52,460 94,023 76,156	80,827 91,545 † 86,676 83,561	62,670 79,176 † 73,579 69,580	56,005 73,324 † 62,376 56,680
lowa Kansas Kentucky Louisiana Maine	130,245 115,255 107,575 113,129 108,777	91,946 82,198 77,915 78,869 86,779	81,117 70,886 68,460 75,292 69,464	† 78,994 70,258 76,937 78,160	† 67,937 61,946 62,823 65,284	† 61,103 51,697 57,263 53,303	89,991 68,002 79,507 134,310 94,505	73,681 54,060 65,348 84,670 77,861	59,603 51,286 55,613 90,386 64,276	72,497 65,117 64,390 68,830 67,245	61,294 60,699 55,801 58,399 58,671	55,582 52,080 50,840 56,034 53,035
Maryland Massachusetts Michigan Minnesota Mississippi	130,926 145,572 138,714 138,384 101,987	94,503 107,333 96,301 98,468 79,369	80,256 90,632 84,281 88,672 70,520	93,166 101,791 97,578 97,654 69,118	76,577 80,494 82,814 81,574 63,313	69,919 68,225 74,118 69,308 55,108	157,104 194,058 114,007 101,476 84,834	109,428 116,725 91,123 77,541 67,390	95,845 102,673 76,845 65,099 58,465	85,558 125,001 80,814 80,487 98,568	72,006 93,769 70,599 67,721 69,051	64,409 78,981 62,441 61,061 60,494
Missouri Montana Nebraska Nevada New Hampshire	111,473 97,127 121,964 133,361 134,951	79,785 75,365 89,440 97,595 106,519	72,994 69,075 87,131 82,420 86,399	79,329 74,738 83,027 † 97,126	65,921 67,695 66,927 † 79,873	58,259 58,247 55,434 † 67,190	148,326 † 119,865 † 198,177	93,357 † 88,131 † 123,727	80,099 † 70,997 ‡ 101,527	83,333 66,750 67,259 ‡ 93,536	68,473 53,402 62,013 ‡ 74,055	58,723 50,413 55,416 ‡ 67,738
New Jersey New Mexico New York North Carolina North Dakota	158,393 104,648 141,102 128,728 107,334	109,725 76,441 102,036 87,984 82,124	88,230 73,215 86,544 80,004 71,451	127,843 81,828 112,097 93,500 79,182	102,044 67,610 87,609 76,295 64,981	83,936 58,114 74,193 69,005 54,512	198,777 † 171,248 166,605 69,443	107,817 † 109,522 99,825 74,154	95,243 † 90,310 81,087 60,961	107,717 ‡ 102,383 74,556 †	93,139 58,998 82,539 64,891	70,235 46,909 72,534 58,856
Ohio Oklahoma Oregon Pennsylvania Rhode Island	126,030 110,488 128,787 145,409 123,929	91,074 80,704 96,026 100,169 92,025	80,913 75,205 84,047 81,737 85,831	75,607 81,090 84,789 112,206 83,318	63,092 65,596 69,433 91,293 73,013	53,948 57,881 55,846 72,296 63,047	113,899 103,407 104,454 161,783 186,408	82,155 78,411 81,888 99,770 124,143	74,264 77,347 67,037 87,384 101,455	80,497 72,406 68,635 92,401 120,777	67,710 60,687 58,908 74,425 90,287	58,600 55,267 53,005 64,417 77,002
South Carolina South Dakota Tennessee Texas Utah	135,110 96,468 114,699 135,495 126,152	95,422 77,456 83,983 93,713 90,798	87,370 71,796 72,556 80,710 81,633	88,520 92,669 88,115 92,342 91,653	72,603 72,601 72,159 77,284 74,575	63,222 65,556 64,245 67,511 67,092	71,675 † 152,613 148,198 156,795	66,449 † 95,727 99,258 110,530	62,810 † 81,279 89,140 76,368	77,883 69,357 83,606 87,593 88,971	64,073 58,622 67,963 73,988 74,151	55,568 55,430 58,015 62,810 66,622
Vermont Virginia Washington West Virginia Wisconsin Wyoming	122,428 135,195 138,980 102,535 120,677 123,387	96,557 94,081 101,663 80,001 82,397 86,994	79,789 80,299 93,164 69,932 79,570 81,558	70,181 89,489 109,446 71,043 74,079	56,615 74,613 92,466 62,592 63,894	49,204 66,064 80,557 55,614 64,445	† 116,740 116,109 67,748 108,493 †	† 85,324 87,935 58,829 82,935 †	† 67,565 71,750 53,661 73,888 †	108,411 74,914 82,048 59,860 81,867	78,386 57,604 68,045 54,836 67,962	72,830 53,189 64,389 46,324 59,741
U.S. Service Academies	†	t	t	t	†	t	†	†	†	†	t	
Other jurisdictions	83,092	70,144	54,303	85,605	73,054	58,787	78,036	60,374	51,444	71,747	60,408	48,338
American Samoa Federated States of Micronesia Guam	†    	†  	†	† † 92,939	†     †   74,686	† † 56,253	†	† † †	†    	†    	†  	†
Marshall Islands Northern Marianas Palau Puerto Rico U.S. Virgin Islands	† † 83,092 †	† † † 70,144	† † 54,303	† † 84,388 93,336	† † 72,112 73,742	† † 56,700 63,835	† † 78,036 †	† † 60,374	† † † 51,444 †	† † † 71,747	† † 60,408	† † 48,338 †

NOTE: Data exclude instructional faculty at medical schools. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include imputations for nonrespondent institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Human Resources component, Salaries section. (This table was prepared November 2019.)

<sup>‡</sup>Reporting standards not met (too few cases).
¹Institutions that awarded 20 or more doctor's degrees during the previous academic year.
²Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year. This definition differs from the definition of master's institutions that is used in some Digest tables that present postsecondary finance data.

Table 316.80. Percentage of degree-granting postsecondary institutions with a tenure system and percentage of full-time faculty with tenure at these institutions, by control and level of institution and selected characteristics of faculty: Selected years, 1993-94 through 2018-19

				Public in	stitutions					Nonprofit	institutions			
Selected characteristic and	All insti-			4-year in	stitutions					4-year ir	stitutions			For-profit insti-
academic year	tutions	Total	Total		Master's <sup>2</sup>	Other	2-year	Total	Total	Doctoral <sup>1</sup>	Master's <sup>2</sup>	Other	2-year	tutions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Percent of institutions with a tenure system 1933–94 1999–2000 2003–04 2005–06 2007–08	62.6	73.6	92.6	100.0	98.3	76.4	62.1	62.0	66.3	90.5	76.5	58.3	26.1	7.8
	55.0	72.8	94.6	100.0	95.5	86.3	60.3	59.0	63.4	81.2	72.6	54.9	14.0	4.0
	52.7	71.3	90.9	100.0	98.0	70.9	59.4	57.9	61.2	86.6	71.6	49.5	14.4	3.6
	50.9	71.5	90.9	99.5	98.0	71.6	59.4	56.5	59.8	85.1	67.1	49.2	11.5	2.0
	49.5	70.7	91.0	100.0	98.6	70.1	57.4	57.5	60.2	81.3	64.2	45.4	13.0	1.4
2009–10	47.8	71.2	90.9	99.6	98.5	71.3	57.7	57.1	59.5	80.6	64.4	44.6	12.9	1.5
2011–12	45.3	71.6	90.8	99.6	98.5	70.5	57.8	55.6	58.6	79.5	64.0	42.7	8.0	1.3
2013–14	49.3	74.6	95.8	99.6	98.1	86.6	58.9	59.7	61.8	79.6	63.2	49.0	12.5	1.2
2015–16	51.9	74.8	95.2	99.6	97.6	85.7	58.9	57.7	60.6	79.8	60.8	47.0	7.5	1.3
2016–17	54.4	74.6	94.6	99.6	97.2	85.0	58.0	58.8	61.5	79.3	61.1	48.8	9.2	1.5
2017–18	55.1	74.7	94.6	99.6	96.8	86.2	57.7	58.3	60.6	80.2	59.4	46.9	7.8	1.6
2018–19	57.4	74.3	93.6	99.3	97.5	82.4	57.5	58.8	60.8	78.7	58.2	49.0	8.8	1.3
Faculty with tenure at institutions with a tenure system														
Percent of all full-time faculty <sup>3</sup> 1993–94 1999–2000 2003–04 2005–06 2007–08	56.2 53.7 50.4 49.6 48.8	58.9 55.9 53.0 51.5 50.5	56.3 53.2 50.2 48.7 47.8	54.5 50.4 48.9 47.2 45.9	60.5 59.1 52.9 52.3 52.7	51.1 54.7 51.2 49.1 49.5	69.9 67.7 65.2 64.1 63.6	49.5 48.2 44.6 45.1 44.7	49.5 48.1 44.6 45.1 44.7	47.6 43.4 40.1 40.7 41.0	51.8 52.3 48.7 49.1 50.5	50.4 53.5 51.9 52.5 53.1	47.9 59.7 47.7 45.2 41.3	33.8 77.4 69.2 69.3 51.3
2009–10	48.7	50.6	47.8	45.7	53.6	51.3	64.1	44.3	44.3	40.4	50.5	54.1	38.5	51.0
2011–12	48.5	50.7	48.0	45.8	54.3	53.4	64.7	43.7	43.7	39.7	50.7	54.3	31.4	31.0
2013–14	48.3	50.4	47.3	44.9	55.4	52.2	67.2	43.8	43.8	39.5	51.7	55.9	31.5	19.8
2015–16	47.2	49.3	46.6	44.2	54.7	53.5	65.0	42.8	42.8	38.6	51.6	55.6	33.9	17.0
2016–17	46.4	48.2	45.8	43.3	53.4	56.9	63.6	42.4	42.4	38.3	51.1	55.4	32.2	17.2
2017–18	45.5	47.3	44.8	42.3	52.7	56.1	63.2	41.8	41.8	37.9	50.7	55.0	27.2	17.6
2018–19	45.1	46.9	44.5	42.2	52.8	54.7	62.8	41.4	41.4	37.6	50.0	55.2	28.9	12.8
Percent of full-time instructional faculty only 2017–18 Total Male Female	48.0 54.0 40.8	49.7 55.5 42.8	47.4 54.2 39.1	45.5 52.8 35.9	52.9 58.8 46.4	56.1 59.4 52.8	63.2 65.5 61.3	44.4 50.8 36.4	44.4 50.9 36.5	41.2 48.2 32.0	50.7 56.4 44.7	55.0 60.5 49.0	27.2 32.9 24.0	17.6 20.1 15.3
Professor	89.6	90.7	90.7	88.9	98.2	96.2	90.6	87.5	87.5	85.0	92.7	95.9	60.9	70.7
Male	90.1	91.3	91.3	89.8	98.1	96.5	91.6	87.9	87.9	85.9	92.7	95.9	77.8	74.5
Female	88.5	89.5	89.4	86.5	98.3	95.7	89.8	86.6	86.6	82.7	92.8	95.9	50.0	65.7
Associate professor	75.0	78.3	78.5	75.5	89.6	86.4	75.1	68.6	68.6	62.5	77.7	87.6	52.7	41.5
Male	75.5	79.1	79.2	76.4	89.8	86.3	77.4	68.6	68.6	63.0	77.7	86.7	71.4	37.5
Female	74.3	77.3	77.8	74.3	89.4	86.5	73.3	68.6	68.7	61.8	77.8	88.6	46.3	45.5
Assistant professor	5.1	6.5	3.5	1.3	8.3	21.8	43.9	2.5	2.5	1.7	5.4	2.8	†	†
Male	5.0	6.3	3.5	1.3	8.6	22.7	47.0	2.6	2.6	1.7	5.7	3.3	†	†
Female	5.2	6.8	3.6	1.4	8.0	21.0	41.7	2.4	2.4	1.6	5.2	2.4	†	†
Instructor Lecturer No academic rank	25.6 1.7 28.4	31.4 2.2 35.6	9.6 1.6 21.3	0.6 1.0 1.2	1.5 3.2 6.9	45.3 5.7 56.5	55.5 28.2 65.3	0.3 0.2 4.8	0.3 0.2 4.6	0.2 0.1 2.1	0.4 ‡ 21.0	1.1 1.7 1.5	† 41.4	3.6 † †
2018–19 Total Male Female	47.5 53.5 40.5	49.2 55.0 42.5	47.0 53.7 38.9	45.2 52.5 35.9	53.0 58.7 46.8	54.7 57.6 51.9	62.8 65.3 60.8	43.9 50.4 36.0	43.9 50.5 36.0	40.8 47.9 31.8	50.0 55.7 44.0	55.2 60.9 49.2	28.9 30.1 28.1	12.8 14.8 10.8
Professor	89.4	90.5	90.5	88.8	98.3	95.1	90.0	87.3	87.3	84.7	92.4	96.5	60.9	61.0
Male	90.1	91.2	91.2	89.8	98.4	95.4	91.2	87.8	87.8	85.8	92.5	96.6	75.0	70.6
Female	88.0	89.0	89.0	86.3	98.2	94.6	89.0	86.1	86.1	82.2	92.1	96.2	53.3	48.0
Associate professor	74.5	77.8	78.0	75.2	89.5	84.7	74.7	68.2	68.2	62.1	77.8	88.0	56.9	49.1
Male	75.3	78.8	78.9	76.4	89.6	85.4	76.8	68.4	68.4	62.8	78.4	86.7	66.7	42.3
Female	73.6	76.5	76.9	73.6	89.3	83.9	73.0	68.0	68.0	61.2	77.2	89.5	53.5	55.6
Assistant professor	4.9	6.3	3.3	1.3	7.8	21.3	44.8	2.3	2.3	1.5	4.9	3.3	†	†
Male	4.7	6.0	3.2	1.2	7.9	22.5	47.6	2.4	2.4	1.6	5.0	3.9	†	†
Female	5.0	6.6	3.4	1.4	7.7	20.2	42.7	2.2	2.2	1.4	4.9	2.8	†	†
Instructor	24.9	30.7	9.1	0.6	2.4	41.5	54.6	0.3	0.3	0.1	0.4	1.5	†	2.3
Lecturer	1.7	2.2	1.6	1.0	3.7	5.6	28.9	0.1	0.1	0.1	‡	1.1	†	†
No academic rank	28.3	35.4	21.0	1.2	3.6	56.6	68.2	4.5	4.3	1.6	24.2	1.5	48.3	†

<sup>†</sup>Not applicable.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include imputations for nonrespondent institutions. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:93-99); and IPEDS Winter 2003-04 through Winter 2011-12 and Spring 2014 through Spring 2019, Human Resources component, Fall Staff section. (This table was prepared November 2019.)

<sup>‡</sup>Reporting standards not met (too few cases).
¹Institutions that awarded 20 or more doctor's degrees during the previous academic year. <sup>2</sup>Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year.

<sup>&</sup>lt;sup>3</sup>Includes instructional, research, and public service faculty.

	Al	I institution	ıs		Public						Private				
								4-year,	2-year,		Nonprofit			For-profit	
Year	Total	4-year	2-year	Total	4-year	2-year	Total	total	total	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Excluding branch campuses 1949–50 1959–60 1969–70 1979–80	1,851 2,004 2,525 2,975	1,327 1,422 1,639 1,863	524 582 886 1,112	641 695 1,060 1,310	344 367 426 464	297 328 634 846	1,210 1,309 1,465 1,665	983 1,055 1,213 1,399	227 254 252 266	_	_ _ _		_	_	=
1980–81 1981–82 1982–83 1983–84 1984–85 1985–86	3,056 3,083 3,111 3,117 3,146 3,155	1,861 1,883 1,887 1,914 1,911 1,915	1,195 1,200 1,224 1,203 1,235 1,240	1,334 1,340 1,336 1,325 1,329 1,326	465 471 472 474 461 461	869 869 864 851 868 865	1,722 1,743 1,775 1,792 1,817 1,829	1,396 1,412 1,415 1,440 1,450 1,454	326 <sup>1</sup> 331 <sup>1</sup> 360 <sup>1</sup> 352 367 375		_ _ _ _				_ _ _ _
Including branch campuses 1974–75 1975–76 1976–77 1977–78 1978–79	3,004 3,026 3,046 3,095 3,134	1,866 1,898 1,913 1,938 1,941	1,138 1,128 1,133 1,157 1,193	1,433 1,442 1,455 1,473 1,474	537 545 550 552 550	896 897 905 921 924	1,571 1,584 1,591 1,622 1,660	1,329 1,353 1,363 1,386 1,391	242 231 228 236 269	1,536  1,564	1,348 — 1,376	188 — 188	 55  96	 15  15	
1979–80 1980–81 1981–82 1982–83 1983–84	3,152 3,231 3,253 3,280 3,284	1,957 1,957 1,979 1,984 2,013	1,195 1,274 1,274 1,296 1,271	1,475 1,497 1,498 1,493 1,481	549 552 558 560 565	926 945 940 933 916	1,677 1,734 1,755 1,787 1,803	1,408 1,405 1,421 1,424 1,448	269 329 <sup>1</sup> 334 <sup>1</sup> 363 <sup>1</sup> 355	1,569 — —	1,387 — —	182 — —	165 — —	18 — —	147 — —
1984-85 1985-86 1986-87 1987-88 1988-89 1989-90	3,331 3,340 3,406 3,587 3,565 3,535	2,025 2,029 2,070 2,135 2,129 2,127	1,306 1,311 1,336 1,452 1,436 1,408	1,501 1,498 1,533 1,591 1,582 1,563	566 566 573 599 598 595	935 932 960 992 984 968	1,830 1,842 1,873 1,996 1,983 1,972	1,459 1,463 1,497 1,536 1,531 1,532	371 379 376 460 452 440	1,616 — 1,635 1,673 1,658 1,656	1,430 — 1,462 1,487 1,478 1,479	186 — 173 186 180 177	214  238 323 325 316	29  35 49 53 53	185 — 203 274 272 263
1990-91 1991-92 1992-93 1993-94 1994-95	3,559 3,601 3,638 3,632 3,688	2,141 2,157 2,169 2,190 2,215	1,418 1,444 1,469 1,442 1,473	1,567 1,598 1,624 1,625 1,641	595 599 600 604 605	972 999 1,024 1,021 1,036	1,992 2,003 2,014 2,007 2,047	1,546 1,558 1,569 1,586 1,610	446 445 445 421 437	1,649 1,662 1,672 1,687 1,702	1,482 1,486 1,493 1,506 1,510	167 176 179 181 192	343 341 342 320 345	64 72 76 80 100	279 269 266 240 245
1995–96 1996–97 1997–98 1998–99 1999–2000	3,706 4,009 4,064 4,048 4,084	2,244 2,267 2,309 2,335 2,363	1,462 1,742 1,755 1,713 1,721	1,655 1,702 1,707 1,681 1,682	608 614 615 612 614	1,047 1,088 1,092 1,069 1,068	2,051 2,307 2,357 2,367 2,402	1,636 1,653 1,694 1,723 1,749	415 654 663 644 653	1,706 1,693 1,707 1,695 1,681	1,519 1,509 1,528 1,531 1,531	187 184 179 164 150	345 614 650 672 721	117 144 166 192 218	228 470 484 480 503
2000-01 2001-02 2002-03 2003-04 2004-05	4,182 4,197 4,168 4,236 4,216	2,450 2,487 2,466 2,530 2,533	1,732 1,710 1,702 1,706 1,683	1,698 1,713 1,712 1,720 1,700	622 628 631 634 639	1,076 1,085 1,081 1,086 1,061	2,484 2,484 2,456 2,516 2,516	1,828 1,859 1,835 1,896 1,894	656 625 621 620 622	1,695 1,676 1,665 1,664 1,637	1,551 1,541 1,538 1,546 1,525	144 135 127 118 112	789 808 791 852 879	277 318 297 350 369	512 490 494 502 510
2005-06 2006-07 2007-08 2008-09 2009-10	4,276 4,314 4,352 4,409 4,495	2,582 2,629 2,675 2,719 2,774	1,694 1,685 1,677 1,690 1,721	1,693 1,688 1,685 1,676 1,672	640 643 653 652 672	1,053 1,045 1,032 1,024 1,000	2,583 2,626 2,667 2,733 2,823	1,942 1,986 2,022 2,067 2,102	641 640 645 666 721	1,647 1,640 1,624 1,629 1,624	1,534 1,533 1,532 1,537 1,539	113 107 92 92 85	936 986 1,043 1,104 1,199	408 453 490 530 563	528 533 553 574 636
2010-11 2011-12 2012-13 2013-14 2014-15	4,599 4,706 4,726 4,724 4,627	2,870 2,968 3,026 3,039 3,011	1,729 1,738 1,700 1,685 1,616	1,656 1,649 1,623 1,625 1,621	678 682 689 691 701	978 967 934 934 920	2,943 3,057 3,103 3,099 3,006	2,192 2,286 2,337 2,348 2,310	751 771 766 751 696	1,630 1,653 1,652 1,675 1,672	1,543 1,553 1,555 1,587 1,584	87 100 97 88 88	1,313 1,404 1,451 1,424 1,334	649 733 782 761 726	664 671 669 663 608
2015–16 2016–17 2017–18 2018–19	4,583 4,360 4,313 4,042	3,004 2,832 2,828 2,703	1,579 1,528 1,485 1,339	1,620 1,623 1,626 1,636	710 737 750 768	910 886 876 868	2,963 2,737 2,687 2,406	2,294 2,095 2,078 1,935	669 642 609 471	1,701 1,682 1,689 1,664	1,594 1,581 1,590 1,577	107 101 99 87	1,262 1,055 998 742	700 514 488 358	562 541 510 384

<sup>-</sup>Not available.

NOTE: Data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Changes in counts of institutions over time are partly affected by increasing or decreasing numbers of institutions submitting separate data for branch campuses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Directory, Colleges and Universities, 1949–50 through 1965–66; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1966–67 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey"(IPEDS-IC:86–99); and IPEDS Fall 2000 through Fall 2018, Institutional Characteristics component. (This table was prepared September 2019.)

¹Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

NOTE: Data through 1995–96 are for institutions of higher education, while later data are

Table 317.20. Degree-granting postsecondary institutions, by control and classification of institution and state or jurisdiction: 2018–19

					Public	4-year inst	tutions				All			Nonprof	it 4-year in	stitutions				For-p	rofit institut	ions
State or jurisdiction	Total	All public institu- tions	Total	Research univer- sity, very high <sup>1</sup>	Research univer- sity, high <sup>2</sup>	Doctoral/ research univer- sity <sup>3</sup>	Master's <sup>4</sup>	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	Public 2-year	non- profit institu- tions	Total	Research univer- sity, very high <sup>1</sup>	Research univer- sity, high <sup>2</sup>	Doctoral/ research univer- sity <sup>3</sup>	Master's <sup>4</sup>	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	Nonprofit 2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
United States	4,042	1,636	768	81	74	38	271	250	54	868	1,664	1,577	34	30	53	407	458	595	87	742	358	384
Alabama Alaska Arizona Arkansas California	62 8 71 53 420	38 4 29 33 151	14 4 9 11 49	1 0 2 1 8	4 1 1 0 2	0 0 2 1 3	8 2 2 6 18	1 0 1 2 16	0 1 1 1 2	24 0 20 22 102	20 3 12 18 148	20 2 12 14 143	0 0 0 0 3	0	0 0 0 0 9	1 2 2	11 0 3 9 24	5 1 7 3 76	1 0 4	4 1 30 2 121	3 0 15 1 67	1 1 15 1 54
Colorado Connecticut Delaware District of Columbia Florida	70 41 8 18 181	28 22 3 2 43	19 10 3 2 42	2 1 1 0 5	3 0 0 0 2	0 0 0 0 1	6 4 1 1 4	8 5 1 0 30	0 0 0 1 0	9 12 0 0 1	14 17 4 12 65	12 17 3 12 58	0 1 0 2 1	1 0 0 3 2	0 1 1 0 1	3 8 0 2 14	3 4 1 0 17	5 3 1 5 23	2 0 1 0 7	28 2 1 4 73	14 2 1 3 30	14 0 0 1 43
Georgia Hawaii Idaho Illinois Indiana	111 18 15 157 75	50 10 8 60 16	27 4 4 12 15	3 1 0 2 2	1 0 1 3 2	4 0 2 0 1	8 1 0 7 7	10 2 1 0 3	1 0 0 0 0	23 6 4 48 1	37 5 6 80 43	33 5 6 78 42	1 0 0 2 1	1 0 0 2 0	1 0 0 4 1	4 2 1 19 11	18 3 3 15 17	8 0 2 36 12	0 2	24 3 1 17 16	9 2 0 10 4	15 1 1 7 12
lowa Kansas Kentucky Louisiana Maine	61 64 59 56 31	24 33 24 32 17	8 8 17 10	2 2 2 1 0	0 1 0 2 1	0 0 0 2 0	2 4 5 8 1	4 0 1 1 8	0 1 0 3 0	16 25 16 15 7	34 24 25 15 13	34 24 25 12 12	0 0 0 1 0	0 0	0 0 2 0	9 6 7 3 4	15 13 9 4 6	10 5 7 4 2		3 7 10 9	2 5 5 1 0	1 2 5 8 1
Maryland Massachusetts Michigan Minnesota Mississippi	53 111 94 88 36	30 30 46 44 23	14 14 22 12 8	1 1 3 1	1 3 3 0 3	2 0 2 0 0	7 7 6 8 4	2 1 7 2 0	1 2 1 1 0	16 16 24 32 15	20 77 40 34 9	20 75 40 33 9	1 7 0 0		0 4 1 1 0	6 17 10 8 3	4 17 13 11 4	9 29 16 13 2	0	3 4 8 10 4	1 2 3 8 1	2 2 5 2 3
Missouri Montana Nebraska Nevada New Hampshire	101 23 39 23 25	28 17 18 7 13	14 7 9 7 6	1 0 1 0 0	3 2 0 2 1	0 0 1 0 0	6 1 4 0 2	4 3 2 5 2	0 1 1 0 1	14 10 9 0 7	54 5 17 5 12	52 4 16 4 11	1 0 0 0 0	1 0 0 0	2 0 0 0 0	13 0 6 1 5	11 3 5 0 4	24 1 5 3 1	2 1 1 1 1	19 1 4 11 0	9 0 2 5 0	10 1 2 6 0
New Jersey New Mexico New York North Carolina North Dakota	83 39 295 136 20	32 28 79 75 14	13 9 43 17 9	1 1 4 2 0	2 1 1 4 2	2 0 1 0 0	8 4 23 8 1	0 1 10 1 4	0 2 4 2 2	19 19 36 58 5	38 3 183 49 5	37 3 169 48 5	1 0 5 1 0	1	1 0 7 1 0	35 10	2 1 26 24 1	22 0 91 11 3	14	13 8 33 12 1	9 5 19 8 1	4 3 14 4 0
Ohio Oklahoma Oregon Pennsylvania Rhode Island	169 49 55 220 13	60 30 26 63 3	36 17 9 45 2	2 1 2 3 0	7 1 1 0 1	1 0 0 1	1 8 4 16 1	22 5 1 23 0	3 2 1 2 0	24 13 17 18 1	72 14 25 116 10	68 13 24 105 10	1 0 0 2 1	1 1 0 3 0	2 0 0 4 0		22 3 6 34 1	22 3 12 30 3	1 11	37 5 4 41 0	11 2 2 6 0	26 3 2 35 0
South Carolina South Dakota Tennessee Texas Utah	67 22 88 242 30	33 12 23 109 8	13 7 10 49 7	2 0 1 7 1	0 2 1 4 1	0 0 4 8 0	6 3 3 16 3	4 0 0 5 2	1 2 1 9 0	20 5 13 60 1	23 7 46 70 11	22 7 43 65 10	0 0 1 1 0	0 0 0 3 1	0 0 3 1 0	18	13 2 11 18 3	1 3 15 24 3	5	11 3 19 63 11	4 3 10 29 10	7 0 9 34 1

Table 317.20. Degree-granting postsecondary institutions, by control and classification of institution and state or jurisdiction: 2018-19—Continued

					Public	4-year inst	itutions				All			Nonprof	it 4-year ins	stitutions				For-p	rofit institut	ions
		All public				Doctoral/ research					non- profit			Research	Doctoral/ research							
State or jurisdiction	Total	institu- tions	Total	sity, very	univer- sity, high <sup>2</sup>	univer-	Master's4	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	Public 2-year	institu- tions	Total	sity, very	univer- sity, high <sup>2</sup>	univer-	Master's4	Bacca- laureate <sup>5</sup>	Special focus <sup>6</sup>	Nonprofit 2-year	Total	4-year	2-year
State of jurisdiction	IUlai	LIUIIS	Ιυιαι	IllyII	Sity, High	Sity	IVIASICI S	iauicaic	10003	2-yeai	LIUIIS	IUlai	High	Sity, High	Sity	IVIASICI S	laultalt	10005	2-yeai	IUlai	4-9601	2-yeai
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Vermont Virginia Washington	22 115 74	5 41 43	4 17 36	0 4	1 2	0	1 7 6	2 2 27	0 2	1 24 7	16 42 22	16 40 20	0	0	0 3	6 6 10	8 16	2 15	0 2	1 32	1 18	0 14
West Virginia Wisconsin Wyoming	42 75	22 34	13 17	1 2	0 0	0	3 9	8	1 0	9 17	10 34	10 34	0	0	0 2	3 10	12	3	0	10 7	4 5	6 2
U.S. Service Academies	5	5	5	0	0	0	0	5	0	0	†	†	†	†	†	†	†	†	†	†	†	<u> </u>
Other jurisdictions	96	26	19	0	1	0	3	12	3	7	49	47	0	0	3	13	13	18	2	21	11	10
American Samoa Federated States of	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Micronesia Guam Marshall Islands	1 3 1	1 2 1	0 1 1	0 0 0	0 0 0	0 0 0	0 1 0	0 0 1	0 0 0	1 1 0	0 1 0	0 1 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 1 0	0 0 0	0 0 0	0 0 0	0 0 0
Northern Marianas Palau Puerto Rico	1 1 87	1 1 18	1 0 14	0 0 0	0 0 1	0 0 0	0 0 1	1 0 9	0 0 3	0 1 4	0 0 48	0 0 46	0 0 0	0 0	0 0 3	0 0 13	0 0 13	0 0 17	0 0 2	0 0 21	0 0 11	0 0 10
U.S. Virgin Islands	1	Ĭ	1	Ŏ	Ö	ŏ	i	Ŏ	ŏ	Ó	Ö	0	ŏ	Ŏ	Ŏ	Ö	Ö	0	0	0	0	Ű

†Not applicable.

NOTE: Branch campuses are counted as separate institutions. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the research index ranking may be obtained from http:// carnegieclassifications.iu.edu/. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Institutional Characteristics component. (This table was prepared September 2019.)

<sup>&</sup>lt;sup>1</sup>Research universities with a very high level of research activity.

<sup>&</sup>lt;sup>2</sup>Research universities with a high level of research activity.

Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have a high level of research

<sup>&</sup>lt;sup>4</sup>Institutions that award at least 50 master's degrees and fewer than 20 doctor's degrees per year.

<sup>&</sup>lt;sup>5</sup>Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees.

<sup>&</sup>lt;sup>6</sup>Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.

Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2018

				Number of inst	itutions, by en	rollment size o	of institution <sup>1</sup>			
Control and classification of institution	Total	Under 200	200 to 499	500 to 999	1,000 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 19,999	20,000 to 29,999	30,000 or more
1	2	3	4	5	6	7	8	9	10	11
Total	4,034	601	491	469	826	603	483	339	120	102
Research university, very high <sup>2</sup> Research university, high <sup>3</sup>	115 104	0	0	0	1 1	0 3	4 23	21 46	32 23	57 8
Doctoral/research university <sup>4</sup>	100	0	0	3	7	17	24	31	10	8
Master's <sup>5</sup> Baccalaureate <sup>6</sup>	727 810	15 56	15 95	32 150	175 306	208 110	169 48	87 31	14	12 8
Special-focus <sup>7</sup> 4-year	842	332	195	150	107	42	10	5	1	0
2-year	1,336	198	186	134	229	223	205	118	34	9
Public	1,634	18	46	75	303	351	373	278	105	85
Research university, very high <sup>2</sup> Research university, high <sup>3</sup>	81 74	0	0	0	0	0	1	3 35	25 21	52 7
Doctoral/research university <sup>4</sup>	38	0	0	0	1	1	6	19	8	3
Master's <sup>5</sup> Baccalaureate <sup>6</sup>	271 249	0 2	1 12	0 23	19 63	57 62	102 44	74 30	11 6	7
Special-focus <sup>7</sup> 4-year	54	3	10	12	14	11	4	0	0	0
Arts, music, or design Business and management	2 0	0	0 0	0	2 0	0	0	0	0	0
Engineering and other technology-related	1	0	0	0	0	1	0	0	0	0
Law Medical schools and centers	6 27	0 2	3 0	2 6	1 6	0 10	0 3	0	0	0
Other health professions	6	0	3	1	2	0	0	0	0	0
Tribal colleges Other special focus	11 1	1 0	4 0	3	3 0	0	0 1	0 0	0	0
2-year  High transfer institutions <sup>8</sup>	867 335	13 1	23 6	40 8	206 60	220 67	205 99	117 66	34 21	9
Mixed transfer/career and technical				0						
institutions <sup>9</sup> High career and technical institutions <sup>10</sup>	297 211	0 2	2 5	14 17	79 64	77 76	72 34	39 12	12	2
Special-focus <sup>7</sup> 2-year	24	10	10	1	3	0	0	0	0	0
Health professions Tribal colleges	4 17	1 9	2 7	0	1	0	0	0 0	0	0
Other programs	3	0	1	1	i	0	0	0	0	0
Private nonprofit	1,664	332	229	236	463	229	97	56	11	11
Research university, very high <sup>2</sup>	34	0	0	0	1	0	3 12	18 11	7	5 1
Research university, high <sup>3</sup> Doctoral/research university <sup>4</sup>	30 53	0	0	0 2	1 6	15	16	11	2 2	1
Master's <sup>5</sup>	407	5 27	7	25	149	148	58	12	0	3
Baccalaureate <sup>6</sup> Special-focus <sup>7</sup> 4-year	458 595	261	49 140	104 93	234 70	41 22	2 6	0   3	0	1 0
Arts, music, or design Business and management	56 18	14 3	13 3	13 4	12 4	1 4	2 0	1 0	0	0
Engineering and other technology-related	6	1	1	2	1	0	0	1	0	0
Faith-related Law	306 21	197 4	75 5	23	7	3	1 0	0	0	0
Medical schools and centers	29	0	3	5	12	8	1	0	0	0
Other health professions Tribal colleges	132 5	32 0	35 2	31 3	28	4	1 0	1 0	0	0
Other special focus	22	10	3	4	2	2	1	0	0	0
2-year High transfer institutions <sup>8</sup>	87 9	39 1	33 2	12 6	2	0	0	1 0	0	0
Mixed transfer/career and technical										
institutions <sup>9</sup> High career and technical institutions <sup>10</sup>	3 13	0 5	1 7	0	2 0	0	0	0 0	0	0
Special-focus <sup>7</sup> 2-year	62	33	23	5	0	0	0	1	0	0
Health professions Tribal colleges	26 2	14 1	8 1	0	0	0	0 0	1   0	0	0
Other programs	34	18	14	2	0	0	0	0	0	0
Private for-profit	736	251	216	158	60	23	13	5	4	6
Doctoral/research university <sup>4</sup> Master's <sup>5</sup>	9 49	0 10	0 7	1 7	0 7	1 3	2 9	1	0 3	4 2
Baccalaureate <sup>6</sup>	103	27	34	23	9	7	2	1	0	0
Special-focus <sup>7</sup> 4-year Arts, music, or design	193 35	68 18	45 4	45 5	23	9	0	2	1 0	0 0 0
Business and management	40	14	12	5	4	4	0	1	0	0
Engineering and other technology-related Law	6	1 0	2 2	3 1	0	0	0 0	0 0	0	0
Medical schools and centers Other health professions	2 103	1 33	0 23	1 29	0 13	0	0	0	0	0
Other special focus	4	1	2	1	0	0	0	0	0	0
2-year High transfer institutions <sup>8</sup>	382	146	130	82 0	21	3	0	0	0	0
Mixed transfer/career and technical	2	'	'			U U				
institutions <sup>9</sup> High career and technical institutions <sup>10</sup>	3 99	1 39	1 30	0 23	0	1	0	0	0	0
Special-focus <sup>7</sup> 2-year	278	105	98	59	15	i	0	0	0	0
Health professions Other programs	195 83	66 39	77 21	45 14	6	1 0	0	0	0	0

classification of insti				Enrollm	ant hy aprolle	ant cize of inc	titution			
				Enrollm	ent, by enrollm 1,000 to	2,500 to	5.000 to	10,000 to	20.000 to	30,000 or
Control and classification of institution	Total	Under 200	200 to 499	500 to 999	2,499	4,999	9,999	19,999	29,999	more
1	12	13	14	15	16	17	18	19	20	21
Total  Research university, very high <sup>2</sup> Research university, high <sup>3</sup> Doctoral/research university <sup>4</sup> Master's <sup>6</sup> Baccalaureate <sup>6</sup> Special-focus <sup>7</sup> 4-year 2-year	3,525,917 1,684,415 1,387,413 4,385,674 2,262,858 654,433 5,745,208	61,138 0 0 0 1,689 7,034 32,325 20,090	164,206 0 0 5,382 34,095 61,752 62,977	340,741 0 0 2,421 26,258 111,263 105,065 95,734	2,233 1,882 13,991 323,948 489,265 164,028 394,570	2,157,608 0 12,825 66,976 744,931 374,923 139,339 818,614	29,339 176,363 188,315 1,172,468 337,084 64,832 1,482,211	4,662,627 310,571 657,586 405,255 1,169,629 429,148 59,463 1,630,975	2,942,992 818,710 564,696 243,502 329,032 156,694 27,629 802,729	4,476,077 2,365,064 271,063 466,953 612,337 323,352 0 437,308
Public Research university, very high² Research university, high³ Doctoral/research university⁴ Master's⁵ Baccalaureate⁶ Special-focus³ 4-year Arts, music, or design Business and management Engineering and other technology-related Law Medical schools and centers Other health professions Tribal colleges Other special focus 2-year High transfer institutions⁶ Micel Action (1998)	14,529,264 2,880,371 1,355,351 634,802 2,505,556 1,512,103 94,377 3,129 0 2,654 2,946 64,823 4,010 8,003 8,812 5,546,704 2,841,075	2,641 0 0 0 291 407 0 0 0 209 0 1988 0 1,943	16,585 0 0 401 4,790 3,522 0 0 7422 0 1,251 1,529 7,872 2,125	58,438 0 0 0 17,026 8,918 0 0 1,202 5,326 533 1,857 0 32,494 6,361	531,245 0 0 2,220 39,100 106,207 21,232 3,129 0 0 1,002 10,456 2,226 4,419 0 362,486 109,875	1,282,056 0 0 3,193 215,690 221,303 34,291 0 0 2,654 0 31,637 0 0 807,579 246,965	2,681,084 8,041 88,971 52,566 714,708 308,580 26,007 0 0 17,195 0 0 8,8112 1,482,211 714,959	3,855,036 55,354 510,189 263,153 998,057 416,201 0 0 0 0 0 0 0 0 0	2,588,423 648,369 519,627 199,430 261,574 156,694 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	3,513,756 2,168,607 236,564 114,240 276,026 281,011 0 0 0 0 0 0 0 437,308 333,165
Mixed transfer/career and technical institutions <sup>9</sup> High career and technical institutions <sup>10</sup> Special-focus <sup>7</sup> 2-year Health professions Tribal colleges Other programs	1,867,650 825,934 12,045 3,171 5,377 3,497	0 226 1,531 170 1,361 0	892 1,926 2,929 560 2,034 335	11,733 13,713 687 0 0 687	134,796 110,917 6,898 2,441 1,982 2,475	278,244 282,370 0 0 0	526,262 240,990 0 0 0 0	521,287 151,947 0 0 0 0	290,293 23,845 0 0 0	104,143 0 0 0 0 0
Private nonprofit Research university, very high² Research university, high³ Doctoral/research university⁴ Master's⁵ Baccalaureate⁵ Special-focus² 4-year Arts, music, or design Business and management Engineering and other technology-related Faith-related Law Medical schools and centers Other health professions Tribal colleges Other special focus 2-year High transfer institutions³ Mixed transfer institutions	4,134,244 645,546 329,064 451,943 1,616,062 653,475 393,000 64,501 25,729 18,177 85,207 12,732 58,596 105,701 2,542 19,815 45,154 4,884	33,800 0 0 0 526 3,552 25,820 1,482 294 104 19,061 540 0 3,438 0 901 3,902 75	75,957 0 0 2,685 18,090 44,565 4,294 1,003 390 22,597 1,703 951 11,986 666 975 10,617	172,037 0 0 1,914 20,143 77,621 63,956 8,935 2,554 1,373 15,036 5,936 5,936 3,422 21,853 1,876 2,971 8,403 4,147	767,922 2,233 1,882 11,771 271,040 370,151 107,506 20,087 7,309 2,142 13,219 4,553 17,840 39,737 0 2,619 3,339 0	793,921 0 12,825 60,003 519,863 127,251 73,979 3,639 0 8,639 0 28,597 11,528 0 7,007 0	677,532 21,298 87,392 123,464 392,084 14,469 38,825 11,978 0 0 6,655 7,786 7,064 0 5,342 0	745,631 255,217 147,397 131,567 154,208 0 38,349 14,086 0 0 14,168 0 0 0 10,095 0 18,893	259,482 170,341 45,069 44,072 0 0 0 0 0 0 0 0 0 0	607,962 196,457 34,499 79,152 255,513 42,341 0 0 0 0 0 0
Mixed transfer/career and technical institutions <sup>9</sup> High career and technical institutions <sup>10</sup> Special-focus <sup>7</sup> 2-year Health professions Tribal colleges Other programs	3,645 3,876 32,749 24,843 411 7,495	0 566 3,261 1,624 106 1,531	306 2,407 7,242 2,472 305 4,465	0 903 3,353 1,854 0 1,499	3,339 0 0 0 0	0 0 0 0 0	0 0 0 0 0	0 0 18,893 18,893 0	0 0 0 0 0	0 0 0 0 0
Private for-profit Doctoral/research university <sup>4</sup> Master's <sup>6</sup> Baccalaureate <sup>6</sup> Special-focus <sup>7</sup> 4-year Arts, music, or design Business and management Engineering and other technology-related Law Medical schools and centers Other health professions Other special focus 2-year High transfer institutions <sup>6</sup> Mixed transfer institutions <sup>8</sup>	982,410 300,668 264,056 97,280 167,056 29,412 37,459 3,088 1,218 1,049 93,286 1,544 153,350 414	24,697 0 1,163 3,191 6,098 1,613 1,000 134 0 97 3,181 73 14,245	71,664 0 2,296 11,215 13,665 1,169 3,678 633 591 0 6,929 665 44,488 358	110,266 507 6,115 16,616 32,191 3,225 3,528 2,321 627 952 20,732 20,732 806 54,837	90,750 0 13,808 12,907 35,290 8,399 5,723 0 0 21,168 0 28,745	81,631 3,780 9,378 26,369 31,069 4,390 13,032 0 0 13,647 0 11,035	91,996 12,285 65,676 14,035 0 0 0 0 0 0	61,960 10,535 17,364 12,947 21,114 10,616 10,498 0 0 0 0	95,087 0 67,458 0 27,629 0 0 0 0 27,629 0 0	354,359 273,561 80,798 0 0 0 0 0 0 0 0
Mixed transfer/career and technical institutions <sup>9</sup> High career and technical institutions <sup>10</sup> Special-focus <sup>7</sup> 2-year Health professions Other programs	4,877 41,651 106,408 72,250 34,158	115 4,795 9,279 5,918 3,361	406 10,614 33,110 26,551 6,559	0 15,280 39,557 29,061 10,496	7,462 21,283 7,541 13,742	4,356 3,500 3,179 3,179 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0

## Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2017—Continued

<sup>1</sup>Excludes institutions with no enrollment reported separately from the enrollment of an associated main campus.

<sup>2</sup>Research universities with a very high level of research activity.

<sup>9</sup>Research universities with a high level of research activity.

<sup>4</sup>Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have a high level of research activity.

<sup>5</sup>Institutions that award at least 50 master's degrees and fewer than 20 doctor's degrees

per year.

<sup>6</sup>Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees. 
7 Institutions that award degrees primarily in single fields of study, such as medicine,

business, fine arts, theology, and engineering.

8Institutions that award less than 30 percent of their awards in career and technical

9Institutions that award 30 to 49 percent of their awards in career and technical programs. <sup>10</sup>Institutions that award 50 percent or more of their awards in career and technical

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the research index ranking may be obtained from <a href="http://">http://</a> carnegieclassifications.iu.edu/.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Fall Enrollment component. (This table was prepared September 2019.)

Table 317.50. Number of degree-granting postsecondary institutions that have closed, by control and level of institution: 1969-70 through 2018-19

											Private				
	Al	I institution	IS		Public			Total			Nonprofit			For-profit	
Year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1969–70 1970–71 1971–72 1972–73 1973–74	24 35 14 21 20	10 10 5 12 12	14 25 9 9	5 11 3 4 1	1 0 0 0	4 11 3 4 1	19 24 11 17 19	9 10 5 12 12	10 14 6 5 7	_ _ _ _			_ _ _		
1974–75 1975–76 1976–77 1977–78 1978–79	18 9 9 12 9	13 7 6 9 4	5 2 3 3 5	4 2 0 0 0	0 1 0 0	4 1 0 0 0	14 7 9 12 9	13 6 6 9 4	1 1 3 3 5	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _		_ _ _ _
1979-80 1980-81 1981-82 1982-83 1983-84	6 4 7 7 5	5 3 6 4 5	1 1 1 3 0	0 0 0 0	0 0 0 0 1	0 0 0 0	6 4 7 7 4	5 3 6 4 4	1 1 1 3 0	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _		_ _ _ _
1984–85 1985–86 1986–87 and 1987–88 1988–89 1989–90	4 12 26 14 19	4 8 19 6 8	0 4 7 8 11	0 1 1 0 0	0 1 0 0	0 0 1 0 0	4 11 25 14 19	4 7 19 6 8	0 4 6 8 11	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _
1990–91 1991–92 1992–93 1993–94 1994–95	18 26 23 38 15	6 8 6 11 8	12 18 17 27 7	0 1 0 1 2	0 0 0 0	0 1 0 1 2	18 25 23 37 13	6 8 6 11 8	12 17 17 26 5	7 8 6 13 8	5 7 5 10 7	2 1 1 3 1	11 17 17 24 5	1 1 1 1 1	10 16 16 23 4
1995–96 1996–97 1997–98 1998–99 1999–2000	21 36 5 7 16	8 13 0 1 3	13 23 5 6 13	1 2 0 1 3	1 0 0 0 0	0 2 0 1 3	20 34 5 6 13	7 13 0 1 3	13 21 5 5 10	9 14 1 2 8	7 10 0 0 3	2 4 1 2 5	11 20 4 4 5	0 3 0 1 0	11 17 4 3 5
2000-01 2001-02 2002-03 2003-04 2004-05	14 14 13 12 3	9 2 7 5 1	5 12 6 7 2	0 0 0 0	0 0 0 0	0 0 0 0	14 14 13 12 3	9 2 7 5 1	5 12 6 7 2	8 1 6 8 1	8 1 6 5 1	0 0 0 3 0	6 13 7 4 2	1 1 1 0 0	5 12 6 4 2
2005-06 2006-07 2007-08 2008-09 2009-10	11 13 26 16 17	6 4 10 6 11	5 9 16 10 6	1 0 0 0 0	1 0 0 0 0	0 0 0 0	10 13 26 16 17	5 4 10 6 11	5 9 16 10 6	5 6 9 6 9	4 4 6 5 9	1 2 3 1 0	5 7 17 10 8	1 0 4 1 2	4 7 13 9 6
2010-11 2011-12 2012-13 2013-14 2014-15	20 10 21 20 54	9 5 3 8 7	11 5 18 12 47	0 4 1 1 0	0 0 1 1 0	0 4 0 0 0	20 6 20 19 54	9 5 2 7 7	11 1 18 12 47	7 2 4 4 5	6 2 2 3 3	1 0 2 1 2	13 4 16 15 49	3 3 0 4 4	10 1 16 11 45
2015–16 2016–17 2017–18 2018–19	66 112 86 236	24 65 39 111	42 47 47 125	0 0 1 0	0 0 0 0	0 0 1 0	66 112 85 236	24 65 39 111	42 47 46 125	8 20 17 30	5 12 12 15	3 8 5 15	58 92 68 206	19 53 27 96	39 39 41 110

—Not available.

NOTE: This table indicates the year by which the institution no longer operated (generally it closed at the end of or during the prior year). Data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Directory, Higher Education, 1969–70 through 1974–75; Education Directory, Colleges and Universities, 1975–76 through 1985–86; 1982–83 Supplement to the Education Directory, Colleges and Universities; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:86–99); and IPEDS Fall 2000 through Fall 2018, Institutional Characteristics component. (This table was prepared April 2020.)

Table 318.10. Degrees conferred by postsecondary institutions, by level of degree and sex of student: Selected years, 1869-70 through

		Associate's	degrees			Bachelor's	degrees			Master's	degrees			Doctor's	degrees <sup>1</sup>	
Year	Total	Males	Females	Percent female	Total	Males	Females	Percent female	Total	Males	Females	Percent female	Total	Males	Females	Percent female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1869–70 1879–80 1889–90 1899–1900 1909–10	=	-			9,371 <sup>2</sup> 12,896 <sup>2</sup> 15,539 <sup>2</sup> 27,410 <sup>2</sup> 37,199 <sup>2</sup>	7,993 <sup>2</sup> 10,411 <sup>2</sup> 12,857 <sup>2</sup> 22,173 <sup>2</sup> 28,762 <sup>2</sup>	1,378 <sup>2</sup> 2,485 <sup>2</sup> 2,682 <sup>2</sup> 5,237 <sup>2</sup> 8,437 <sup>2</sup>	14.7 19.3 17.3 19.1 22.7	0 879 1,015 1,583 2,113	0 868 821 1,280 1,555	0 11 194 303 558	1.3 19.1 19.1 26.4	1 54 149 382 443	1 51 147 359 399	0 3 2 23 44	0.0 5.6 1.3 6.0 9.9
1919–20 1929–30 1939–40 1949–50 1959–60 1969–70 1979–80	206,023 400,910		88,591 217,173	   43.0 54.2	48,622 <sup>2</sup> 122,484 <sup>2</sup> 186,500 <sup>2</sup> 432,058 <sup>2</sup> 392,440 <sup>2</sup> 792,316 929,417	31,980 <sup>2</sup> 73,615 <sup>2</sup> 109,546 <sup>2</sup> 328,841 <sup>2</sup> 254,063 <sup>2</sup> 451,097 473,611	16,642 <sup>2</sup> 48,869 <sup>2</sup> 76,954 <sup>2</sup> 103,217 <sup>2</sup> 138,377 <sup>2</sup> 341,219 455,806	34.2 39.9 41.3 23.9 35.3 43.1 49.0	4,279 14,969 26,731 58,183 74,435 213,589 305,196	2,985 8,925 16,508 41,220 50,898 130,799 156,882	1,294 6,044 10,223 16,963 23,537 82,790 148,314	30.2 40.4 38.2 29.2 31.6 38.8 48.6	615 2,299 3,290 6,420 9,829 59,486 95,631	522 1,946 2,861 5,804 8,801 53,792 69,526	93 353 429 616 1,028 5,694 26,105	15.1 15.4 13.0 9.6 10.5 9.6 27.3
1980–81	416,377	188,638	227,739	54.7	935,140	469,883	465,257	49.8	302,637	152,979	149,658	49.5	98,016	69,567	28,449	29.0
1981–82	434,526	196,944	237,582	54.7	952,998	473,364	479,634	50.3	302,447	151,349	151,098	50.0	97,838	68,630	29,208	29.9
1982–83	449,620	203,991	245,629	54.6	969,510	479,140	490,370	50.6	296,415	150,092	146,323	49.4	99,335	67,757	31,578	31.8
1983–84	452,240	202,704	249,536	55.2	974,309	482,319	491,990	50.5	291,141	149,268	141,873	48.7	100,799	67,769	33,030	32.8
1984–85	454,712	202,932	251,780	55.4	979,477	482,528	496,949	50.7	293,472	149,276	144,196	49.1	100,785	66,269	34,516	34.2
1985–86	446,047	196,166	249,881	56.0	987,823	485,923	501,900	50.8	295,850	149,373	146,477	49.5	100,280	65,215	35,065	35.0
1986–87	436,304	190,839	245,465	56.3	991,264	480,782	510,482	51.5	296,530	147,063	149,467	50.4	98,477	62,790	35,687	36.2
1987–88	435,085	190,047	245,038	56.3	994,829	477,203	517,626	52.0	305,783	150,243	155,540	50.9	99,139	63,019	36,120	36.4
1988–89	436,764	186,316	250,448	57.3	1,018,755	483,346	535,409	52.6	316,626	153,993	162,633	51.4	100,571	63,055	37,516	37.3
1989–90	455,102	191,195	263,907	58.0	1,051,344	491,696	559,648	53.2	330,152	158,052	172,100	52.1	103,508	63,963	39,545	38.2
1990–91	481,720	198,634	283,086	58.8	1,094,538	504,045	590,493	53.9	342,863	160,842	182,021	53.1	105,547	64,242	41,305	39.1
1991–92	504,231	207,481	296,750	58.9	1,136,553	520,811	615,742	54.2	358,089	165,867	192,222	53.7	109,554	66,603	42,951	39.2
1992–93	514,756	211,964	302,792	58.8	1,165,178	532,881	632,297	54.3	375,032	173,354	201,678	53.8	112,072	67,130	44,942	40.1
1993–94	530,632	215,261	315,371	59.4	1,169,275	532,422	636,853	54.5	393,037	180,571	212,466	54.1	112,636	66,773	45,863	40.7
1994–95	539,691	218,352	321,339	59.5	1,160,134	526,131	634,003	54.6	403,609	183,043	220,566	54.6	114,266	67,324	46,942	41.1
1995–96	555,216	219,514	335,702	60.5	1,164,792	522,454	642,338	55.1	412,180	183,481	228,699	55.5	115,507	67,189	48,318	41.8
1996–97	571,226	223,948	347,278	60.8	1,172,879	520,515	652,364	55.6	425,260	185,270	239,990	56.4	118,747	68,387	50,360	42.4
1997–98	558,555	217,613	340,942	61.0	1,184,406	519,956	664,450	56.1	436,037	188,718	247,319	56.7	118,735	67,232	51,503	43.4
1998–99	564,984	220,508	344,476	61.0	1,202,239	519,961	682,278	56.8	446,038	190,230	255,808	57.4	116,700	65,340	51,360	44.0
1999–2000	564,933	224,721	340,212	60.2	1,237,875	530,367	707,508	57.2	463,185	196,129	267,056	57.7	118,736	64,930	53,806	45.3
2000-01	578,865	231,645	347,220	60.0	1,244,171	531,840	712,331	57.3	473,502	197,770	275,732	58.2	119,585	64,171	55,414	46.3
2001-02	595,133	238,109	357,024	60.0	1,291,900	549,816	742,084	57.4	487,313	202,604	284,709	58.4	119,663	62,731	56,932	47.6
2002-03	634,016	253,451	380,565	60.0	1,348,811	573,258	775,553	57.5	518,699	215,172	303,527	58.5	121,579	62,730	58,849	48.4
2003-04	665,301	260,033	405,268	60.9	1,399,542	595,425	804,117	57.5	564,272	233,056	331,216	58.7	126,087	63,981	62,106	49.3
2004-05	696,660	267,536	429,124	61.6	1,439,264	613,000	826,264	57.4	580,151	237,155	342,996	59.1	134,387	67,257	67,130	50.0
2005–06	713,315	270,139	443,176	62.1	1,485,104	630,502	854,602	57.5	599,862	241,701	358,161	59.7	138,056	68,912	69,144	50.1
2006–07	727,616	275,034	452,582	62.2	1,524,729	649,816	874,913	57.4	610,703	242,213	368,490	60.3	144,694	71,311	73,383	50.7
2007–08	750,166	282,695	467,471	62.3	1,563,734	668,184	895,550	57.3	630,844	250,203	380,641	60.3	149,190	73,340	75,850	50.8
2008–09	787,243	298,066	489,177	62.1	1,601,399	685,422	915,977	57.2	662,082	263,515	398,567	60.2	154,564	75,674	78,890	51.0
2009–10	848,856	322,747	526,109	62.0	1,649,919	706,660	943,259	57.2	693,313	275,317	417,996	60.3	158,590	76,610	81,980	51.7
2010–11	943,506	361,408	582,098	61.7	1,716,053	734,159	981,894	57.2	730,922	291,680	439,242	60.1	163,827	79,672	84,155	51.4
2011–12	1,021,718	393,479	628,239	61.5	1,792,163	765,772	1,026,391	57.3	755,967	302,484	453,483	60.0	170,217	82,670	87,547	51.4
2012–13	1,007,427	389,195	618,232	61.4	1,840,381	787,408	1,052,973	57.2	751,718	301,552	450,166	59.9	175,026	85,080	89,946	51.4
2013–14	1,005,155	391,474	613,681	61.1	1,870,150	801,905	1,068,245	57.1	754,582	302,846	451,736	59.9	177,587	85,585	92,002	51.8
2014–15	1,014,341	396,782	617,559	60.9	1,894,969	812,693	1,082,276	57.1	758,804	306,615	452,189	59.6	178,548	84,922	93,626	52.4
2015–16	1,008,228	392,084	616,144	61.1	1,920,750	821,746	1,099,004	57.2	785,757	320,574	465,183	59.2	178,134	84,240	93,894	52.7
2016–17	1,005,687	394,147	611,540	60.8	1,956,114	836,021	1,120,093	57.3	804,542	326,857	477,685	59.4	181,357	84,649	96,708	53.3
2017–18	1,011,487	398,600	612,887	60.6	1,980,644	844,960	1,135,684	57.3	820,102	326,870	493,232	60.1	184,074	85,568	98,506	53.5
2018–19 <sup>3</sup>	977,000	381,000	596,000	61.0	1,989,000	843,000	1,146,000	57.6	829,000	326,000	502,000	60.6	186,000	85,000	100,000	54.1
2019–20 <sup>3</sup>	981,000	382,000	599,000	61.0	1,996,000	846,000	1,151,000	57.6	832,000	327,000	505,000	60.7	186,000	86,000	101,000	54.1
2020-21 <sup>3</sup>	983,000	383,000	600,000	61.1		846,000	1,152,000	57.7	833,000	327,000	506,000	60.7	187,000	86,000	101,000	54.1
2021-22 <sup>3</sup>	986,000	384,000	602,000	61.1		846,000	1,154,000	57.7	835,000	328,000	507,000	60.7	187,000	86,000	101,000	54.1
2022-23 <sup>3</sup>	989,000	385,000	604,000	61.1		847,000	1,156,000	57.7	836,000	328,000	508,000	60.7	187,000	86,000	101,000	54.2
2023-24 <sup>3</sup>	992,000	386,000	606,000	61.1		848,000	1,158,000	57.7	838,000	329,000	509,000	60.7	188,000	86,000	102,000	54.2
2024-25 <sup>3</sup>	995,000	387,000	608,000	61.1		851,000	1,162,000	57.7	841,000	330,000	511,000	60.7	188,000	86,000	102,000	54.2
2025–26 <sup>3</sup>	998,000	389,000	610,000	61.1	2,020,000	854,000	1,166,000	57.7	844,000	331,000	513,000	60.7	189,000	87,000	102,000	54.2
2026–27 <sup>3</sup>	1,002,000	390,000	612,000	61.1	2,027,000	857,000	1,170,000	57.7	847,000	333,000	514,000	60.7	190,000	87,000	103,000	54.2
2027–28 <sup>3</sup>	1,005,000	391,000	613,000	61.1	2,030,000	858,000	1,171,000	57.7	849,000	333,000	515,000	60.7	190,000	87,000	103,000	54.2
2028–29 <sup>3</sup>	1,006,000	392,000	614,000	61.1	2,030,000	858,000	1,171,000	57.7	849,000	333,000	516,000	60.7	190,000	87,000	103,000	54.2
2029–30 <sup>3</sup>	1,007,000	392,000	615,000	61.1	2,029,000	858,000	1,171,000	57.7	849,000	334,000	516,000	60.7	190,000	87,000	103,000	54.2

degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Earned Degrees Conferred*, 1869–70 through 1964–65; Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1965–66 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87–99); IPEDS Fall 2000 through Fall 2018, Completions component; and Degrees Conferred Projection Model, 1980–81 through 2029–30. (This table was prepared December 2019.)

<sup>—</sup>Not available. 
¹Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees that were classified as first-professional prior to 2010–11, such as M.D., D.D.S.,

and law degrees.

2 Includes some degrees classified as master's or doctor's degrees in later years.

NOTE: Data through 1994–95 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher

Table 318.20. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18

[Standard errors appear in parentheses]

				Number of deg	rees conferred						Percen	tage distribution	n of degrees co	nferred		
Degree and year	Total degrees	Humanities <sup>1</sup>	Social and behavioral sciences <sup>2</sup>	Natural sciences and mathematics <sup>3</sup>		Education	Business	Other fields <sup>5</sup>	Total degrees	Humanities <sup>1</sup>	Social and behavioral sciences <sup>2</sup>	Natural sciences and mathematics <sup>3</sup>	Computer sciences and engineering <sup>4</sup>	Education	Business	Other fields <sup>5</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Bachelor's degrees 1970-71 1975-76 1980-81 1985-86 1990-91	839,730 925,746 935,140 987,823 1,094,538	143,549 150,736 134,139 132,891 172,485	193,511 176,674 141,581 134,468 183,762	81,916 91,596 78,092 76,228 70,209	52,570 52,328 90,476 139,459 104,910	176,307 154,437 108,074 87,147 110,807	115,396 143,171 200,521 236,700 249,165	76,481 156,804 182,257 180,930 203,200	100.0 100.0 100.0 100.0 100.0	17.1 16.3 14.3 13.5 15.8	23.0 19.1 15.1 13.6 16.8	9.8 9.9 8.4 7.7 6.4	6.3 5.7 9.7 14.1 9.6	21.0 16.7 11.6 8.8 10.1	13.7 15.5 21.4 24.0 22.8	9.1 16.9 19.5 18.3 18.6
1995–96	1,164,792	193,404	199,895	93,443	102,503	105,384	226,623	243,540	100.0	16.6	17.2	8.0	8.8	9.0	19.5	20.9
2000–01	1,244,171	214,107	201,681	89,772	117,011	105,458	263,515	252,627	100.0	17.2	16.2	7.2	9.4	8.5	21.2	20.3
2005–06	1,485,104	261,666	249,600	105,883	129,108	107,235	318,043	313,569	100.0	17.6	16.8	7.1	8.7	7.2	21.4	21.1
2010–11	1,716,053	288,446	278,075	131,871	136,163	104,008	365,133	412,357	100.0	16.8	16.2	7.7	7.9	6.1	21.3	24.0
2014–15	1,894,969	280,956	284,544	161,800	174,691	91,596	363,741	537,641	100.0	14.8	15.0	8.5	9.2	4.8	19.2	28.4
2015–16	1,920,750	274,513	278,658	167,055	188,350	87,221	371,690	553,263	100.0	14.3	14.5	8.7	9.8	4.5	19.4	28.8
2016–17	1,956,114	270,931	275,956	172,115	205,206	85,130	381,109	565,667	100.0	13.9	14.1	8.8	10.5	4.4	19.5	28.9
2017–18	1,980,644	268,554	276,399	175,461	220,281	82,621	386,201	571,127	100.0	13.6	14.0	8.9	11.1	4.2	19.5	28.8
Master's degrees 1970-71 1975-76 1980-81 1985-86 1990-91	235,564 317,477 302,637 295,850 342,863	34,510 37,079 35,130 34,834 35,984	22,256 26,120 22,168 20,409 23,582	17,152 15,742 13,579 14,055 13,664	18,535 19,403 21,434 30,216 34,774	87,666 126,061 96,713 74,816 87,352	26,490 42,592 57,888 66,676 78,255	28,955 50,480 55,725 54,844 69,252	100.0 100.0 100.0 100.0 100.0	14.6 11.7 11.6 11.8 10.5	9.4 8.2 7.3 6.9 6.9	7.3 5.0 4.5 4.8 4.0	7.9 6.1 7.1 10.2 10.1	37.2 39.7 32.0 25.3 25.5	11.2 13.4 19.1 22.5 22.8	12.3 15.9 18.4 18.5 20.2
1995–96	412,180	40,795	30,164	16,154	39,422	104,936	93,554	87,155	100.0	9.9	7.3	3.9	9.6	25.5	22.7	21.1
2000–01	473,502	40,625	30,330	15,360	44,098	127,829	115,602	99,658	100.0	8.6	6.4	3.2	9.3	27.0	24.4	21.0
2005–06	599,862	49,590	37,143	19,575	50,581	174,622	146,396	121,955	100.0	8.3	6.2	3.3	8.4	29.1	24.4	20.3
2010–11	730,922	57,160	46,147	23,576	62,695	185,127	187,178	169,039	100.0	7.8	6.3	3.2	8.6	25.3	25.6	23.1
2014–15	758,804	59,181	47,305	29,344	82,916	146,581	185,236	208,241	100.0	7.8	6.2	3.9	10.9	19.3	24.4	27.4
2015–16	785,757	59,067	47,506	31,299	97,843	145,792	186,835	217,415	100.0	7.5	6.0	4.0	12.5	18.6	23.8	27.7
2016–17	804,542	57,895	47,543	32,500	106,782	145,624	187,412	226,786	100.0	7.2	5.9	4.0	13.3	18.1	23.3	28.2
2017–18	820,102	59,088	47,725	34,819	105,436	146,367	192,184	234,483	100.0	7.2	5.8	4.2	12.9	17.8	23.4	28.6
Doctor's degrees <sup>6</sup> 1970-71 1975-76 1980-81 1985-86 1990-91	64,998 91,007 98,016 100,280 105,547	4,402 5,461 4,827 4,648 4,858	5,804 7,314 6,698 6,548 6,944	9,126 7,591 7,473 7,668 9,378	3,816 3,118 2,860 3,800 6,006	6,041 7,202 7,279 6,610 6,189	774 906 808 923 1,185	35,035 59,415 68,071 70,083 70,987	100.0 100.0 100.0 100.0 100.0	6.8 6.0 4.9 4.6 4.6	8.9 8.0 6.8 6.5 6.6	14.0 8.3 7.6 7.6 8.9	5.9 3.4 2.9 3.8 5.7	9.3 7.9 7.4 6.6 5.9	1.2 1.0 0.8 0.9 1.1	53.9 65.3 69.4 69.9 67.3
1995–96	115,507	6,356	7,901	10,997	7,223	6,246	1,366	75,418	100.0	5.5	6.8	9.5	6.3	5.4	1.2	65.3
2000–01	119,585	6,466	9,021	10,190	6,315	6,284	1,180	80,129	100.0	5.4	7.5	8.5	5.3	5.3	1.0	67.0
2005–06	138,056	6,628	8,835	12,097	8,734	7,584	1,711	92,467	100.0	4.8	6.4	8.8	6.3	5.5	1.2	67.0
2010–11	163,827	8,359	10,241	14,574	10,013	9,642	2,286	108,712	100.0	5.1	6.3	8.9	6.1	5.9	1.4	66.4
2014–15	178,548	8,391	11,411	15,677	12,360	11,772	3,116	115,821	100.0	4.7	6.4	8.8	6.9	6.6	1.7	64.9
2015–16	178,134	8,324	11,246	15,851	12,387	11,838	3,325	115,163	100.0	4.7	6.3	8.9	7.0	6.6	1.9	64.6
2016–17	181,357	8,120	11,408	16,039	12,505	12,692	3,328	117,265	100.0	4.5	6.3	8.8	6.9	7.0	1.8	64.7
2017–18	184,074	8,336	10,951	16,413	13,046	12,780	3,338	119,210	100.0	4.5	5.9	8.9	7.1	6.9	1.8	64.8

<sup>1</sup>Includes degrees in Area, ethnic, cultural, gender, and group studies; English language and literature/letters; Foreign languages, literatures, and linguistics; Liberal arts and sciences, general studies, and humanities; Multi/interdisciplinary studies; Philosophy and religious studies; Theology and religious vocations; and Visual and performing arts.

<sup>2</sup>Includes Psychology; Social sciences; and History.

<sup>6</sup>Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees that were classified as first-professional prior to 2010–11, such as M.D., D.D.S., and law degrees.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Data in this table are based on the 2010 Classification of Instructional Programs. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related support services and Personal and culinary services; and "Engineering technologies" includes Engineering technologies and engineering-related fields, Construction trades, and Mechanic and repair technologies/technicians. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970–71 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91–96); and IPEDS Fall 2001 through Fall 2018, Completions component. (This table was prepared Februray 2020.)

<sup>&</sup>lt;sup>3</sup>Includes Biological and biomedical sciences; Mathematics and statistics; and Physical sciences and science technologies. <sup>4</sup>Includes Computer and information sciences; Engineering; and Engineering technologies.

<sup>&</sup>lt;sup>5</sup>Includes Agriculture and natural resources; Architecture and related services; Communication, journalism, and related programs; Communications technologies; Family and consumer sciences/human sciences; Health professions and related programs; Homeland security, law enforcement, and firefighting; Legal professions and studies; Library science; Military technologies and applied sciences; Parks, recreation, leisure, and fitness studies; Precision production; Public administration and social services: Transportation and materials moving: and Not classified by field of study.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18

aivision: 2017-18									
	Bac	helor's degr	ees	Ma	ster's degre	es	Doc	tor's degree	S <sup>1</sup>
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
All fields, total Agriculture and natural resources	<b>1,980,644</b> 39,314	<b>844,960</b> 18,202	<b>1,135,684</b> 21,112	<b>820,102</b> 6,967	<b>326,870</b> 2,997	<b>493,232</b> 3,970	<b>184,074</b> 1,496	<b>85,568</b> 798	<b>98,506</b> 698
Agriculture, agriculture operations, and related sciences	20,215	9,003	11,212	2,856	1,247	1,609	886	488	398
Agriculture, general Agricultural business and management, general	2,194 1,124	1,096 745	1,098 379	301 66	120 40	181 26	14	11	3 1
Agribusiness/agricultural business operations	2,195	1,362	833	43	21	22	0	0	0
Agricultural economics Farm/farm and ranch management	1,531 171	1,046 129	485 42	336 6	175 5	161 1	131 0	80 0	51 0
Agricultural/farm supplies retailing and wholesaling Agricultural business technology	1 36	0 20	1 16	0 2	0	0	0	0	0
Agricultural business and management, other	81	42	39	8	2	6	0	0	0
Agricultural mechanization, general Agricultural mechanics and equipment/machine technology	336	310 0	26 0	1 0	0	1 0	0	0	0 0
Agricultural production operations, general	81 193	43 54	38 139	7	3	4	0	0	0
Animal/livestock husbandry and production Aquaculture	58	39	139	41	26	15	12	8	4
Crop production Dairy husbandry and production	75 2	61 0	14 2	0	0	0	0	0	0 0
Horse husbandry/equine science and management	159	9	150	7	0	7	0	0	0
Agroecology and sustainable agriculture Viticulture and enology	211 132	108 67	103 65	73 0	25 0	48 0	13 0	7 0	6 0
Agricultural and food products processing	103	56 5	47	0	0	0	0	0	0
Animal training Equestrian/equine studies	23 302	14	18 288	0	0	0	0	0	0
Agricultural and domestic animal services, other Applied horticulture/horticultural operations, general	1 87	0 33	1 54	0 7	0 5	0 2	0 5	0 3	0 2
Ornamental horticulture	28	16	12	6	4	2	6	4	2
Landscaping and groundskeeping Plant nursery operations and management	132	96 1	36 1	2 0	0	2	0	0	0
Turf and turfgrass management	94	90	4 0	4 0	4	0	0	0	0
Floriculture/floristry operations and management Applied horticulture/horticultural business services, other	32	1 22	10	0	0	0	0	0	0
International agriculture Agricultural and extension education services	54 67	16 29	38 38	54 94	14 23	40 71	0 15	0 8	0 7
Agricultural communication/journalism	422	72	350	27	4	23	0	0	0
Agricultural public services, other Animal sciences, general	53 5,890	22 1,184	31 4,706	5 414	1 137	4 277	0 166	0 82	0 84
Agricultural animal breeding Animal health	0 2	0 1	0	4	0	4	1 0	0	1 0
Animal nutrition	0	0	0	0	0	0	3	0	3
Dairy science Livestock management	153	60 1	93 2	33 2	9	24 2	5 0	2	3
Poultry science	103	46	57	17	10	7	17	8	9
Animal sciences, other Food science	79 1,318	11 388	68 930	4 451	139	3 312	0 140	0 55	0 85
Food technology and processing Food science and technology, other	13 74	5 42	8 32	10 29	5 13	5 16	7 0	3	4 0
Plant sciences, general	531	327	204	87	58	29	46	29	17
Agronomy and crop science Horticultural science	704 485	485 251	219 234	276 137	173 68	103 69	110 38	72 25	38 13
Agricultural and horticultural plant breeding	6	3	3	25	15	10	28	22	6
Plant protection and integrated pest management Range science and management	109 110	90 62	19 48	28 37	21 18	7 19	7 14	3 8	4 6
Plant sciences, other Soil science and agronomy, general	32 190	21 132	11 58	61 91	30 53	31 38	42 55	24 31	18 24
Soil chemistry and physics	38	33	5	1	1	0	0	0	0
Soil sciences, other Agriculture, agriculture operations, and related sciences, other	38 356	18 239	20 117	8 49	4 19	4 30	4 6	2	2 5
Natural resources and conservation	19,099	9,199	9,900	4,111	1,750	2,361	610	310	300
Natural resources/conservation, general Environmental studies	1,377 6,532	660 2,752	717 3,780	581 1,199	238 492	343 707	100 110	51 45	49 65
Environmental science	6,697	3,166	3,531	899	375	524	168	91	77
Natural resources conservation and research, other Natural resources management and policy	130 695	67 399	63 296	79   497	38 191	41 306	25 25	11 11	14 14
Natural resource economics	73	41	32	8	3	5	1	0	1
Water, wetlands, and marine resources management Land use planning and management/development	77 66	39 54	38 12	171 44	61 20	110 24	1 1	1	0 0
Natural resource recreation and tourism  Natural resources law enforcement and protective services	53 31	33 25	20 6	62 0	29 0	33 0	1 0	0	1 0
Natural resources management and policy, other	253	154	99	25	9	16	0	0	0
Fishing and fisheries sciences and management Forestry, general	357 521	196 373	161 148	41 136	19 75	22 61	17 39	10 24	7 15
Forest sciences and biology Forest management/forest resources management	192 166	157 136	35 30	122	70 21	52 15	50 5	24	26 1
Urban forestry	20	5	15	13	8	5	4	2	2
Wood science and wood products/pulp and paper technology Forest resources production and management	78 5	58 4	20 1	12 8	9	3 4	9	4 6	5 2
Forest technology/technician	0	0	0	0	0	0	0	0	0
Forestry, other Wildlife, fish, and wildlands science and management	76 1,564	53 741	23 823	6 157	4 80	2 77	8 36	5 20	3 16
Natural resources and conservation, other	136	86	50	15	4	11	2	0	2

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ma	ster's degre	ees	Doc	tor's degree	es <sup>1</sup>
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Architecture and related services Architecture City/urban, community and regional planning Environmental design/architecture Interior architecture Landscape architecture Architectural history and criticism, general Architectural technology/technician Architectural and building sciences/technology Real estate development Architecturae and related services, other	8,464 4,511 825 521 425 720 80 128 986 60 208	4,474 2,422 492 288 38 394 38 77 575 49 101	3,990 2,089 333 233 387 326 42 51 411 11	7,317 2,609 1,667 91 144 524 28 9 1,907 292	3,516 1,385 733 31 20 194 11 4 917 203	3,801 1,224 934 60 124 330 17 5 990 89 28	250 117 101 11 0 3 2 0 16 0	136 70 52 5 0 1 0 0 8	114 47 49 6 0 2 2 2 0 8 0 0
Area, ethnic, cultural, gender, and group studies African studies American/United States studies/civilization Asian studies/civilization East Asian studies Russian, Central European, East European and Eurasian studies European studies/civilization Latin American studies Near and Middle Eastern studies Pacific Area/Pacific Rim studies Russian studies Scandinavian studies Scandinavian studies South Asian studies South Asian studies Western European studies Canadian studies Ural-Altaic and Central Asian studies Regional studies (U.S., Canadian, foreign) Chinese studies French studies German studies Italian studies Japanese studies Korean studies Spanish and Iberian studies Irish studies Latin American and Caribbean studies Area studies Area studies Area studies Area frican-American/Black studies American Indian/Native American, and Mexican-American/Chicano studies Asian-American studies Folklore studies Folklore studies Disability studies Deaf studies Ethnic, cultural minority, gender, and group studies, other	7,717 94 958 679 281 411 48 305 143 17 70 111 4 4 0 0 8 8 1 15 6 6 16 45 49 43 32 2 7 0 0 19 0 19 181 677 212 420 82 1,459 7 7 10 32 2 1,459 10 11 11 11 11 11 11 11 11 11 11 11 11	2,118 368 294 115 16 144 101 50 8 8 31 7 2 0 0 2 2 0 11 3 7 23 3 7 23 10 19 8 8 6 26 210 80 0 2 2 3 3 36 170	5,599 76 590 385 166 25 34 4 204 93 93 4 2 2 2 39 24 24 24 31 0 14 4 31 0 23 410 136 467 132 326 48 1,359 7 8 2 9 2 0 0 650	1,673 44 220 84 165 29 19 168 159 2 39 4 10 6 33 4 14 14 51 7 72 69 41 18 8 187 0 19 366 4 100	565 17 600 400 911 11 12 65 75 0 0 1 2 4 4 4 4 4 5 5 4 4 4 2 2 3 3 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1,108 27 1600 444 96 188 7 103 844 2 6 18 2 15 0 2 0 9 5 12 4 14 1 0 0 4 12 32 32 7 47 45 30 6 167 0 15 33 3 76	335 14 88 0 25 0 0 3 333 0 0 1 4 0 0 0 0 3 2 3 0 0 0 0 0 0 0 0 0 0 0 0 0	116 5 40 0 9 0 0 17 0 0 0 0 17 0 0 0 0 0 1 0 0 0 0 0	219 9 48 0 16 0 0 3 16 0 0 1 1 0 0 0 2 2 2 2 0 0 0 0 0 0 0 0 0 0 0 0 0
Biological and biomedical sciences Biology/biological sciences, general Biomedical sciences, general Biochemistry Biophysics Molecular biochemistry Molecular biochemistry Molecular biochemistry Molecular biology Radiation biology/radiobiology Biochemistry and molecular biology Biochemistry and molecular biology Biochemistry, biophysics and molecular biology, other Botany/plant biology Plant pathology/phytopathology Plant physiology Plant molecular biology Botany/plant biology, other Cell/cellular biology, other Cell/cellular biology and embryology Cell/cellular biology and embryology Cell/cellular and molecular biology Cell/cellular and molecular biology Cell/cellular biology and anatomy Cell/cellular biology and anatomical sciences, other Microbiology, general Medical microbiology and bacteriology Virology Parasitology Immunology Microbiological sciences and immunology, other Zoology/animal biology Entomology Animal physiology Animal behavior and ethology	118,663 73,983 4,460 8,861 167 841 398 0 0 5 1,051 219 231 17 0 0 30 371 482 48 2,773 15 100 2,024 398 0 0 0 137 131 1,568 98	44,852 26,686 1,749 4,287 109 353 2002 95 1111 5 0 0 13 180 169 9 33 87,4 152 0 0 0 0 0 13 184 1,184 152 0 0 0 0 156 471 411 416 46 471 46 46 471 46 46 471 471 471 471 471 471 471 471 471 471	73,811 47,297 2,711 4,574 58 488 196 0 0 5 569 124 120 0 0 17 191 313 330 1,589 6 6 67 7 1,150 246 0 0 0 7 7 7 7 7 7 8	17,180 3,579 2,532 321 26 193 95 1 0 125 22 93 8 45 235 5 192 34 144 177 205 1 0 90 74 38 87 73 30	7,028 1,409 1,111 160 0 0 0 9 49 12 47 35 2 2 2 2 4 4 15 10 6 6 6 6 11 6 6 8 6 12 6 6 6 6 12 6 6 6 6 6 16 6 6 6 7 7 7 8 8 8 8 6 6 6 7 7 8 8 8 6 8 6	10,152 2,170 1,421 161 9 105 58 1 76 10 46 33 3 106 22 80 116 137 0 0 54 48 48 22 49 72 15 26	8,222 1,036 628 521 102 162 59 14 0 6 147 34 109 81 9 136 38 47 420 35 115 198 131 13 75 62 87 112	3,829 485 287 274 67 66 32 14 0 4 66 14 55 7 7 4 4 55 14 12 207 22 52 52 7 7 0 68 83 33 33 66 68 33 52 52	4,393 551 341 247 35 96 27 0 0 2 81 20 50 39 4 6 5 81 24 26 213 13 13 56 116 79 6 0 75 42 36 36 48 48 48 48 48 48 48 48 48 48 48 48 48

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ma	ster's degre	es	Doc	tor's degree	es <sup>1</sup>
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Wildlife biology Zoology/animal biology, other	450 2	163	287 1	9 14	5 5	4	3 7	1 4	2
Genetics, general Molecular genetics	359 212	107 62	252 150	58 16	24 6	34 10	138 83	53 40	85 43
Animal genetics	36	9	27	0	0	0	18	5	13
Plant genetics Human/medical genetics	6	3 0	3 0	4 184	3 33	1 151	15 89	8 35	7 54
Genome sciences/genomics Genetics, other	7 0	2 0	5 0	11	3	8	31 19	13 12	18 7
Physiology, general Molecular physiology	1,593	637 0	956 0	812 0	387 0	425 0	146 37	79 16	67 21
Cell physiology	3	0	3	25	10	15	29	11	18
Endocrinology Reproductive biology	0	0 0	0	2 25	0 7	2 18	9	2 0	7
Cardiovascular science Exercise physiology	0 3,879	0 1,658	0 2,221	7 531	2 219	5 312	7 86	6 51	1 35
Vision science/physiological optics	97	17	80	40	12	28	16	7	ç
Pathology/experimental pathology Oncology and cancer biology	22	3 0	19 0	105 25	39 6	66 19	176 130	77 70	99 60
Physiology, pathology, and related sciences, other Pharmacology	59 78	14 39	45 39	20 226	5 115	15 111	7 210	6 100	1 110
Molecular pharmacology Neuropharmacology	0	0	0	5 32	1 19	13	57 0	27	30
Toxicology	63	18	45	55	21	34	71	28	43
Molecular toxicology Environmental toxicology	0 22	0 8	0 14	0 46	0 19	0 27	1 41	1 16	( 25
Pharmacology and toxicology Pharmacology and toxicology, other	68 0	31 0	37 0	102 0	36 0	66 0	55 0	22	33
Biometry/biometrics Biostatistics	31 30	18 8	13 22	34 718	20 284	14 434	11 206	6 98	108
Bioinformatics	284	163	121	420	221	199	119	81	38
Computational biology Biomathematics, bioinformatics, and computational biology, other	40 38	20 11	20 27	30 65	17 42	13 23	49 22	28 16	2
Biotechnology Ecology	844 715	399 280	445 435	1,344 159	557 65	787 94	15 172	9 78	94
Marine biology and biological oceanography	1,357	418	939	244	63	181	75	33	42
Evolutionary biology Aquatic biology/limnology	103 91	29 52	74 39	22 9	9 4	13 5	33 0	18 0	15 (
Environmental biology Population biology	337	140 0	197 0	42 8	14 3	28 5	16 8	8	8
Conservation biology Systematic biology/biological systematics	141	49 0	92 0	91 4	29 1	62 3	12 11	6	6
Epidemiology	23	5	18	1,400	399	1,001	359	95	264
Ecology and evolutionary biology Ecology, evolution, systematics and population biology, other	452 194	164 83	288 111	57 26	21 14	36 12	94 41	48 22	46 19
Molecular medicine Neuroscience	6,191	0 2,110	0 4,081	16 243	3 95	13 148	34 618	16 272	18 346
Neurobiology and anatomy Neurobiology and behavior	834 139	327 40	507 99	11 33	2 10	9 23	54 15	17 10	37
Neurobiology and neurosciences, other	44	11	33	0	0	0	5	4	i
Biological and biomedical sciences, other	1,141	345	796	1,246	581	665	199	79	120
Business, management, marketing, and personal and culinary services Business, management, marketing, and related support services	386,201 385,400	204,839 204,563	181,362 180,837	192,184 192,154	99,860 99,855	92,324 92,299	3,338 3,338	1,926 1,926	1,412 1,412
Business/commerce, general Business administration and management, general	25,128 138,905	13,342 74,085	11,786 64,820	9,402 106,000	5,576 58,051	3,826 47,949	249 2,003	149 1,217	100 780
Purchasing, procurement/acquisitions and contracts management Logistics, materials, and supply chain management	655 5,494	388 3,679	267 1,815	409 959	211 638	198	3	, 3 1	
Office management and supervision	430	175	255	62	31	321 31	0	0	(
Operations management and supervision Nonprofit/public/organizational management	3,005 386	1,940 112	1,065 274	544 1,860	326 553	218 1,307	9	5 3 0	
Customer service management E-commerce/electronic commerce	57 99	18 42	39 57	2 41	0 26	2 15	0	0	
Transportation/mobility management Research and development management	167 8	108 5	59 3	147 164	117 60	30 104	4 0	4	
Project management	601	361	240	1,018	555	463	8	4	
Retail management Organizational leadership	306 3,946	49 1,900	257 2,046	97 5,605	2,437	94 3,168	0 366	0 177	189
Business administration, management and operations, other Accounting	8,466 50,128	3,984 24,316	4,482 25,812	5,704 19,637	2,778 8,737	2,926 10,900	48 36	22 16	20 20
Accounting technology/technician and bookkeeping Auditing	200	115 10	85 21	126	53	0 73	0	0	(
Accounting and finance	818	477	341	868	370	498	0	0	(
Accounting and business/management Accounting and related services, other	968 142	415 79	553 63	400 207	195 91	205 116	0 2	0	(
Administrative assistant and secretarial science, general Executive assistant/executive secretary	57 0	21 0	36 0	0	0	0	0	0	(
Business/office automation/technology/data entry General office occupations and clerical services	29 0	9	20 0	0	0	0	0	0	(
Parts, warehousing, and inventory management operations	0	0	0	0	0	0	0	0	(
Traffic, customs, and transportation clerk/technician Business operations support and secretarial services, other	47 0	31 0	16 0	0	0	0	0	0 0	(
Business/corporate communications Business/managerial economics	937 5,535	324 3,632	613 1,903	72 250	18 155	54 95	0 53	0 33	20
Entrepreneurship/entrepreneurial studies Franchising and franchise operations	2,600	1,664	936	680	357	323	11	7	4
rranchising and tranchise operations	165	1 82	1 83	0 9	0 6	0	0	0	(

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	chelor's degr	ees	Ma	ster's degre	es	Doc	tor's degree	9S <sup>1</sup>
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Entrepreneurial and small business operations, other Finance, general Banking and financial support services Financial planning and services International finance Investments and securities Public finance Finance and financial management services, other Hospitality administration/management, general Tourism and travel services management	91 39,479 494 480 3 64 116 198 7,522 684	54 27,985 316 335 1 54 12 136 2,233 198	37 11,494 178 145 2 10 4 62 5,289 486	92 5,648 34 222 26 149 12 128 544 108	29 3,429 15 134 16 100 9 81 168 38	63 2,219 19 88 10 49 3 47 376 70	1 33 0 12 0 0 0 29 2	0 22 0 7 0 0 0 0 0	1 11 0 5 0 0 0 16 1
Hotel/motel administration/management Restaurant/food services management Resort management Meeting and event planning Casino management Hotel, motel, and restaurant management Hospitality administration/management, other Human resources management/personnel administration, general Labor and industrial relations Organizational behavior studies	1,677 738 258 618 0 48 383 6,850 974 2,276	543 296 104 51 0 20 142 1,862 448 966	1,134 442 154 567 0 28 241 4,988 526 1,310	106 1 0 6 0 72 4,700 728 1,292	41 1 0 3 0 0 33 1,181 246 482	65 0 0 3 0 0 39 3,519 482 810	7 0 0 0 0 1 44 8 153	3 0 0 0 0 0 0 0 18 6	4 0 0 0 0 0 1 26 2 82
Labor studies Human resources development Human resources management and services, other International business/trade/commerce Management information systems, general Information resources management Knowledge management Management information systems and services, other Management science, general Business statistics Actuarial science	53 724 349 5,698 8,335 236 43 141 3,556 412 1,440	21 139 69 2,694 6,006 159 23 73 2,119 249 852	32 585 280 3,004 2,329 77 20 68 1,437 163 588	17 978 1,128 1,960 1,760 668 199 164 4,689 1,143 550	9 249 392 1,047 1,171 486 106 99 2,615 631 319	8 729 736 913 589 182 93 65 2,074 512 231	0 34 0 29 28 29 0 0 46	0 18 0 13 16 21 0 0 31 0	0 16 0 16 12 8 0 0 15 0
Management sciences and quantitative methods, other Marketing/marketing management, general Marketing research International marketing Marketing, other Real estate Taxation Insurance Sales, distribution, and marketing operations, general Marketing and busing operations, general	708 37,010 28 206 755 977 9 1,138 1,549	452 17,036 13 49 370 735 8 738 829	256 19,974 15 157 385 242 1 400 720	2,902 1,969 140 493 277 1,039 1,619 115 557	1,605 679 64 206 80 764 807 58	1,297 1,290 76 287 197 275 812 57 406	9 32 2 2 4 0 0	6 15 1 1 0 0 0	3 17 1 1 4 0 0 0 2
Merchandising and buying operations Retailing and retail operations Selling skills and sales operations General merchandising/sales/related marketing operations, other Fashion merchandising Apparel and accessories marketing operations Tourism and travel services marketing operations Tourism promotion operations Vehicle and vehicle parts and accessories marketing operations Business and personal/financial services marketing operations Special products marketing operations Hospitality and recreation marketing operations Specialized merchandising/sales/related marketing operations, other Construction management Telecommunications management Business/management/marketing/related support services, other	0 387 341 94 2,649 40 29 1 68 0 202 78 133 2,274 0 3,572	0 87 225 24 156 6 11 55 0 83 65 41 2,056 0 1,999	0 300 116 70 2,493 34 18 0 13 0 119 13 92 218 0 1,573	7 3 0 3 67 50 0 0 0 14 0 52 425 24 1,011	0 0 0 2 6 5 0 0 0 5 0 23 308 16 602	77 30 11 61 45 00 0 29 117 8 409	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Personal and culinary services Funeral service and mortuary science, general Funeral direction/service Cosmetology/cosmetologist, general Cooking and related culinary arts, general Baking and pastry arts/baker/pastry chef Culinary arts/chef training Restaurant, culinary, and catering management/manager Food service, waiter/waitress, and dining room management Culinary seience/culinology Culinary arts and related services, other Personal and culinary services, other	801 137 44 0 0 79 324 111 0 57 49	276 42 16 0 0 11 114 57 0 24 12	525 95 28 0 0 68 210 54 0 33 37	30 0 0 0 0 0 0 0 0 0 0 0 0	5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	25 0 0 0 0 0 0 0 0 25	0 0 0 0 0 0 0	0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0
Communication and communications technologies Communication, journalism, and related programs Communication, general Speech communication and rhetoric Mass communication/media studies Communication and media studies, other Journalism Broadcast journalism Photojournalism Journalism, other Radio and television Digital communication and media/multimedia Radio, television, and digital communication, other Public relations, advertising, and applied communication Organizational communication, general Public relations/image management Advertising	96,521 92,290 9,540 32,804 9,218 1,707 11,049 815 101 738 4,618 4,186 871 2,397 1,478 4,971	34,187 31,811 3,045 11,421 3,331 591 3,574 365 23 195 2,459 1,805 469 578 442 977 1,443	62,334 60,479 6,495 21,383 5,887 1,116 7,475 450 2,159 2,381 402 1,819 1,036 3,994 3,008	10,772 10,243 994 1,812 932 547 1,095 1,24 18 456 150 1,226 15 394 319 561 213	3,187 2,923 291 564 272 155 332 8 7 109 54 439 7 85 7 85 7	7,585 7,320 703 1,248 660 392 763 16 11 347 96 787 8 309 241 424 167	666 666 71 303 139 48 39 0 0 0 13 30 0 0 0 0	252 252 16 109 61 23 14 0 0 0 0 6 17 0 0 0	414 414 555 194 78 25 25 0 0 0 7 7 13 0 0 0 0

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Baci	helor's degr	ees	Ma	ster's degre	es	Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Political communication Health communication Sports communication International and intercultural communication Technical and scientific communication Public relations, advertising and applied communication, other Publishing Communication, journalism, and related programs, other	80 128 258 115 48 1,558 13 1,146	26 22 184 35 24 349 3	54 106 74 80 24 1,209 10 696	43 163 57 141 24 244 203 612	17 22 34 35 7 71 19	26 141 23 106 17 173 184 478	0 4 0 0 8 0 0 5	0 1 0 0 3 0 0	0 3 0 0 5 0 0 3
Communications technologies/technicians and support services Communications technology/technician Photographic and film/video technology/technician and assistant Radio and television broadcasting technology/technician Recording arts technology/technician Audiovisual communications technologies/technicians, other Graphic communications, general Printing management Prepress/desktop publishing and digital imaging design Animation/interactive technology/video graphics/special effects Graphic and printing equipment operator, general production Printing press operator Graphic communications, other Communications technologies/technicians and support services, other	4,231 281 70 372 438 161 422 92 55 2,081 17 14 110	2,376 234 43 196 361 144 156 25 21 1,081 7 7 44	1,855 47 27 176 77 17 266 67 34 1,000 10 7 66 61	529 17 0 75 54 0 33 0 0 341 0 0	264 8 0 322 355 0 8 0 0 174 0 0	265 9 0 43 19 0 25 0 0 167 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	000000000000000000000000000000000000000	0 0 0 0 0 0 0 0 0 0
Computer and information sciences and support services Computer and information sciences, general Artificial intelligence Information technology Informatios Computer and information sciences, other Computer programming, programmer, general Computer programming, specific applications Computer programming, vendor/product certification Computer programming, other Data processing and data processing technology/technician Information science/studies Computer systems analysis/analyst Data entry/microcomputer applications, general Computer science Web page, digital/multimedia and information resources design Data modeling/warehousing and database administration Computer graphics Modeling, virtual environments and simulation Computer systems networking and telecommunications Network and system administration/administrator System, networking, and LAN/WAN management/manager Computer and information systems security/information assurance Web/multimedia management and webmaster Information technology project management Computer support specialist Computer support specialist Computer support specialist Computer and information sciences and support services, other	79,598 20,707 11 10,054 1,268 529 918 386 27 44 136 8,047 1,070 0 26,313 1,217 130 721 346 262 1,352 292 194 3,813 3,813 1,45 555 5 771 185	63,704 17,024 111 8,022 909 418 796 334 21 40 6,030 847 0 21,497 94 390 287 180 1,139 357 171 3,204 49 5 591 131	15,894 3,683 0 0 2,032 359 1111 122 52 6 4 26 2,017 223 0 4,816 668 36 331 331 35 23 609 47 106 0 0 1800 54	46,468 11,217 204 4,988 498 222 40 31 0 38 11 6,856 692 20 12,483 726 556 766 285 141 194 726 66 4,926 4,926 5397 0 813 267	31,397 7,948 1522 2,940 273 133 133 29 0 0 24 8 8,41,77 438 12 8,885 12 8,885 11 101 11 130 528 35 19 3,780 0 0 0 124 101 11 105 105 105 105 105 105 105 105	15,071 3,269 52 2,048 225 89 11 2 0 14 3 2,679 254 8 3,598 3,598 306 161 198 198 191 100 100 100 100 100 100 100 100 100	2,017 648 31 57 24 12 5 0 0 0 164 2 0 1,003 0 0 0 0 1,003 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1,580 508 25 43 14 6 6 0 0 0 0 89 2 0 835 0 0 0 0 0 0 0 0 0 1 1 1 1 0 0 0 0 0 0	437 140 6 144 10 0 0 0 0 0 75 75 0 0 0 0 0 0 0 0 0 0 0
Education Education, general Bilingual and multilingual education Multicultural education Indian/Native American education Bilingual, multilingual, and multicultural education, other Curriculum and instruction Educational leadership and administration, general Administration of special education Adult and continuing education administration Educational, instructional, and curriculum supervision Higher education/higher education administration Community college education Elementary and middle school administration/principalship Secondary school administration/principalship Urban education and leadership Superintendency and educational system administration Educational administration and supervision, other Educational administration and supervision, other Educational Instructional technology Educational evaluation and research Educational statistics and research methods Educational assessment, testing, and measurement Learning sciences Educational and comparative education Social and philosophical foundations of education Special education and teaching, general Education/teaching of individuals with hearing impairments/deafness Education/teaching of individuals with mental retardation Education/teaching of individuals with mental retardation Education/teaching of individuals with mental retardation Education/teaching of individuals with orthopedic/physical health impairments	82,621 3,611 147 2 0 0 31 316 0 0 36 0 0 120 2 79 0 0 62 2 79 0 0 0 31 14 47 76 0 0 33 112 111 122 111 123 124 125 126 127 127 128 128 128 128 128 128 128 128	15,167 590 7 0 0 0 0 8 8 13 0 0 0 0 0 0 0 0 0 0 0 0 0	67,454 3,021 140 2 0 0 0 23 303 0 0 113 2 53 0 0 0 320 0 320 320 320 320 320 320 32	146,367 20,231 322 100 85 14,713 18,500 66 369 1,281 3,133 62 293 384 462 1,247 5,176 96 64 99 128 313 333 11,666 132 312 312 312 312 312 312 312 312 312	32,871 4,372 56 211 0 7 2,666 6,031 6 961 177 374 1,404 377 374 1,404 377 39 5 211 37 39 89 1,884 7 7 35 18 8 8	113,496 15,859 266 79 0 78 12,047 12,469 60 273 962 2,172 45 433 153 287 285 873 3,772 59 78 91 274 244 9,782 125 277 62 366 219 0 106	12,780 2,565 10 13 0 3 1,374 4,677 11 48 103 643 191 12 3 77 135 397 177 144 45 12 10 30 11 130 197 6 1 11 3 0 4 0	4,112 747 2 4 0 0 322 1,720 2 144 25 231 78 2 2 3 3 21 38 8 135 69 44 47 3 3 0 0	8,668 1,818 9 3 1,052 2,957 9 34 412 113 100 0 56 97 262 108 1000 28 9 7 7 7 7 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ma	ster's degre	es	Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Laser and optical engineering Telecommunications engineering Electrical, electronics and communications engineering, other Engineering mechanics Engineering mechanics Engineering science Environmental/environmental health engineering Materials engineering Mechanical engineering Metallurgical engineering Mining and mineral engineering Naval architecture and marine engineering Nuclear engineering Ocean engineering Petroleum engineering Systems engineering Textile sciences and engineering Construction engineering Forest engineering Forest engineering Manufacturing engineering Operations research Surveying engineering Electromechanical engineering Paper science and engineering Biochemical engineering Electromechanical engineering Engineering chemistry Biological/biosystems engineering Engineering technologies/construction trades/mechanics and repairers Engineering technologies and engineering-related fields Engineering technology, general Architectural engineering technology/technician	2 63 55 139 119 676 553 1,578 1,522 35,182 253 453 535 194 2,151 755 254 164 521 39 5,538 484 466 43 275 23 35 271 107 5 394 18,727 18,228 18,228 1,522 391 394	3 44 45 116 96 545 374 822 1,050 30,150 30,150 107 217 2392 451 138 1,786 68 123 3,703 443 35 3,703 172 22 30 0 234 50 3 184 762 16,324 15,861 1,376 272	19 0 23 23 131 179 756 472 5,032 55 36 61 84 56 226 186 226 186 187 1,835 37 73 189 4 103 11 57 22 179 232 2403 2,367 144 59	5 41 201 128 99 106 321 945 1,162 8,150 35 247 70 515 1,808 80 106 331 774 6 6 137 10 0 272 13 0 0 271 1,386 7,247 7,246 331 18	35 137 101 87 78 227 501 837 7,019 23 77 7,019 211 53 429 211 53 429 244 0 2,458 461 5 5 102 27 9 0 0 2,133 133 90 0 133 90 0 133 90 0 133 90 0 133 90 90 90 90 90 90 90 90 90 90 90 90 90	6 64 27 28 94 444 325 1,131 122 66 366 477 866 477 77 73 313 1 1 355 3 0 0 455 4 0 0 8 8 396 2,116 2,115 110 9	8 17 2 13 80 90 114 165 708 1,586 20 20 20 181 16 134 108 25 61 1 0 330 330 13 81 2 18 6 3 0 0 16 163 212 212 12	9   15   2   2   10   665   66	10 2 0 3 15 23 29 80 196 240 4 2 1 27 3 26 35 14 17 0 0 84 1 1 1 1 3 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Civil engineering technology/technician Electrical/electronic/communications eng. technology/technician Laser and optical technology/technician Electrical/electronic eng. technologies/technicians, other Biomedical technology/technician Electromechanical technology/technician Electromechanical technology/technician Electromechanical technology/technician Automation engineer technology/technician Automation engineer technology/technician Electromechanical/instrumentation and maintenance technol./tech. Heating, ventilation, air conditioning and refrig. eng. technol./tech. Energy management and systems technology/technician Solar energy technology/technician Water quality/wastewater treatment management/recycling technol./tech. Environmental engineering technology/environmental technology Hazardous materials management and waste technology/technician Environmental control technologies/technicians, other Plastics and polymer engineering technology/technician Industrial technology/technician Manufacturing engineering technology/technician Muding engineering technology/technician Muding engineering technology/technician Undustrial production technology/technician Industrial asfety technology/technician Undustrial safety technology/te	527 1,368 0 51 199 555 141 355 344 116 106 1,754 676 676 679 250 1,576 250 1,576 204 365 21,954 250 2,148 170 0 2,148 170 0 1,258 250 2,148 170 0 1,258 250 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258 2,148 1,258	172 461 1,247 0 444 175 444 132 343 32 119 90 1,554 617 188 212 1,290 4 1,57 343 1,810 240 0 1,936 155 174 343 1,810 240 0 1,936 1537 218 218 219 219 219 219 219 219 219 219	366 1211 0 7 244 111 9 1 1 2 9 9 4 4 0 0 0 0 59 9 1 1 38 286 1 39 1 30 222 144 115 0 0 3 3 517 2 7 0 0 1 1 1 2 1 5 1 5 1 7 1 7 1 7 1 7 1 7 1 7 1 7 1 7 1 7 1 7	100 160 160 160 160 160 160 160 160 160	144 01 141 100 446 600 99 00 007 111 01 407 260 700 00 22 4434 33 36 60 00 00 00 00 00 00 00 00 00 00 00 00	0 2 2 3 3 1 0 0 0 0 0 15 4 4 0 0 0 0 19 19 10 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	00000000000000000000000000000000000000

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ma	ster's degre	es	Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Engineering/industrial management Engineering design Packaging science Engineering-related fields, other Nanotechnology Engineering tech. and engineering-related fields, other	1,100 2 390 117 21 671	862 1 223 80 13 595	238 1 167 37 8 76	4,014 77 38 18 63 208	2,855 43 23 11 49 141	1,159 34 15 7 14 67	134 2 2 11 15 0	100 2 0 4 11 0	34 0 2 7 4 0
Construction trades Construction trades, general Mason/masonry Electrician Building/property maintenance Building/construction site management/manager Building construction technology Building/construction finishing, mgmt., and inspection, other Construction trades, other	151 0 0 0 0 151 0 0	130 0 0 0 130 0 0	21 0 0 0 0 21 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0 0
Mechanic and repair technologies/technicians Communications systems installation and repair technology Industrial electronics technology/technician Heating, air conditioning, ventilation and refrig. main. technician Heavy equipment maintenance technology/technician Autobody/collision and repair technology/technician Automobile/automotive mechanics technology/technician Diesel mechanics technology/technician Airframe mechanics and aircraft maintenance technology/technician Aircraft powerplant technology/technician Avionics maintenance technology/technician Vehicle maintenance and repair technologies, other	348 0 3 0 20 0 43 39 36 117 88 2	333 0 3 0 20 0 42 36 31 115 84 2	15 0 0 0 0 1 3 5 2 4	1 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0
English language and literature/letters English language and literature, general Writing, general Creative writing Professional, technical, business, and scientific writing Rhetoric and composition Rhetoric and composition/writing studies, other General literature American literature (United States) English literature (British and Commonwealth) Children's and adolescent literature Literature, other English language and literature/letters, other	40,002 32,098 590 2,829 657 2,612 241 16 179 1 9 526	11,680 9,139 153 874 212 895 119 60 7 52 0 1	28,322 22,959 437 1,955 445 1,717 122 184 9 127 1 8 358	8,300 4,367 66 2,994 317 153 128 20 8 84 15 5	2,640 1,283 9 1,091 91 47 47 10 0 22 0 0	5,660 3,084 57 1,903 226 106 81 10 8 62 15 5	1,295 1,107 0 16 30 107 4 0 0 7 0 0	512 445 0 8 14 33 1 0 0 4 0 7	783 662 0 8 16 74 3 0 0 0 3 17
Family and consumer sciences/human sciences Work and family studies Family and consumer sciences/human sciences, general Business family and consumer sciences/human sciences Family and consumer sciences/human sciences Family and consumer sciences/human sciences communication Consumer merchandising/retailing management Family and consumer sciences/human sciences business services, other Family resource management studies, general Consumer economics Consumer economics Consumer economics Consumer economics and related services, other Foods, nutrition, and wellness studies, general Human nutrition Food service systems administration/management Foods, nutrition, and related services, other Housing and human environments, general Facilities planning and management Housing and human environments, other Human development and family studies, general Adult development and aging Family systems Child development Child care and support services Child care and support services Child care provider/assistant Developmental services worker Human development, family studies, and related services, other Apparel and textile manufacture Textile science Apparel and textile marketing management Fashion and fabric consultant Apparel and textiles, other Family and consumer sciences/human sciences, other	24,349 0 3,484 162 14 177 9 886 144 23 308 2,379 396 2,379 396 46 2 8,499 1,569 1,569 1,098 445 36 2,092 98 4 388 331 144 34	2,947 0 413 64 2 30 1 1 263 64 4 4 4 86 87 27 3 11 29 43 3 0 0 684 2 2 3 3 0 0 1 1 1 2 3 0 0 0 0 0 0 0 0 0 0 0 0 0	21,402 0 3,071 98 12 147 8 623 80 1,921 310 510 19 69 3 2 7,815 36 4 461 1,512 976 425 36 0 547 1,934 89 4 4355 30 31 31 31 31 31 31 31 31 31 31	3,308 0 542 13 0 26 0 0 236 0 0 5 571 412 4 44 37 3 0 622 90 33 187 232 75 2 0 48 42 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	467 0 121 8 8 0 4 4 0 0 0 1 688 555 1 1 7 7 14 4 3 0 0 555 9 1 1 12 2 26 6 2 0 0 0 10 0 10 0 1 4 4	2,841 0 421 5 0 22 0 187 0 0 4 503 357 23 0 0 0 567 81 32 175 206 73 2 0 39 35 20 0 0 567 20 0 0 0 0 0 0 0 0 0 0 0 0 0	274 0 50 2 2 0 1 1 0 0 14 31 13 0 0 0 6 0 0 0 108 2 6 9 10 0 0 0 7 7 12 0 0 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0	63 0 17 0 0 0 0 0 1 1 0 0 0 6 6 6 4 4 0 0 0 0 0 0 0 0 0 0 0 0	211 0 33 2 0 1 0 0 0 0 8 25 9 0 0 0 8 25 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Foreign languages, literatures, and linguistics Foreign languages and literatures, general Linguistics Language interpretation and translation Comparative literature Applied linguistics Linguistic/comparative/related language studies and serv., other African languages, literatures, and linguistics East Asian languages, literatures, and linguistics, general	16,958 1,627 2,040 39 671 35 230 2 152	5,288 511 619 7 219 8 75 1	11,670 1,116 1,421 32 452 27 155 1	3,261 243 543 227 159 88 27 4 88	1,084 85 188 49 61 25 13 2	2,177 158 355 178 98 63 14 2 55	1,213 28 243 5 151 0 14 0 36	507 9 92 3 61 0 3 0 14	706 19 151 2 90 0 11 0 22

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Master's degrees			Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Chinese language and literature	466	221	245	46	8 7	38	11	4	7
Japanese language and literature Korean language and literature	560 55	262 21	298 34	20 6	7 2 7	13 4	6 2	2 0	2
East Asian languages, literatures, and linguistics, other	60	33	27	17		10	24	10	14
Slavic languages, literatures, and linguistics, general Russian language and literature	35 296	12 157	23 139	44 10	20 2	24 8	20 3	7 2	13
Polish language and literature	3	0	3	0	0	0	0	0	(
Germanic languages, literatures, and linguistics, general German language and literature	63 697	30 343	33 354	23 77	12 29	11 48	21 42	10 21	11 21
Scandinavian languages, literatures, and linguistics	14	5	9	2	0	2	4	2	2
Danish language and literature Dutch/Flemish language and literature	0	0	0	0	0	0	0	0	(
Norwegian language and literature	6	3	3	0	0	0	0	0	(
Swedish language and literature Germanic languages, literatures, and linguistics, other	13	0 6	0 7	0	0	0	0	0	(
Modern Greek language and literature	0	0	0	0	0	0	0	0	(
South Asian languages, literatures, and linguistics, general Sanskrit and classical Indian languages, literatures, and linguistics	2 0	2	0	1 0	0	1 0	2	2 0	(
Iranian languages, literatures, and linguistics	6	4	2	0	0	0	0	0	(
Romance languages, literatures, and linguistics, general French language and literature	130 1,438	42 348	88 1,090	74 277	22 76	52 201	39 86	12 21	2: 6:
Italian language and literature	145	47	98	36	12	24	22	7	15
Portuguese language and literature Spanish language and literature	6,011	13 1,554	15 4,457	9 731	3 217	6 514	6 209	3 91	118
Hispanic and Latin American languages, lit., and linguistics, general	138	35	103	23	11	12	16	9	
Romance languages, literatures, and linguistics, other	45 2	8	37	51 10	19 4	32 6	39 0	22	1
American Indian/Native American languages, literatures, and linguistics Middle/Near Eastern and Semitic languages, lit., and linguistics, general	16	9	2 7	22	11	11	26	16	1
Arabic language and literature	153	67	86	6	4	2	2	1	
Hebrew language and literature Ancient Near Eastern and biblical languages, lit., and linguistics	4 16	2 7	2 9	10 19	4 13	6 6	4 6	2 6	
Middle/Near Eastern and Semitic languages, lit., and linguistics, other	43	23	20	33	18	15	27	17	1
Classics and classical languages, lit., and linguistics, general Ancient/classical Greek language and literature	818 18	346 6	472 12	189 1	85 1	104 0	90 0	46 0	4
Latin language and literature	47	19	28	18	9	9	1	1	
Classics and classical languages, lit., and linguistics, other Celtic languages, literatures, and linguistics	23	14 0	9	14 2	9	5 2	0	0	
Filipino/Tagalog language and literature	8	6	2	0	0	0	0	0	
Turkish language and literature Uralic languages, literatures, and linguistics	0	0	0	0	0	0	0	0	
American sign language (ASL)	156	19	137	25	7	18	0	0	i
Linguistics of ASL and other sign languages Sign language interpretation and translation	0 419	0 48	0 371	13 40	2 7	11 33	1 5	0	
American sign language, other	3	0	3/1	0	0	0	0	ο̈́	(
Foreign languages, literatures, and linguistics, other	224	73	151	33	7	26	22	10	12
Health professions and related programs Health and wellness, general	244,909 15,559	38,022 3,702	206,887 11,857	125,216 919	22,768 266	102,448 653	80,305 265	32,494 103	47,81° 162
Chiropractic	0	0	0	0	0	0	2,503	1,436	1,06
Communication sciences and disorders, general Audiology/audiologist	4,748 205	228 11	4,520 194	1,740 141	90 13	1,650 128	38 698	10 84	28 614
Speech-language pathology/pathologist	1,379	42	1,337	3,896	173	3,723	44	3	4
Audiology/audiologist and speech-language pathology/pathologist Communication disorders sciences and services, other	4,611 78	201 2	4,410 76	2,682 89	121 3	2,561 86	234 8	40	19
Dentistry	0	0	0	0	0	0	6,441	3,258	3,18
Dental clinical sciences, general	0	0	0	306 28	151 19	155	11 0	6	;
Advanced general dentistry Oral biology and oral maxillofacial pathology	0	0	0	120	66	54	19		1
Dental public health and education  Dental materials	0	0	0	7 0	1 0	6 0	5 0	9 3 0	
Endodontics/endodontology	0	0	0	35	25	10	1	1	
Oral/maxillofacial surgery Orthodontics/orthodoxtology	0	0	0	0 103	0 52	0 51	0	0	
Orthodontics/orthodontology Pediatric dentistry/pedodontics	0	0	0	27	6	21	0	0	
Pediatric dentistry/pedodontics Periodontics/periodontology	0	0	0	31	18	13	1	0	
Prosthodontics/prosthodontology Advanced/graduate dentistry and oral sciences, other	0	0	0	26 79	18 35	8 44	4 9	2 2	
Dental assisting/assistant	3	0	3	0	0	0	0	0	
Dental hygiene/hygienist Dental laboratory technology/technician	2,410	100 0	2,310 6	92 0	4 0	88 0	0	0	
Dental services and allied professions, other	14	0	14	7	2	5	0	0	
Health/health care administration/management Hospital and health care facilities administration/management	11,963 2,440	2,427 319	9,536 2,121	10,067 1,397	2,808 381	7,259 1,016	225 2	73 0	15
Health unit manager/ward supervisor	0	0	0	1	0	1	0	0	
Medical office management/administration Health information/medical records administration/administrator	1,508	0 267	3 1,241	0 495	0 142	0 353	0	0	
Health information/medical records technology/technician	60	20	40	47	16	31	0	0	
Medical office assistant/specialist Medical/health management and clinical assistant/specialist	5 69	0 8	5 61	0 2	0	0 2	0	0	
Medical staff services technology/technician	0	0	0	0	0	0	0	0	
Long term care administration/management	145	13	132	9	1	8	0	0	
Clinical research coordinator Health and medical administrative services, other	9 748	120	8 628	93 272	21 79	72 193	8	0 3	
Medical/clinical assistant	9	0	9	35	8	27	0	0	
Occupational therapist assistant Pharmacy technician/assistant	9	2 0	7 0	30 0	4 0	26 0	0	0	
Physical therapy technician/assistant	45 441	14 33	31 408	0	0	0	0	0	
Veterinary/animal health technology/technician and vet. assistant									

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ма	ster's degre	es	Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Anesthesiologist assistant Emergency care attendant (EMT ambulance)	0 2	0	0	207 0	104 0	103 0	0	0	0 0
Pathology/pathologist assistant	12	5	7	77	19	58	0	0	0
Respiratory therapy technician/assistant Radiologist assistant	17 0	0	14 0	0 4	0 2	0 2	0	0	0
Speech-language pathology assistant Allied health and medical assisting services, other	21 297	1 75	20 222	0 136	0 34	0 102	0	0	0
Cardiovascular technology/technologist	98	26	72	23	15	8	0	0	0
Electrocardiograph technology/technician Electroneurodiagnostic/electroencephalographic technology/technologist	0 6	0 1	0 5	0	0	0	0	0	0
Emergency medical technology/technician (EMT paramedic) Nuclear medical technology/technologist	299 255	208 74	91 181	13 10	6	7 5	0	0	0
Perfusion technology/perfusionist	8	6	2	74	5 35	39	0	Ö	0
Medical radiologic technology/science radiation therapist Respiratory care therapy/therapist	1,195 1,332	236 391	959 941	83 70	36 27	47 43	1 0	0	1 0
Surgical technology/technologist Diagnostic medical sonography/sonographer and ultrasound technician	20 752	5 95	15 657	0	0	0	0	0	0
Radiologic technology/science radiographer	1,441	356	1,085	85	35	50	1	1	0
Physician assistant Athletic training/trainer	580 3,958	155 1,432	425 2,526	8,527 991	2,253 385	6,274 606	16 80	10 32	6 48
Gene/genetic therapy Cardiopulmonary technology/technologist	14	10	4 17	0	0	0	1 0	1 0	0
Radiation protection/health physics technician	19 16	2 4	12	6	4	2	0	0	0 0
Polysomnography Magnetic resonance imaging (MRI) technology/technician	38	2 13	1 25	0 6	0	0 3	0	0	0
Allied health diagnostic/intervention/treatment professions, other	549	150	399	55	19	36	73	14	59
Blood bank technology specialist Cytotechnology/cytotechnologist	0 32	0 14	0 18	13 11	1 6	12 5	0	0 0	0
Hematology technology/technician Clinical/medical laboratory technician	0 187	0 54	0 133	5	2	3	0	0	0
Clinical laboratory science/medical technology/technologist	2,924	749	2,175	260	68	192	0	Ö	0
Histologic technology/histotechnologist Histologic technician	20 11	2 4	18 7	5 0	1 0	4 0	0	0 0	0 0
Cytogenetics/genetics/clinical genetics technology/technologist Clinical/medical laboratory science and allied professions, other	37 536	15 136	22 400	14 110	5 27	9 83	0 7	0 5	0 2
Pre-dentistry studies	17	6	11	0	0	0	0	0	0
Pre-medicine/pre-medical studies Pre-pharmacy studies	917 27	345 12	572 15	63	26 0	37 0	0	0	0
Pre-veterinary studies Pre-nursing studies	440 19	60 1	380 18	1 0	0	1 0	0	0	0
Pre-occupational therapy studies	69	5	64	0	Ō	0	0	0	0
Pre-optometry studies Pre-physical therapy studies	2 259	1 107	1 152	0	0	0	0	0	0
Health/medical preparatory programs, other Medicine	1,774	495 0	1,279 0	230	103	127 0	0 19,142	0 10,049	9,093
Medical scientist	0	0	Ō	584	276	308	38	15	23
Substance abuse/addiction counseling Psychiatric/mental health services technician	461 269	99 50	362 219	420 0	114 0	306 0	2	1   0	1
Clinical/medical social work Community health services/liaison/counseling	200 1,628	32 297	168 1,331	962 215	137 36	825 179	9	2	7 9
Marriage and family therapy/counseling	39	8	31	2,751	429	2,322	137	34	103
Clinical pastoral counseling/patient counseling Psychoanalysis and psychotherapy	0	0	0	109 10	39 4	70 6	6 6	1 2	5 4
Mental heafth counseling/counselor Genetic counseling/counselor	12 0	2	10 0	5,545 172	917 13	4,628 159	25 0	4 0	21 0
Mental and social health services and allied professions, other	451	60	391	1,688	331	1,357	30	4	26
Optometry Ophthalmic technician/technologist	0 2	0 1	0 1	0	0	0	1,623 0	531 0	1,092 0
Orthoptics/orthoptist Ophthalmic/optometric support services/allied professions, other	0 6	0	0 5	0 22	0	0 16	0	0	0
Osteopathic medicine/osteopathy	0	0	0	0	0	0	6,392	3,611	2,781
Pharmacy Pharmacy admin. and pharmacy policy and regulatory affairs	834 0	311 0	523 0	3 483	2 152	1 331	14,926 17	5,629 7	9,297 10
Pharmaceutics and drug design Medicinal and pharmaceutical chemistry	131 19	53 11	78 8	151 54	63 24	88 30	197 94	109 51	88 43
Natural products chemistry and pharmacognosy	0	0	0	0	0	0	4	2	2
Clinical and industrial drug development Pharmacoeconomics/pharmaceutical economics	37 0	4 0	33 0	130 57	47 25	83 32	5 39	3 19	2 20
Clinical, hospital, and managed care pharmacy Industrial and physical pharmacy and cosmetic sciences	0 10	0	0 10	12 60	6 24	6 36	0	0	0
Pharmaceutical sciences	1,007	374	633	254	110	144	175	96	79
Pharmaceutical marketing and management Pharmacy, pharmaceutical sciences, and administration, other	63 634	33 226	30 408	12 237	4 60	8 177	0 26	0 13	0 13
Podiatric medicine/podiatry Public health, general	0 6,656	0 1,274	0 5,382	0 10,059	0 2,480	7,579	543 479	341 136	202 343
Environmental health	307	134	173	624	211	413	104	42	62
Health/medical physics Occupational health and industrial hygiene	46 184	23 140	23 44	133 56	92 34	41 22	44 3	33 2	11 1
Public health education and promotion Community health and preventive medicine	3,032 1,802	599 322	2,433 1,480	938 258	130 54	808 204	57 19	5	52 18
Maternal and child health	34	0	34	104	3	101	15	1	14
International public health/international health Health services administration	160 1,198	37 179	123 1,019	490 1,015	109 355	381 660	21 16	7 5	14 11
Behavioral aspects of health Public health, other	307 1,424	59 323	248 1,101	68 931	8 216	60 715	28 103	9 27	19 76
Art therapy/therapist	210	3	207	448	24	424	8	1	7
Dance therapy/therapist	0	0	0	60	2	58	0	0	0

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ma	ster's degre	es	Doc	tor's degree	9S <sup>1</sup>
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Music therapy/therapist Occupational therapy/therapist Orthotist/prosthetist Physical therapy/therapist Therapeutic necreations/recreational therapy Vocational rehabilitation counseling/counselor Kinesiotherapy/kinesiotherapist Assistive/augmentative technology and rehabilitation engineering Animal-assisted therapy	456 835 8 286 838 320 98 0	67 61 4 87 102 57 42 0 2	389 774 4 199 736 263 56 0	137 6,871 238 59 64 904 44 67	28 743 117 17 10 175 18 8	109 6,128 121 42 54 729 26 59	1 895 0 11,872 0 29 0 2	0 76 0 4,406 0 10 0	1 819 0 7,466 0 19 0 2
Rehabilitation science Rehabilitation and therapeutic professions, other Veterinary medicine Veterinary sciences/veterinary clinical sciences, general Veterinary physiology Veterinary microbiology and immunobiology	899 603 0 28 0 40	152 144 0 6 0	747 459 0 22 0 28	152 275 0 178 0	43 57 0 42 0	109 218 0 136 0	68 41 3,169 74 2	27 8 632 26 1 6	41 33 2,537 48 1
Veterinary pathology and pathobiology Large animal/food animal/equine surgery and medicine Small/companion animal surgery and medicine Comparative and laboratory animal medicine Veterinary preventive medicine epidemiology/public health Veterinary infectious diseases Medical illustration/medical illustrator Medical informatics Medical illustration and informatics, other Dietetics/dietitian Clinical nutrition/nutritionist Dietetic technician Dietitian assistant Dietetics and clinical nutrition services, other	0 0 0 0 0 44 166 0 2,712 201 0 111 222	0 0 0 0 0 5 44 0 341 21 0 32 41	0 0 0 0 39 122 0 2,371 180 0 79	14 1 5 44 18 15 38 1,079 38 497 599 0 0	3 0 1 8 7 3 4 391 10 44 76 0 0	11 1 4 36 11 12 34 688 28 453 523 0 0	56 1 0 0 0 7 0 46 0 3 3 9 0	26 0 0 0 0 3 0 20 0 1 2 0 0	30 1 0 0 0 4 0 26 0 2 7 0 0
Bioethics/medical ethics Alternative and complementary medicine and medical systems, general Acupuncture and oriental medicine Traditional Chinese medicine and Chinese herbology Naturopathic medicine/naturopathy Ayurvedic medicine/Ayurveda Holistic health Alternative and complementary medicine and medical systems, other Direct entry midwifery Alternative and complementary medical support services, other Massage therapy/therapeutic massage Asian bodywork therapy Somatic bodywork and related therapeutic services, other Movement therapy and movement education Yoga teacher training/Yoga therapy Herbalism/herbalist	29 134 28 0 0 180 54 23 0 31 0 0 55 2	9 19 8 0 0 28 6 0 0 5 0 0 19 1 1 2	20 115 20 0 0 152 48 23 0 26 0 0 36 1	369 12 1,227 164 0 21 35 29 15 69 0 0 28 24	130 1 329 43 0 5 4 1 0 0 0 0 2 2	239 11 898 121 0 16 31 28 15 66 0 0 0 26 22	41 0 542 23 322 0 0 0 0 0 0	13 0 174 7 70 0 0 0 0 0 0 0	28 0 368 16 252 0 0 0 0 0 0 0
Energy and biologically based therapies, other Registered nursing/registered nurse Nursing administration Adult health nurse/nursing Nurse anesthetist Family practice nurse/nursing Maternal/child health and neonatal nurse/nursing Nurse midwife/nursing midwifery Nursing science Pediatric nurse/nursing Psychiatric/mental health nurse/nursing Psychiatric/mental health nurse/nursing Perioperative/operating room and surgical nurse/nursing Clinical nurse specialist Critical care nursing Occupational and environmental health nursing Emergency room/trauma nursing Nursing education Nursing practice Palliative care nursing Clinical nurse leader Geriatric nurse/nursing Women's health nurse/nursing Reg. nursing, nursing admin., nursing research and clinical nursing, other Licensed practical/vocational nurse training Practical nursing, vocational nursing and nursing assistants, other Health professions and related clinical sciences, other  Homeland security, law enforcement, firefighting and related prot. services Corrections Criminal justice/safety studies	0 139,952 796 275 0 288 0 0 0 1,234 0 0 435 0 0 0 22 786 0 0 0 1,969 0 7 4,784 58,114 414 414 15,629 30,513	0 17,459 96 0 0 34 4 0 0 141 0 0 2 0 0 1 1 8 4 0 0 0 2 5 0 0 0 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 122,493 700 229 0 0 254 4 0 0 1,093 0 0 391 11 0 0 0 21 702 0 62 0 0 1,719 0 4 3,665 27,633 239 7,570 15,220	0 16,620 7,131 1,427 1,328 12,723 179 438 1,623 419 359 279 136 376 414 414 36 22 1,610 307 5 418 294 163 1,512 0 941 10,293 7 2,495 3,216	0 1,932 7455 193 568 1,592 7 7 1 167 78 20 39 80 9 9 7 7 124 40 0 178 0 0 259 5,276 3 1,252 1,336	0 14,688 6,386 1,234 760 11,131 172 437 1,456 404 281 259 126 337 334 267 7 15 1,486 267 4 370 258 31 334 267 4 4 370 258 4 4 4 370 258 4 4 4 4 4 4 4 4 4 4 5 4 6 6 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	0 1,011 318 48 496 513 10 4 882 12 36 4 4 0 355 11 1 9 0 115 4,131 2 0 278 0 0 107	0 122 35 3 3 205 63 2 0 89 2 2 3 3 2 0 0 8 8 485 0 0 0 2 3 3 7 5 5 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 889 283 45 291 450 8 4 793 10 33 2 0 30 107 3,646 2 0 255 0 70 92 0 22 50
Forensic science and technology Criminal justice/police science Security and loss prevention services Juvenile corrections Criminalistics and criminal science Securities services administration/management Corrections administration Law enforcement investigation and interviewing Cyber/computer forensics and counterterrorism Financial forensics and fraud investigation	1,551 2,925 4 24 174 474 113 0 362 109	431 1,603 2 9 41 366 61 0 285 40	1,120 1,322 2 15 133 108 52 0 77 69	549 50 32 10 12 174 6 59 513 152	140 9 17 4 3 134 4 26 328 52	409 41 15 6 9 40 2 33 185 100	3 6 0 2 1 0 0 0	0 3 0 0 0 0 0 0	3 3 0 2 1 0 0 0

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ma	ster's degre	es	Doc	tor's degree	
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Law enforcement intelligence analysis Critical incident response/special police operations Protective services operations Corrections and criminal justice, other Fire prevention and safety technology/technician Fire services administration Fire science/firefighting Fire/arson investigation and prevention Fire protection, other Homeland security Crisis/emergency/disaster management Critical infrastructure protection Terrorism and counterterrorism operations Homeland security, other Homeland security, other Homeland security, other	18 0 1 1,371 170 859 363 555 40 972 956 96 4 91 826	8 0 1 613 151 326 36 33 715 734 74 3 69 540	10 0 0 758 19 46 37 19 7 257 222 22 22 22 286	10 0 0 424 9 65 6 0 17 757 768 415 15 19	3 0 0 176 7 41 5 0 17 530 519 304 11 11	7 0 0 248 24 1 0 0 227 249 111 4 8 169	0 0 0 0 0 3 3 0 0 0 0 4 9 9	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 3 3 0 0 0 1 6 0 0
Legal professions and studies Pre-law studies Legal studies, general Law Advanced legal research/studies, general Programs for foreign lawyers American/U.S. law/legal studies/jurisprudence Banking, corporate, finance, and securities law Comparative law Energy, environment, and natural resources law Health law International law and legal studies International business, trade, and tax law Tax law/taxation Intellectual property law Legal research and advanced professional studies, other Legal administrative assistant/secretary Legal assistant/paralegal Court reporting/court reporter Legal support services, other Legal professions and studies, other Liberal arts and sciences, general studies and humanities Liberal arts and sciences/liberal studies General studies Humanities/humanistic studies	4,239 231 2,098 0 69 0 88 0 0 16 0 0 1 1,271 4 5 446 44,262 24,179 14,268 1,804	1,340 109 742 0 311 0 29 0 0 12 0 0 0 0 0 0 0 3 11 152 15,966 7,786 5,930 610	2,899 122 1,356 0 38 8 0 59 0 0 1 1 0 0 0 7 1,010 4 4 294 28,296 16,393 8,338 1,194	9,177 36 264 0 2,241 1,757 474 271 49 198 292 486 256 795 111 895 11 99 0 6 6 936 2,473 1,514 179 487	4,110 96 0 990 794 209 125 29 103 84 207 123 485 403 8 16 0 0 373 880 580 590	5,067 20 168 0 1,251 963 265 2146 20 95 208 279 133 310 66 492 2563 1,593 934 120 325	34,544 9 34,128 228 9 20 0 0 2 2 2 9 0 1 0 29 0 0 0 1 0 29 0 0 1 1 0 0 0 0 0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0	17,383 0 1 17,161 125 3 3 13 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	17,161 0 8 16,967 103 6 7 0 0 0 2 2 3 3 0 1 1 0 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Liberal arts and sciences, general studies and humanities, other Library science Library and information science Children and youth library services Archives/archival administration	4,011 81 81 0	1,640 7 7 0 0	2,371 74 74 0 0	293 4,953 4,665 18 144	79 856 814 1 25	4,097 3,851 17 119	7 54 54 0 0	1 16 16 0 0	6 38 38 0 0
Library science, other  Mathematics and statistics Mathematics, general Analysis and functional analysis Topology and foundations Mathematics, other Applied mathematics, general Computational mathematics Computational and applied mathematics Financial mathematics Mathematical biology Applied mathematics, other Statistics, general Mathematical statistics and probability Mathematics and statistics Statistics, other Mathematics and statistics, other	0 25,256 17,944 0 349 2,494 205 261 361 361 2,560 216 116 116 196 306	0 14,541 10,225 3 0 189 1,561 143 160 216 12 127 1,417 118 777 126 167	0 10,715 7,719 1 0 160 933 622 101 145 22 83 1,143 98 39 70	126 10,443 2,777 0 0 30 1,040 9 229 2,886 0 88 3,181 168 86 58 41	16 5,959 1,684 0 0 15 634 1,589 0 4 1,695 92 52 37 25	110 4,484 1,023 0 0 15 406 1,297 0 4 1,486 76 34 21	0 2,010 1,176 0 1 1 18 241 28 15 18 0 11 456 14 1 1 4 27	0 1,448 909 0 1 1 9 167 19 8 14 0 10 279 11 0 1	0 562 267 0 0 9 74 9 7 4 0 1 177 3 1 3 7
Military technologies and applied sciences Intelligence, general Strategic intelligence Signal/geospatial intelligence Cyber/electronic operations and warfare Intelligence, command control and information operations, other Military applied sciences, other Aerospace ground equipment technology Air and space operations technology Military systems and maintenance technology, other Military technologies and applied sciences, other Multi/interdisciplinary studies	655 360 4 13 93 0 73 3 24 0 85	533 294 3 8 76 0 68 3 19 0 62	122 66 1 5 17 0 5 0 5 0 23 34,336	355 58 44 2 236 0 0 0 0 0 15	265 30 30 2 190 0 0 0 0 13	90 28 14 0 46 0 0 0 0 2 6,498	0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0
Multi/interdisciplinary studies, general Biological and physical sciences Peace studies and conflict resolution Systems science and theory Mathematics and computer science Biopsychology Gerontology Historic preservation and conservation	5,175 2,207 483 339 663 147 287 86	17,575 1,998 866 157 208 514 33 29	3,177 1,341 326 131 149 114 258 70	10,173 141 450 457 225 118 3 485 199	5,077 55 185 151 115 75 1 87 54	86 265 306 110 43 2 398 145	3 68 27 17 15 3 24	1 33 13 9 13 0 4	303 2 35 14 8 2 3 20

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

Christ resource management and colory stabilities  Christ Resource management and colory stabilities and colory stabilities  Christ Resource management and col		Bac	helor's degr	ees	Ma	ster's degre	es	Doctor's degrees <sup>1</sup>		
Outhord reconcer management and policy analyses  Health-entire preservations of canseavation, cher  2 1 1 1 7 4 8 8 0 0 0  Health-entire preservation and canseavation, cher  2 1 1 1 7 7 4 8 8 0 0  Health-entire preservation and canseavation, cher  2 2 1 1 1 7 7 4 8 8 0 0  Health-entire preservation and canseavation, cher  2 3 1 1 7 7 8 5 0 1 0 0  Health-entire preservation and canseavation, cher  2 4 2 1 1 1 7 7 8 5 0 1 0  Health-entire preservation and canseavation, cher  3 2 4 2 2 1 1 1 7 7 8 5 0 1 0  Health-entire preservation and canseavation, cher  3 2 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
Historic preservation and conservation, other    2	1	2	3	4	5	6	7	8	9	10
Medieval and resultseance studies		0					25			(
Science, binomotory and society   S24   42   40   83   24   11   Science, binomotory and society   S24   42   40   83   24   11   Science   S34   83   83   24   11   Science   S34   83   83   84   11   Science   S34   83   83   84   12   83   84   13   86   13   86   Science   S34   83   83   84   12   84   83   84   13   86   13   86   Science   S34   83   83   84   12   84   83   84   13   86   13   86   Science   S34   83   84   84   84   84   84   84	Medieval and renaissance studies	15	8	7	27	7	20	10	5	5
Accounting and coinquist acionic						85 49	494			( 13
Natural sciences   554   150   381   281   281   281   281   381   281   381	Accounting and computer science	8	3	5	5	2	3	0	0	(
Numbrison elements							266 38			23
Holocast and related studies   9   3   6   34   15   19   0   0	Nutrition sciences	3,380	574	2,806	1,219	150	1,069	186	38	148
Anchert studies/contractation  (Septimental discontinuation of the studies of the									0	:
Internation/multicultural and deversity studies	Ancient studies/civilization					3	2			1
Cultural studies/critical theory and analysis  124	Intercultural/multicultural and diversity studies	158	27	131	117	43	74	4	4	
Human biology   1,015   256   759   0   0   0   0   0   0   0   0   0	Cognitive science									1
Mairime sulusies	Human biology	1,015	256	759	0	0	0	0	0	
Computational science										1
Marine scoincies  Marine scoin	Computational science	47	33	14	510	364	146	25	20	
Substainability studies										1
risk- internation, lineary and thinese studies	Sustainability studies		211	299	788	295	493	9	5	14
Parks, recreation and leisure studies management   2,937   1,318   1,619   177   73   100   14   3   Parks, recreation and grounds management   7   6   1   0   0   0   0   0   Oliver of the part of					1 ' 1		,			
Golf ourse operation and grounds management 7 6 6 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	arks, recreation, leisure, and fitness studies  Parks, recreation and leisure studies									14 1
Parks, recreation and leisure facilities management, other letablish and physical deutacition/finess, general laws of the laws of	Parks, recreation and leisure facilities management	3,133	1,416	1,717	404		207	22	13	
Sport and fifnises administration/management   10,248   7,472   2,776   4,390   2,775   1,615   32   15   Kinesology and express estimore   25,576   1,245   1,413   2,580   1,279   1,301   160   97   7   1,000	Parks, recreation and leisure facilities management, other	6			0	0	0	0		
Kineslology and exercise science    25,376   11,245   14,131   2,580   1,279   1,301   160   97     Physical filtness betchnician   104   67   37   15   7   8   0   0     Sports studies   199   145   54   87   42   45   5   5   5     February Studies   199   145   54   87   42   45   5   5   5     February Studies   199   145   54   87   42   45   5   5   5     February Studies   199   145   54   87   42   45   5   5   5     February Studies   199   145   54   87   42   45   5   5   5     February Studies   199   145   54   87   42   45   5   5   5     February Studies   199   145   54   87   42   45   5   5   5     February Studies   199   145   54   87   42   45   5   5     February Studies   199   145   54   87   42   45   5   5     February Studies   199   145   54   87   42   45   5   5     February Studies   199   145   54   87   42   45   5   5     February Studies   199   145   145   145   145   145   145     February Studies   199   145   145   145   145   145   145   145     February Studies   199   145   145   145   145   145   145   145     February Studies   199   145	Health and physical education/fitness, general							33		2
Sports studies	Kinesiology and exercise science	25,376	11,245	14,131	2,580		1,301	160	97	6
Health and physical education/fitness, other   1,091   579   512   153   77   76   25   5   5   5   5   5   5   5   5								"		
Parks, recreation, leisure, and fitness studies, other libisophy and religious studies, general	Health and physical education/fitness, other	1,091	579	512	153	77	76	25	5	2
illosophy and religious studies										
Philosophy and religious studies, general   109   80   29   7   6   1   27   16   16		9.603	5.935	3.668	1.692	1.110	582	768	532	23
Logic     3   2   1   4   2   2   9   7   7   7   7   7   7   7   7   7	Philosophy and religious studies, general	109	80	29	7	6	1	27	16	1
Applied and professional ethics   16	Logic									11
Philosophy, other Religion/religious studies 2,779 Religion/religious studies 2,779 Religion/religious studies 3,03 Religion/religious studies 4,00 Religion/religious studies 4,00 Religion/religious studies, other 6,7 Religion/religious studies, other 6,7 Religion/religious studies, other 1,77 Religious studies, other 1,77 Religion/religious studies, other 1,77 Religion/religious studies, other 1,77 Religious studies 1,74 Religious studies, other 1,77 Religious studies, other 1,7	Ethics Applied and professional othics									
Budhist studies	Philosophy, other	235	134	101	8	5	3	0	0	
Christian studies   303   204   99   204   141   63   0   0   0   0   1   1   1   1   1   1								243		9
Islamic studies   8	Christian studies					141	63			
Religiour/religious studies, other	Islamic studies									
Philósophy and religious studies, other 177   120   57   67   55   12   10   4   ysical sciences and science technologies   31,542   18,938   12,604   7,196   4,492   2,704   6,181   4,073   2,1   Physical sciences   31,003   18,628   12,375   7,131   4,470   2,661   6,178   4,073   2,1   Physical sciences   31,003   18,628   12,375   7,131   4,470   2,661   6,178   4,073   2,1   Physical sciences   274   143   131   49   30   19   21   14   Astronomy   323   320   113   90   63   27   120   71   Astrophysics   209   134   75   27   19   8   60   43   Planetary astronomy and science   13   6   7   12   6   6   6   22   9   Astronomy and astrophysics, other   46   33   13   16   7   7   9   9   9   6   Atmospheric chemistry and climatology   9   5   4   0   0   0   0   0   0   Atmospheric chemistry and climatology   9   5   4   0   0   0   0   0   Atmospheric sciences and meteorology, other   19   11   8   2   2   4   17   12   Atmospheric sciences and meteorology, other   19   11   8   2   2   4   17   12   Atmospheric sciences and meteorology, other   19   11   8   2   2   4   17   12   Atmospheric sciences and meteorology, other   19   11   8   2   2   2   1   Altmospheric sciences and meteorology, other   19   11   8   2   2   2   1   Altmospheric sciences and meteorology, other   19   11   2   9   28   16   12   5   3   Inorganic chemistry   0   0   0   0   0   0   0   0   0	Jewish/Judaic studies									
Physical sciences   31,003   18,628   12,375   7,131   4,470   2,661   6,178   4,073   2,1	Philosophy and religious studies, other					55				
Physical sciences   274   143   131   49   30   19   21   14   Astronomy   323   210   113   90   63   27   120   71   Astrophysics   209   134   75   27   19   8   60   43   Planetary astronomy and science   13   6   7   12   6   6   6   22   9   Astronomy and astrophysics, other   46   33   13   16   7   9   9   9   6   Atmospheric sciences and meteorology, general   502   328   174   219   133   86   154   94   4tmospheric sciences and meteorology   9   5   4   0   0   0   0   0   0   0   0   0	nysical sciences and science technologies				7,196					2,10
Astronomy					7,131					2,10
Planetary astronomy and science	Astronomy	323	210	113	90	63	27	120	71	4
Astronóníy and astróphysics, other Atmospheric sciences and meteorology, general Atmospheric chemistry and climatology 9 5 4 0 0 0 0 0 0 0 Atmospheric physics and dynamics 0 0 0 0 1 0 1 1 1 1 1 Atmospheric physics and dynamics 0 0 0 0 1 0 0 1 1 1 1 1 1 Atmospheric sciences and meteorology, other 184 124 60 16 12 4 177 12 Atmospheric sciences and meteorology, other 19 11 8 2 2 2 1 0 2 1 1 Chemistry, general Analytical chemistry 11 2 9 28 16 12 5 3 Inorganic chemistry 0 0 0 0 1 0 0 1 1 0 0 1 1 1 0 Analytical chemistry 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0										
Atmospheric chemistry and climatology	Astronomy and astrophysics, other	46	33	13	16	7	9	9	6	
Meteorology   184   124   60   16   12   4   17   12   14   17   12   19   11   8   2   2   0   0   2   1   10   14   14   15   15   14   15   15   15										6
Atmospheric sciences and meteorology, other    19										
Analytical chemistry Inorganic chemistry O 0 0 0 1 0 1 1 0 1 1 0 0 1 1 1 0 0 1 1 1 0 0 1 1 1 0			11			2		2	1	
Inorganic chemistry										1,09
Physical chemistry	Inorganic chemistry	0	0	0	1	0	1	1	0	
Polymer chemistry   1										
Environmental chemistry 7 5 2 3 1 2 9 3 7 7 7 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Polymer chemistry	1	1	0	63	38	25	52	38	1
Theoretical chemistry   171   33   138   6   2   4   0   0   0   0   0   0   0   0   0										
Chemistry, other 468 217 251 25 9 16 42 24 Geology/earth science, general 5,699 3,537 2,162 1,306 748 558 462 258 2 Geochemistry 23 17 6 5 3 2 8 5 5 Geophysics and seismology 175 110 65 99 60 39 70 38 Paleontology 16 12 4 4 3 1 0 0 0 Hydrology and water resources science 32 20 12 85 42 43 22 11 Geochemistry and petrology 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Forensic chemistry		33			2	4		0	
Ceochemistry   Case   Ceochemistry   Case   Ceochemistry   Case   Ceochemistry	Chemistry, other	468	217	251	25	9	16	42	24	1
Total Company	Geology/earth science, general						558			20
Hydrology and water resources science         32         20         12         85         42         43         22         11           Geochemistry and petrology         0         <	Geophysics and seismology	175	110	65	99	60		70	38	3
Geochemistry and petrology         0 </td <td></td> <td></td> <td></td> <td></td> <td></td> <td>3 42</td> <td></td> <td></td> <td></td> <td>1</td>						3 42				1
Geological and earth sciences/geosciences, other         576         333         243         161         106         55         86         53           Physics, general         7,211         5,712         1,499         1,886         1,441         445         1,734         1,365         3	Geochemistry and petrology	0	0	0	0	0	0	0	0	
Physics, general 7,211 5,712 1,499 1,886 1,441 445 1,734 1,365 3										6
Atomic/moiecular pnysics   2  0  2  11  7  4  8  7	Physics, general	7,211	5,712	1,499	1,886	1,441	445	1,734	1,365	36
	Atomic/molecular physics	2	0	2	11	7	4	8	7	

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	Bachelor's degrees			ster's degre	es	Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Elementary particle physics Nuclear physics Optics/optical sciences Condensed matter and materials physics Acoustics Theoretical and mathematical physics Physics, other Materials science Materials chemistry Materials sciences, other Physical sciences, other	0 1 52 3 15 14 217 163 4 0 303	0 0 36 2 12 176 98 3 0 195	0 1 16 1 3 2 41 65 1 0	0 1 97 3 32 0 119 234 7 3 105	0 1 81 2 26 0 96 159 3 2 35	0 0 16 1 6 0 23 75 4 1	2 1 55 6 9 1 63 149 8 5 21	2 1 38 6 7 1 50 100 5 4 18	0 0 17 0 2 0 13 49 3 1
Science technologies/technicians Science technologies/technicians, general Biology technician/biotechnology laboratory technician Nuclear/nuclear power technology/technician Nuclear and industrial radiologic technologies/technicians, other Chemical technology/technician Physical science technologies/technicians, other Science technologies/technicians, other Precision production	539 47 43 16 0 0 0 433	310 44 19 13 0 0 234	229 3 24 3 0 0 0 199 26	65 7 0 0 0 0 0 58	22 0 0 0 0 0 0 22	43 7 0 0 0 0 0 36	3 0 3 0 0 0 0	1 0 1 0 0 0 0	2 0 2 0 0 0 0
Tool and die technology/technician Welding technology/welder Furniture design and manufacturing	0 2 43	0 2 17	0 0 26	0 0 11	0 0 5	0 0 6	0 0 0	0 0 0	0 0 0
Psychology Psychology, general Cognitive psychology and psycholinguistics Comparative psychology Developmental and child psychology Experimental psychology Personality psychology Physiological psychology/psychobiology Social psychology Psychometrics and quantitative psychology Psychopharmacology Research and experimental psychology, other Clinical psychology Counseling psychology Counseling psychology Industrial and organizational psychology Educational psychology Educational psychology Clinical child psychology Clinical child psychology Geropsychology Health/medical psychology Family psychology Forensic psychology Applied behavior analysis Clinical, counseling and applied psychology, other Psychology, other	116,432 103,801 150 0 552 1,920 1,191 1,039 1 1,039 4,432 206 368 422 168 1 1113 0 0 0 98 842 222 583 844 222 220 58	24,578 21,944 36 0 0 51 468 3 325 225 1 1 0 940 30 72 69 37 7 0 0 0 0 18 2 107 160 39 39 39	91,854 81,857 114 0 0 501 1,452 9 866 814 0 0 3,492 176 296 353 131 1 104 0 0 0 80 13 476 682 181 145 211	27,841 6,306 266 14 313 274 8 42 366 18 43 195 2,388 218 8,054 1,360 1,811 1,255 21 8 65 775 415 1,869 299 2,017	5,526 1,521 5 3 3 26 94 2 2 11 11 11 2 15 67 431 34 1,470 417 261 11 11 11 11 11 11 11 12 13 14 14 17 17 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	22,315 4,785 21 11 11 287 180 6 6 31 25 128 1,957 1,84 6,584 943 1,550 1,036 20 4 4 2 2 5 5 5 4 6 659 308 1,632 20 20 20 20 20 20 20 20 20 20 20 20 20	6,275 1,735 19 0 44 192 6 6 6 43 7 0 192 2,202 2,202 50 400 174 353 347 25 1 1 30 94 33 97 42 172	1,649 515 7 0 6 84 1 1 7 19 1 1 0 76 476 9 101 60 68 100 5 0 0 15 12 22 5 11 44	4,626 1,220 12 0 38 108 5 9 24 6 0 116 1,726 1,726 11 299 114 285 247 20 79 21 1 23 31 128
Public administration and social service professions Human services, general Community organization and advocacy Public administration Public policy analysis, general Education policy analysis Health policy analysis International policy analysis Public policy analysis, other Social work Youth services/administration Social work, other Public administration and social service professions, other Social sciences and history	35,629 6,938 1,688 3,093 1,678 0 81 14 0 21,698 88 33 318	6,127 952 345 1,548 718 0 13 2 0 2,456 13 4 76	29,502 5,986 1,343 1,545 960 0 68 12 0 19,242 75 29 242 80,339	46,294 1,299 311 12,173 2,693 63 85 12 80 29,127 92 111 248 19,884	10,692 176 98 5,095 1,184 13 26 7 26 3,949 12 17 89 9,832	35,602 1,123 213 7,078 1,509 50 59 5 54 25,178 80 94 159 10,052	1,157 48 6 300 199 11 18 4 8 520 0 0 43 4,676	399 7 2 153 83 4 4 2 2 4 121 0 0 0 19	758 41 47 116 7 14 2 4 399 0 0 24 2,201
Social sciences Social sciences, general Research methodology and quantitative methods Anthropology Physical and biological anthropology Medical anthropology Cultural anthropology Anthropology, other Archeology Criminology Criminology Demography and population studies Economics, general Applied economics Econometrics and quantitative economics Development economics and international development International economics Economics, other Geography Geographic information science and cartography	136,585 6,486 0 8,227 31 67 43 60 167 7,677 0 29,275 326 4,669 293 397 367 3,723 588	65,758 2,435 0 0 2,221 7 13 14 13 58 3,472 0 20,389 20,5 2,936 65 152 231 12,278 438	70,827 4,051 0 6,006 24 54 29 47 109 4,205 0 8,886 121 1,733 228 245 1,445	16,612 637 54 1,094 29 7 14 36 47 721 47 1,713 309 1,625 302 39 110 617	8,062 210 29 325 4 2 2 10 14 236 60 1,058 182 2 108 21 69 354 341	8,550 427 25 769 25 5 12 26 33 485 27 655 127 643 194 18 41 1263 222	3,765 22 2 519 3 1 10 7 33 54 20 770 31 369 18 2 5 5	1,983 10 2 175 1 1 0 2 0 111 22 6 521 18 266 266 111 1 2 2 122	1,782 1,782 10 344 2 1 8 7 22 32 32 14 249 13 103 7 107 5

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Bac	helor's degr	ees	Ma	ster's degre	es	Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females
1	2	3	4	5	6	7	8	9	10
Geography, other International relations and affairs National security policy studies International relations and national security studies, other Political science and government, general American government and politics (United States) Political economy Political science and government, other Sociology Urban studies/affairs Sociology and anthropology Rural sociology Social sciences, other	156 8,392 74 117 33,845 148 214 761 27,294 951 443 228 1,766	87 3,282 62 67 17,762 95 115 401 7,780 414 104 8 654	69 5,110 12 50 16,083 99 360 19,514 537 339 20 1,112	60 4,134 194 175 1,567 178 10 99 1,411 345 2 0 473	37 2,062 129 95 836 117 3 60 501 136 0 0	23 2,072 65 80 731 61 7 39 910 209 2 0 354	5 77 0 1 1774 0 0 0 15 687 47 0 0	4 39 0 1 459 0 0 6 253 24 0 0	1 38 0 0 315 0 0 9 434 23 0 0
History History, general American history (United States) European history History and philosophy of science and technology Public/applied history Asian history Military history History, other	23,382 22,752 50 21 100 50 1 71 337	13,870 13,526 30 16 47 21 1 62 167	9,512 9,226 20 5 53 29 0 9	3,272 2,913 57 0 30 93 0 108 71	1,770 1,553 30 0 15 33 0 95	1,502 1,360 27 0 15 60 0 13 27	911 856 1 0 27 4 0 0 23	492 468 1 0 10 1 0 0 12	419 388 0 0 17 3 0 0
Theology and religious vocations Bible/biblical studies Missions/missionary studies and missiology Religious education Religious/sacred music Theology/theological studies Divinity/ministry Pre-theology/pre-ministerial studies Rabbinical studies Talmudic studies Talmudic studies Theological and ministerial studies, other Pastoral studies/counseling Youth ministry Urban ministry Urban ministry Lay ministry Lay ministry Pastoral counseling and specialized ministries, other Theology and religious vocations, other	9,521 1,984 579 764 276 976 406 169 3 2,269 415 471 469 16 7 168 173 376	6,601 1,315 215 3611 144 667 304 142 3 2,213 249 327 274 7 0 0 86 91 203	2,920 669 364 403 132 309 102 27 0 56 166 144 195 7 82 82 173	13,828 725 398 550 77 3,972 5,236 502 689 603 42 42 42 38 4 119 164 603	9,023 506 238 239 43 2,585 3,654 10 58 501 417 267 18 8 0 60 65 344	4,805 219 160 311 34 1,387 1,582 0 38 1 272 336 24 20 4 59 99 259	2,023 39 100 63 13 430 501 0 9 26 339 187 0 0 26 0	1,476 36 84 44 48 321 3655 0 9 26 253 127 0 0 14 0 7 7 16	547 3 166 199 5 5 1099 1366 0 0 0 86 60 0 122 0 3 3 3 95
Transportation and materials moving Aeronautics/aviation/aerospace science and technology, general Airline/commercial/professional pilot and flight crew Aviation/airway management and operations Air traffic controller Flight instructor Air transportation, other Marine science/merchant marine officer Transportation and materials moving, other	4,924 2,596 708 880 89 100 36 602	4,282 2,264 643 728 74 9 34 528	642 332 65 152 15 1 2 74	815 556 0 224 0 0 29 0	657 472 0 156 0 23 0	158 84 0 68 0 0 6 0	16 11 0 5 0 0 0	13 8 0 5 0 0 0	3 3 0 0 0 0 0 0
Visual and performing arts, Visual and performing arts, general Digital arts Crafts/craft design, folk art and artisanry Dance, general Ballet Dance, other Design and visual communications, general Commercial and advertising art Industrial and product design Commercial photography Fashion/apparel design Interior design Graphic design Illustration Game and interactive media design Design and applied arts, other Drama and dramatics/theatre arts, general Technical theatre/theatre design and technology Playwriting and screenwriting Theatre literature, history and criticism Acting Directing and theatrical production Musical theatre Costume design Dramatic/theatre arts and stagecraft, other Film/cinema/video studies Cinematography and film/video production Photography Documentary production Film/video and photographic arts, other Art/art studies, general Fine/studio arts, general Art history, criticism and conservation Drawing	88,582 1,538 1,445 118 2,269 49 56 2,786 988 1,656 138 1,870 2,433 4,488 1,891 1,231 715 8,464 541 313 36 998 117 592 19 597 3,600 4,583 1,252 1,22 897 10,413 8,943 2,269	34,202 539 769 300 2588 7 2 861 339 917 37 186 234 4 1,520 530 894 4 251 3,041 194 4 4 252 1,997 2,717 7 507 8,257 5 3,078 2,575 3,078	54,380 999 676 88 2,011 42 54 1,925 649 739 101 1,684 2,199 2,968 1,361 337 464 5,423 347 76 35 84 378 1,59 1,603 1,806 1,803 1,806 1,803 1,806 1,803 1,803 1,803 1,804 1,803 1,804 1,803	17,686 134 238 222 226 0 0 390 39 224 3 3 153 299 165 159 121 278 997 176 354 7 7 189 84 18 5 5 66 6 5 60 1,056 6 5 6 6 7 7 3 1,344 8 4 6 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	7,399 46 137 8 42 0 0 1411 12 1088 0 0 20 464 48 53 69 99 396 67 7 159 3 3 8 42 5 5 5 0 0 2 8 2 9 4 1 2 9 1 2 9 1 2 1 8 1 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1	10,287 88 101 14 184 0 249 27 116 3 133 253 117 106 52 179 601 109 95 4 4 100 42 13 5 8 266 511 145 24 42 42 42 42 42 42 42 42 42 42 42 42	1,759 13 3 0 10 0 0 3 4 0 0 0 1 1 0 0 0 3 76 0 0 9 0 0 4 30 6 0 0 5 3 0 200	852 8 3 3 0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	907 5 0 0 9 0 0 0 1 1 0 0 0 0 3 3 47 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2017–18—Continued

	Ba	chelor's degr	ees	Ma	Master's degrees			Doctor's degrees <sup>1</sup>		
Discipline division	Total	Males	Females	Total	Males	Females	Total	Males	Females	
1	2	3	4	5	6	7	8	9	10	
Intermedia/multimedia	773	411	362	41	22	19	1	1	0	
Painting	578	160	418	142	46	96	0	0	0	
Sculpture	191	58	133	50	19	31	0	0	0	
Printmaking	121	30	91	33	10	23	0	0	0	
Ceramic arts and ceramics	99	30	69	46	18	28	0	0	0	
Fiber, textile and weaving arts	153	12	141	43	3	40	0	0	0	
Metal and jewelry arts	109	21	88	56	7	49	0	0	0	
Fine arts and art studies, other	579	189	390	287	85	202	4	0	4	
Music, general	7,318	3,917	3,401	1,830	955	875	580	313	267	
Music history, literature, and theory	118	66	52	42	23	19	9	4	5	
Music performance, general	4,031	2,168	1,863	2,195	1,129	1,066	469	226	243	
Music theory and composition	564	427	137	324	216	108	70	52	18	
Musicology and ethnomusicology	59	35	24	75	32	43	48	22	26	
Conducting	5	3	2	184	133	51	35	23	12	
Keyboard instruments	159	58	101	262	86	176	46	22	24	
Voice and opera	294	90	204	294	81	213	17	7	10	
Jazz/jazz studies	330	278	52	183	155	28	22	22	0	
Stringed instruments	189	81	108	247	96	151	13	10	3	
Music pedagogy	66	27	39	92	39	53	12	5	7	
Music technology	640	529	111	120	100	20	3	2	1	
Brass instruments	35	32	3	50	43	7	1	1	0	
Woodwind instruments	47	22	25	71	36	35	8	1	7	
Percussion instruments	12	9	3	16	11	5	0	0	0	
Music, other	1,163	739	424	265	157	108	21	15	6	
Arts, entertainment, and media management, general	486	213	273	299	61	238	0	0	0	
Fine and studio arts management	624	154	470	576	94	482	7	1	6	
Music management	1,531	824	707	49	21	28	0	0	0	
Theatre/theatre arts management	173	41	132	49	16	33	Ö	Ö	Ō	
Arts, entertainment, and media management, other	130	64	66	229	127	102	0	0	0	
Visual and performing arts, other	428	172	256	231	66	165	20	6	14	
Not classified by field of study	0	0	0	0	0	0	0	0	0	

<sup>&</sup>lt;sup>1</sup>Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees that were classified as first-professional prior to 2010–11, such as M.D., D.D.S., and law degrees.

and law degrees.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Aggregations by field of study derived from the Classification of Instructional Programs developed by the National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared September 2019.)

Table 318.40. Degrees/certificates conferred by postsecondary institutions, by control of institution and level of degree/certificate: 1970-71 through 2017-18

												Priv	ate institutio	ns						
		Pul	olic institution	ns				Total					Nonprofit					For-profit		
Year	Certifi- cates below the associate's	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Certifi- cates below the associate's	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Certifi- cates below the associate's	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Certifi- cates below the associate's	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1970–71 1971–72 1972–73 1973–74 1974–75	_ _ _ _	215,645 255,218 278,132 303,188 318,474	599,615 630,899 651,544	151,603 167,075 174,405 184,632 193,804	36,927 40,297 44,229 45,018 45,788	  	36,666 36,796 38,042 40,736 41,697	281,734 287,658 291,463 294,232 288,148	83,961 90,126 94,249 97,442 103,741	28,071 30,909 35,283 37,573 39,116	_ _ _ _			_		_ _ _		_ _ _	_	
1975–76 1976–77 1977–78 1978–79 1979–80	_ _ _	345,006 355,650 358,874 346,808 344,536	630,463 627,903 621,666	206,298 208,901 202,099 192,016 187,499	47,517 47,573 47,553 48,602 48,550	_ _ _ _	46,448 50,727 53,372 55,894 56,374	290,585 289,086 293,301 299,724 305,333	111,179 114,124 115,888 115,670 117,697	43,490 44,157 44,792 46,369 47,081	_ _ _	_ _ _ _	_ _ _ _	_ _ _	_ _ _	_ _ _ _	_ _ _ _	_ _ _	_ _ _	_ _ _ _
1980–81 1981–82 1982–83 1983–84 1984–85		352,391 366,732 377,817 379,249 377,625	646,317 646,013	184,384 182,295 176,246 170,693 170,000	50,023 50,500 50,943 50,727 51,489	_ _ _ _	63,986 <sup>2</sup> 67,794 <sup>2</sup> 71,803 <sup>2</sup> 72,991 77,087	308,688 316,523 323,193 328,296 327,231	118,253 120,152 120,169 120,448 123,472	47,993 47,338 48,392 50,072 49,296	_ _ _ _	_ _ _ _		_ _ _ _	_ _ _				_ _ _ _	_ _ _ _
1985–86 1986–87 1987–88 1988–89 1989–90	_ _ _ _	369,052 358,811 354,180 357,001 375,635	659,260 658,491 675,675	169,903 167,797 173,778 179,109 186,104	51,001 51,216 51,641 51,963 53,451	_ _ _ _	76,995 77,493 80,905 79,763 79,467	329,237 332,004 336,338 343,080 351,329	125,947 128,733 132,005 137,517 144,048	49,279 47,261 47,498 48,608 50,057	_ _ _ _	   42,497			49,655	_ _ _ _	36,970	6,760	1,367	  402
1990–91 1991–92 1992–93 1993–94 1994–95	_ _ _ _	398,055 420,265 430,321 444,373 451,539	759,475 785,112 789,148	193,057 203,398 213,843 221,428 224,152	55,235 56,186 57,020 58,366 58,788	_ _ _ _	83,665 83,966 84,435 86,259 88,152	370,476 377,078 380,066 380,127 383,464	149,806 154,691 161,189 171,609 179,457	50,312 53,368 55,052 54,270 55,478	_ _ _ _	45,821 45,700 47,713 48,493 48,643	360,634 370,718 373,346 371,561 373,454	146,161 153,291 159,562 168,718 176,485	49,841 52,830 54,399 53,502 54,675	_ _ _ _	37,844 38,266 36,722 37,766 39,509	9,842 6,360 6,720 8,566 10,010	3,645 1,400 1,627 2,891 2,972	471 538 653 768 803
1995–96 1996–97 1997–98 1998–99 1999–2000	307,358 326,687 305,910 304,294 294,912	454,291 465,494 455,084 452,616 448,446	784,296 792,392	227,179 233,237 235,922 238,954 243,157	59,398 61,081 60,948 60,028 60,655	313,311 272,237 246,571 251,589 263,217	100,925 105,732 103,471 112,368 116,487	390,722 396,202 400,110 409,847 427,020	185,001 192,023 200,115 207,084 220,028	56,109 57,666 57,787 56,672 58,081	34,259 35,560 32,166 29,402 28,580	50,678 49,168 47,625 47,757 46,337	379,916 384,086 386,455 394,749 406,958	181,142 186,963 194,048 198,481 209,720	55,506 56,864 57,089 55,663 56,972	279,052 236,677 214,405 222,187 234,637	50,247 56,564 55,846 64,611 70,150	10,806 12,116 13,655 15,098 20,062	3,859 5,060 6,067 8,603 10,308	603 802 698 1,009 1,109
2000–01 2001–02 2002–03 2003–04 2004–05	309,624 319,291 355,727 364,053 370,683	456,487 471,660 498,279 524,875 547,519	875,596 905,718	246,054 249,820 265,643 285,138 291,505	60,820 61,061 61,611 64,205 67,511	242,879 264,957 290,698 323,734 340,190	122,378 123,473 135,737 140,426 149,141	431,733 450,720 473,215 493,824 506,821	227,448 237,493 253,056 279,134 288,646	58,765 58,602 59,968 61,882 66,876	29,336 32,904 36,926 35,316 35,968	45,711 45,761 46,183 45,759 45,344	408,701 424,322 442,060 451,518 457,963	215,815 223,229 238,069 250,894 253,564	57,722 57,707 58,894 60,447 65,278	213,543 232,053 253,772 288,418 304,222	76,667 77,712 89,554 94,667 103,797	23,032 26,398 31,155 42,306 48,858	11,633 14,264 14,987 28,240 35,082	1,043 895 1,074 1,435 1,598
2005–06 2006–07 2007–08 2008–09 2009–10	370,570 389,244 399,741 428,849 472,428	557,366 566,219 578,661 596,391 640,265	975,903 996,769 1,020,521 1,049,179	293,535 292,073 300,019 308,215 322,389	70,036 73,087 75,551 77,270 78,805	344,220 339,071 348,613 375,771 463,291	155,949 161,397 171,505 190,852 208,591	529,734 548,826 566,965 580,878 600,740	306,327 318,630 330,825 353,867 370,924	68,020 71,607 73,639 77,294 79,785	35,909 34,195 33,915 31,939 35,652	46,459 43,790 45,014 46,930 46,673	467,697 478,053 491,016 496,353 503,264	261,203 267,694 275,971 290,401 300,053	66,066 69,241 70,473 73,583 75,172	308,311 304,876 314,698 343,832 427,639	109,490 117,607 126,491 143,922 161,918	62,037 70,773 75,949 84,525 97,476	45,124 50,936 54,854 63,466 70,871	1,954 2,366 3,166 3,711 4,613
2010–11 2011–12 2012–13 2013–14 2014–15	519,711 525,264 545,446 576,468 602,904	772,978 794,925	1,088,722 1,131,885 1,163,616 1,186,742 1,209,464	339,420 349,349 346,751 346,238 351,216	82,013 84,730 86,411 88,911 90,252	510,766 463,797 421,768 392,810 358,242	246,622 265,234 234,449 210,230 192,123	627,331 660,278 676,765 683,408 685,505	391,502 406,618 404,967 408,344 407,588	81,814 85,487 88,615 88,676 88,296	36,534 32,856 30,913 30,738 46,090	51,967 54,347 55,651 53,127 58,613	512,821 526,022 535,958 544,253 553,543	313,317 325,175 327,013 333,539 336,181	76,595 79,498 81,543 80,894 80,093	474,232 430,941 390,855 362,072 312,152	194,655 210,887 178,798 157,103 133,510	114,510 134,256 140,807 139,155 131,962	78,185 81,443 77,954 74,805 71,407	5,219 5,989 7,072 7,782 8,203
2015–16 2016–17 2017–18	615,137 631,076 671,880		1,240,423 1,275,610 1,310,988	364,619 374,160 383,929	90,030 91,532 92,855	324,154 314,947 282,858	160,147 143,717 125,617	680,327 680,504 669,656	421,138 430,382 436,173	88,104 89,825 91,219	40,010 35,281 25,789	56,595 56,487 56,187	560,834 566,607 571,155	350,790 360,437 372,086	80,067 81,550 83,888	284,144 279,666 257,069	103,552 87,230 69,430	119,493 113,897 98,501	70,348 69,945 64,087	8,037 8,275 7,331

<sup>—</sup>Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970–71 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87–99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared November 2019.)

¹Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees that were classified as first-professional prior to 2010–11, such as M.D., D.D.S., and law degrees.

<sup>&</sup>lt;sup>2</sup>Part of the increase is due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Some data have been revised from previously published figures.

Table 318.50. Degrees conferred by postsecondary institutions, by control of institution, level of degree, and field of study: 2017-18

		All instit	tutions			Public inst	itutions		ı	Private nonpro	fit institutions			Private for-prof	it institutions	
Field of study	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All fields, total	1,011,487	1,980,644	820,102	184,074	885,870	1,310,988	383,929	92,855	56,187	571,155	372,086	83,888	69,430	98,501	64,087	7,331
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and group	8,076 539	39,314 8,464	6,967 7,317	1,496 250	7,799 511	32,962 6,024	5,392 4,339	1,378 180	267 27	5,708 2,360	1,475 2,945	118 70	10 1	644 80	100 33	0
studies Biological and biomedical sciences Business	559 6,390 117,782	7,717 118,663 386,201	1,673 17,180 192,184	335 8,222 3,338	549 6,272 94,654	5,280 82,654 238,673	989 9,642 75,163	204 5,499 1,111	10 115 9,494	2,437 35,710 116,498	684 7,514 96,141	131 2,723 936	0 3 13,634	299 31,030	0 24 20,880	0 0 1,291
Communication, journalism, and related programs Communications technologies Computer and information sciences Construction trades Education	7,785 4,197 31,479 5,277 16,182	92,290 4,231 79,598 151 82,621	10,243 529 46,468 0 146,367	666 0 2,017 0 12,780	7,658 3,495 26,080 4,574 14,783	67,292 1,606 52,555 151 56,931	4,290 43 24,150 0 72,924	530 0 1,308 0 6,278	71 77 1,588 204 617	24,226 1,555 20,156 0 22,924	5,672 342 19,825 0 63,055	136 0 624 0 5,141	56 625 3,811 499 782	772 1,070 6,887 0 2,766	281 144 2,493 0 10,388	0 0 85 0 1,361
Engineering	6,408	121,956	51,721	10,817	6,276	96,656	34,574	7,904	31	25,188	17,110	2,913	101	112	37	0
Engineering technologies and engineering- related fields <sup>2</sup> English language and literature/letters Family and consumer sciences/human	26,745 3,133	18,228 40,002	7,246 8,300	212 1,295	23,740 3,027	14,591 27,549	3,583 4,713	89 958	1,307 8	1,986 11,907	3,112 3,467	123 337	1,698 98	1,651 546	551 120	0
sciences Foreign languages, literatures, and linguistics	8,854 2,607	24,349 16,958	3,308 3,261	274 1,213	8,336 2,594	19,618 12,292	2,155 2,277	233 800	264 13	4,121 4,636	964 984	36 413	254 0	610 30	189 0	5 0
Health professions and related programs Homeland security, law enforcement, and	181,056	244,909	125,216	80,305	126,226	135,750	48,713	38,652	21,742	79,069	57,688	38,712	33,088	30,090	18,815	2,941
firefighting Legal professions and studies Liberal arts and sciences, general studies,	35,276 6,237	58,114 4,239	10,293 9,177	150 34,544	30,139 4,623	36,634 2,582	4,714 2,472	96 12,953	1,347 449	13,929 1,311	3,884 6,616	20 21,093	3,790 1,165	7,551 346	1,695 89	34 498
and humanities Library science	397,926 156	44,262 81	2,473 4,953	93 54	386,151 156	31,309 54	1,283 4,171	36 49	10,281 0	12,771 0	1,148 782	47 5	1,494 0	182 27	42 0	10 0
Mathematics and statistics Mechanic and repair technologies/	4,135	25,256	10,443	2,010	4,129	17,390	6,078	1,504	6	7,845	4,365	506	0	21	0	0
technicians Military technologies and applied sciences Multi/interdisciplinary studies	21,295 1,226 31,068	348 655 51,909	1 355 10,175	0 0 850	14,715 1,180 30,155	198 175 37,041	0 57 5,461	0 0 570	2,161 0 433	150 392 11,545	1 290 4,271	0 0 280	4,419 46 480	0 88 3,323	0 8 443	0 0 0
Parks, recreation, leisure, and fitness studies	5,095	53,883	9,005	298	4,636	39,994	5,854	254	193	13,214	3,000	40	266	675	151	4
Philosophy and religious studies Physical sciences and science technologies Precision production Psychology Public administration and social services	1,049 10,116 5,333 12,489 7,136	9,603 31,542 45 116,432 35,629	1,692 7,196 11 27,841 46,294	768 6,181 0 6,275 1,157	371 10,042 4,823 12,095 5,516	4,287 22,820 1 81,526 23,902	527 5,324 0 9,250 27,763	292 4,479 0 2,577 573	678 74 179 383 1,198	5,268 8,722 44 33,420 9,344	1,165 1,872 11 14,873 16,825	476 1,702 0 2,856 352	0 0 331 11 422	48 0 0 1,486 2,383	0 0 0 3,718 1,706	0 0 0 842 232
Social sciences and history Social sciences History Theology and religious vocations Transportation and materials moving Visual and performing arts	23,683 21,545 2,138 1,435 1,610 19,153	159,967 136,585 23,382 9,521 4,924 88,582	19,884 16,612 3,272 13,828 815 17,686	4,676 3,765 911 2,023 16 1,759	23,570 21,495 2,075 0 1,147 15,848	110,767 94,879 15,888 0 2,802 48,922	10,409 8,313 2,096 0 151 7,468	3,063 2,486 577 0 1	1,198 86 50 36 1,435 412 1,037	9,344 48,395 41,148 7,247 9,256 2,118 34,950	8,978 8,012 966 13,668 664 8,695	1,594 1,260 334 2,014 15 475	422 27 0 27 0 51 2,268	2,383 805 558 247 265 4 4,710	497 287 210 160 0 1,523	19 19 0 9 0

¹Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010–11.

<sup>&</sup>lt;sup>2</sup>Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.

NOTE: Data are for degree-granting postsecondary institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and

natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business, management, marketing, and related support services and Personal and culinary services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared February 2020.)

Table 318.60. Number of postsecondary institutions conferring degrees, by control of institution, level of degree, and field of study: 2017-18

		All insti	tutions			Public inst	itutions			Private nonprot	fit institutions	1		Private for-prof	it institutions	
Field of study	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All fields, total	2,457	2,335	1,884	1,011	1,242	712	557	364	635	1,326	1,151	599	580	297	176	48
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and group	515 75	799 198	241 160	106 41	490 70	355 120	184 105	95 30	23 4	438 74	56 53	11 11	2	4	1 2	0
studies Biological and biomedical sciences Business	75 307 1,598	475 1,378 1,791	150 522 1,238	60 268 212	70 289 1,085	241 544 635	102 351 458	39 183 111	5 17 260	234 829 954	48 170 658	21 85 89	0 1 253	0 5 202	0 1 122	0 0 12
Communication, journalism, and related programs Communications technologies Computer and information sciences Construction trades Education	309 304 1,177 357 694	1,186 153 1,352 6 1,244	361 22 553 0 1,162	78 0 176 0 449	286 282 920 326 615	472 55 554 6 491	228 7 315 0 477	61 0 120 0 249	16 7 86 13 62	688 77 669 0 732	129 13 182 0 636	17 0 52 0 188		26 21 129 0 21	4 2 56 0 49	0 0 4 0 12
Engineering	405	566	337	219	382	304	224	158	16	254	110	61	7	8	3	0
Engineering technologies and engineering- related fields <sup>2</sup> English language and literature/letters Family and consumer sciences/human	920 213	344 1,329	182 499	25 151	834 204	241 521	122 324	14 104	37 6	77 801	56 174	11 47	49 3	26 7	4	0
sciences Foreign languages, literatures, and linguistics	499 201	355 871	166 226	52 99	476 196	207 398	114 165	39 67	16 5	139 472	48 61	12 32	7 0	9	4 0	1 0
Health professions and related programs	1,700	1,514	1,116	601	1,055	582	430	268	237	751	582	303	408	181	104	30
Homeland security, law enforcement, and firefighting Legal professions and studies	1,072 520	958 246	334 173	34 213	869 384	384 92	187 71	27 87	98 42	448 121	125 97	4 119	105 94	126 33	22 5	3 7
Liberal arts and sciences, general studies, and humanities Library science	1,390 29	896 6	165 63	18 10	1,092 29	382 5	89 51	7 8	290 0	508 0	74 12	10 2	8 0	6	2	1 0
Mathematics and statistics	230	1,200	356	179	226	507	264	128	4	692	92	51	0	1	0	0
Mechanic and repair technologies/ technicians Military technologies and applied sciences Multi/interdisciplinary studies	696 11 414	18 20 1,009	1 12 405	0 0 133	628 8 383	11 6 418	0 3 230	0 0 94	20 0 27	7 10 569	1 7 170	0 0 39	48 3 4	0 4 22	0 2 5	0 0 0
Parks, recreation, leisure, and fitness studies	329	883	317	53	302	359	219	45	15	516	97	7	12	8	1	1
Philosophy and religious studies Physical sciences and science technologies Precision production Psychology Public administration and social services	96 377 410 260 356	892 1,112 6 1,455 810	229 329 2 698 557	117 221 0 324 135	74 365 389 233 309	314 490 1 547 380	93 244 0 348 322	58 155 0 168 88	22 12 9 26 33	577 622 5 885 409	136 85 2 337 205	59 66 0 147 45	0 0 12 1 14	1 0 0 23 21	0 0 0 13 30	0 0 0 9 2
Social sciences and history Social sciences History Theology and religious vocations Transportation and materials moving Visual and performing arts	298 276 179 121 107 719	1,366 1,277 1,230 417 89 1,399	469 403 345 367 15 472	194 183 142 158 4 113	278 262 170 0 92 603	535 520 498 0 56 505	317 268 270 0 8 262	137 128 98 0 1 75	19 14 8 121 10 54	816 744 727 416 31 832	147 130 74 366 7 200	56 54 44 154 3 38	1 0 1 0 5 62	15 13 5 1 2 62	5 5 1 1 0	1 1 0 4 0 0

¹Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010–11.

of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business, management, marketing, and related support services and Personal and culinary services. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>2</sup>Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.

NOTE: Data are for degree-granting postsecondary institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. To facilitate trend comparisons, certain aggregations have been made

Table 319.10. Degrees conferred by postsecondary institutions, by control of institution, level of degree, and state or jurisdiction: 2017-18

		Pub	lic			Private n	nonprofit			Private f	or-profit	
State or jurisdiction	Asso- ciate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Asso- ciate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>	Asso- ciate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	885,870	1,310,988	383,929	92,855	56,187	571,155	372,086	83,888	69,430	98,501	64,087	7,331
Alabama Alaska	9,914 1,172	25,353 1,876	10,175 561	1,965 57	234 11	3,786 47	925 67	682 4	2,152 38	3,359	2,019	16 0
Arizona	19,383	31,505	9,986	2,106	189	827	630	852	8,192	24,863	16,319	667
Arkansas California	8,628 159,087	13,667 160,876	5,495 32,775	951 7,167	391 1,980	2,534 40,715	526 38,768	87 9,976	42 9,822	14 15,221	21 8,939	0 2,569
Colorado	10,341	26,788	9,006	1,934	411	4,133	3,742	603	2,599	4,628	1,941	388
Connecticut	5,237	11,497	3,421	730	843	10,502	7,801	1,469	204	828	189	0
Delaware District of Columbia	1,979 172	4,828 338	1,039 114	334 64	129 218	2,522 8,684	3,222 11,744	163 3,340	13 268	35 587	20 949	0
Florida	74,651	75,432	19,009	5,130	12,409	22,365	13,685	3,948	5,971	7,048	2,059	194
Georgia	16,581	39,776	12,184	2,695	869	10,318	5,028	1,939	1,429	2,443	2,526	233
Hawaii Idaho	3,823 3,581	4,693 6,648	1,035 1,860	513 362	407 1,676	1,577 5,664	498 195	0 23	23 127	188 0	52 0	0
Illinois	34,422	32,948	13,142	3,123	942	31,243	25,153	5,439	2,419	11,419	5,230	245
Indiana	11,185	33,171	10,336	2,723	1,521	14,491	5,524	1,295	440	102	37	0
lowa Kansas	12,805 9,564	17,079 15,922	5,365 5,662	1,601 1,481	337 296	9,609 3,736	2,734 1,412	1,349 190	213 834	597 648	133 454	0
Kentucky	10,383	19,086	5,665	1,735	294	4,609	4,598	567	1,162	566	308	93
Louisiana Maine	5,782 2,487	19,031 4,388	5,557 845	1,553 140	270 111	3,466 3,185	2,037 1,380	853 529	500 97	0 0	0	0
Maryland	16,780	28,253	11,840	2,141	3	6,062	8,825	932	182	255	236	0
Massachusetts	11,251	21,932	6,436	841	1,222	39,614	34,721	7,618	172	232	91	0
Michigan Minnesota	24,338 15,279	48,140 21,555	17,205 5,466	4,626 1,736	2,248 674	12,394 10,955	4,353 5,777	1,163 1,108	189 1,270	176 4,641	69 13,870	0 2,337
Mississippi	13,576	13,482	3,415	1,113	58	2,306	1,713	277	85	8	18	0
Missouri	12,351	23,039	7,401	1,760	2,925	17,801	13,170	3,310	498	402	87	0
Montana Nebraska	2,056 4,478	5,101 9,089	1,226 3,017	437 794	132 170	788 5,270	82 2,626	0 869	10 55	0 15	0	0 0
Nevada New Hampshire	5,558 2,109	8,589 5,377	1,818 1,124	536 168	64 2,081	499 11,821	316 8,413	504 296	511 0	341 0	59 0	0
•	· ·					·						
New Jersey New Mexico	21,280 9,661	33,368 8,558	9,950 2,935	2,291 671	325 0	10,208 166	7,243 276	969 0	1,561 228	795 161	159 36	0
New York North Carolina	52,244 31,738	66,533 40,484	18,763 11,955	3,177 2,744	6,932 908	70,921 14,838	54,804	11,640	6,484 852	3,654	1,488 432	1 0
North Dakota	1,983	5,844	1,381	500	171	728	6,422 388	2,310 122	164	631 8	0	0
Ohio	24,778	49,982	15,929	4,513	3,131	21,166	8,201	1,548	2,487	513	112	3
Oklahoma Oregon	10,201 13,825	17,424 18,431	5,314 4,613	1,350 1,071	183 34	3,892 5,257	1,538 3,510	270 1,151	395 381	46 17	0 70	0
Pennsylvania	17,157	48,815	13,117	3,442	3,335	42,405	26,281	7,078	3,214	609	172	0
Rhode Island	1,944	4,781	831	275	1,586	7,528	2,348	487	0	0	0	0
South Carolina South Dakota	9,966 2,039	19,759 4,702	4,992 1,301	1,563 447	316 66	6,247 1,042	1,083 440	180 3	305 145	311 247	235	140 4
Tennessee	11,997	22,544	5,589	1,959	785	12,382	5,736	1,976	1,076	449	257	172
Texas Utah	88,326 12,035	112,806 16,584	43,154 4,088	8,702 863	1,593 1,306	20,903 23,907	11,158 12,424	2,524 224	4,367 642	1,958 346	714 117	36 195
Vermont	873	3,380	479	228	154	3,190	1,988	147	55	60	0	0
Virginia	18,331	37,866	11,712	3,409	1,610	17,223	11,051	2,046	3,571	3,620	1,762	37
Washington West Virginia	30,385 3,485	26,990 9,345	6,555 2,770	2,007 1,015	119 110	6,954 1,472	3,466 374	737 116	489 2,930	278 6,131	68 2,809	1 0
Wisconsin	11,794	27,731	5,816	1,850	408	9,203	3,690	975	507	51	21	0
Wyoming U.S. Service Academies	2,875	2,127 3,475	501 4	262	0	0 +	0 +	0	60 †	0 +	0	0
								-			-	
Other jurisdictions American Samoa	<b>2,501</b> 215	<b>7,966</b>	<b>948</b> 0	<b>510</b>	<b>3,489</b>	<b>10,972</b>	<b>3,994</b>	<b>714</b> 0	<b>2,844</b>	<b>2,028</b>	<b>577</b>	109 0
Federated States of										0		
Micronesia Guam	284 283	0 485	0 110	0 0	0 7	0 13	0	0	0	0	0	0
Marshall Islands Northern Marianas	118 195	0 47	0	0	0	0	0	0	0	0	0	0
Palau	114	0	0	0	0	0	0	0	0	0	0	0
Puerto Rico U.S. Virgin Islands	1,261 31	7,203 221	777 61	510 0	3,482 0	10,959 0	3,994 0	714 0	2,844 0	2,028	577 0	109 0
U.U. VIIYIII ISIAIIUS	31	221	UI	U	0	0	0	U	0	U	U	

†Not applicable. ¹Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees classified as first-professional prior to 2010–11, such as M.D., D.D.S., and law

NOTE: Data are for postsecondary institutions participating in Title IV federal financial

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared May 2020.)

Table 319.20. Degrees conferred by postsecondary institutions, by level of degree and state or jurisdiction: 2015-16 through 2017-18

2015–16 2016–17 2017–18	
	ster's Doctor's degrees
1 2 3 4 5 6 7 8 9 10 11	12 13
United States 1,008,228 1,920,750 785,757 178,134 1,005,687 1,956,114 804,542 181,357 1,011,487 1,980,644 820	),102 184,074
Alabama 12,882 31,123 12,074 2,432 13,042 31,912 12,753 2,585 12,300 32,498 13	3,119 2,663
Alaska 1,372 1,957 670 53 1,353 2,006 633 59 1,221 1,923 Arizona 33,564 56,625 27,353 3,607 30,019 56,385 26,274 3,565 27,764 57,195 20	628 61 6,935 3,625
Arkansas   8,767   16,019   5,277   1,041   8,600   16,107   6,149   1,022   9,061   16,215   0	5,042 1,038 0,482 19,712
Colorado 14,027 33,580 14,934 2,969 13,523 34,590 14,812 2,899 13,351 35,549 14	1,689 2,925
Connecticut         7,320         22,721         10,829         2,052         6,908         23,365         11,391         2,234         6,284         22,827         1           Delaware         2,064         6,988         3,903         418         2,091         6,873         3,938         418         2,121         7,385         4	,411 2,199 1,281 497
District of Columbia   603   9,337   11,512   3,496   727   9,519   12,059   3,443   658   9,609   12	2,807   3,404
	9,272
Hawaii 4.571 6.922 1.917 527 4.452 6.812 1.733 537 4.253 6.458	9,738 4,867 ,585 513
Idaho         5,588         11,424         1,860         413         5,310         11,759         1,916         372         5,384         12,312         372           Illinois         40,410         75,716         42,129         8,860         39,728         76,093         43,774         8,866         37,783         75,610         43,774	2,055 385 8,525 8,807
Indiana 14,703 47,614 14,841 3,609 14,436 47,964 15,648 3,905 13,146 47,764 15	5,897 4,018
lowa 15,639 27,761 8,341 2,721 15,189 27,702 8,315 2,851 13,355 27,285 8 Kansas 11,008 20,249 7,480 1,578 10,692 20,092 7,627 1,634 10,694 20,306	3,232 2,950 7,528 1,671
Kentucky   12.276   23.221   9.503   2.143   12.350   23.752   9.702   2.164   11.839   24.261   10	),571 2,395
Louisiana         7,396         22,602         7,508         2,554         6,931         22,542         7,367         2,471         6,552         22,497           Maine         3,103         7,652         2,237         571         2,864         7,688         2,231         670         2,695         7,573         2	2,594 2,406 2,225 669
Maryland 17,003 33,883 18,829 2,821 16,877 34,150 19,505 2,840 16,965 34,570 20	,901 3,073
Massachusetts         13,776         61,053         38,391         8,475         13,367         61,712         39,039         8,253         12,645         61,778         4           Michigan         29,787         60,305         21,675         5,576         28,283         61,341         22,060         5,640         26,775         60,710         2	,248 8,459 ,627 5,789
Minnesota   19,526   36,588   23,884   5,433   17,927   36,795   24,465   5,346   17,223   37,151   29	5,113 5,181 5,146 1,390
Missouri 18,305 41,447 22,162 4,700 17,278 41,207 22,670 5,077 15,774 41,242 20	5,070
	,308 437 5,643 1,663
Nevada   6,097   8,638   2,229   1,016   6,169   8,944   2,187   1,091   6,133   9,429   2	2,193 1,040
	0,537 464 7,352 3,260
New Mexico 9.435 9.183 3.212 656 10.457 9.207 3.308 651 9.889 8.885 3	3,247 671
	5,055 14,818 3,809 5,054
	,769 622
Ohio 31,494 70,052 24,213 6,046 31,374 71,631 24,922 6,013 30,396 71,661 24,000 71,000	1,242 6,064 5,852 1,620
Oregon   12,955   22,614   10,024   1,973   13,161   23,400   9,093   2,123   14,240   23,705   8	3,193 2,222
	9,570 10,520 8,179 762
South Carolina 11,517 25,107 6,068 1,892 11,259 25,831 6,193 1,825 10,587 26,317 (	5,310 1,883
Tennessee   13,225   35,255   11,841   3,670   13,538   35,801   12,180   3,981   13,858   35,375   1	,750 454 ,582 4,107
	5,026 11,262 5,629 1,282
Vermont         1,176         6,222         2,251         347         1,056         6,428         2,486         352         1,082         6,630         2	2,467 375
	5,492 1,089 2,745
West Virginia   6,479   16,519   6,244   1,160   6,456   16,344   6,330   1,233   6,525   16,948   5	5,953 1,131
Wisconsin         13,854         37,493         9,298         2,686         13,008         37,075         9,229         2,728         12,709         36,985         9           Wyoming         2,770         2,164         425         216         2,765         2,207         475         232         2,935         2,127	0,527 2,825 501 262
U.S. Service Academies 0 3,348 3 0 0 3,400 5 0 0 3,475	4 0
	5,519 1,333
American Samoa 216 17 0 0 220 8 0 0 215 10 Federated States of	0 0
Micronesia         281         0         0         0         241         0         0         0         284         0           Guam         253         470         112         0         263         456         121         0         290         498	0 110 0
Marshall Islands         86         0         0         0         103         0         0         0         118         0           Northern Marianas         120         34         0         0         140         30         0         0         195         47	0 0
Palau   63   0   0   102   0   0   114   0	0 0 5,348 1,333
U.S. Virgin Islands	61 0

Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees classified as first-professional prior to 2010–11, such as M.D., D.D.S., and law degrees.

 ${\sf NOTE}$ : Data are for postsecondary institutions participating in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2016 through Fall 2018, Completions component. (This table was prepared May 2020.)

CHAPTER 3: Postsecondary Education rtificates Below the Associate's Degree Level

Table 320.10. Certificates below the associate's degree level conferred by postsecondary institutions, by length of curriculum, sex of student, institution level and control, and field of study: 2017–18

			Le	ss-than-1-ye	ar certificate	es					1- to	less-than-4-	year certific	ates		
		Se	ex	Institutio	n level	Ins	titution cont	rol		Se	x	Institutio	n level	Ins	titution cont	rol
Field of study	Total	Males	Females	Non- degree- granting (less- than- 2-year) <sup>1</sup>	Degree- granting (2-year and 4-year)	Public	Nonprofit	For-profit	Total	Males	Females	Non- degree- granting (less- than- 2-year) <sup>1</sup>	Degree- granting (2-year and 4-year)	Public	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total	518,424	247,426	270,998	97,192	421,232	406,906	9,378	102,140	436,314	172,758	263,556	139,093	297,221	264,974	16,411	154,929
Agriculture and natural resources Agriculture, agriculture operations, and related sciences Natural resources and conservation Architecture and related services Area, ethnic, cultural, gender, and group studies	4,777 3,635 1,142 259 862	2,844 2,209 635 166 185	1,933 1,426 507 93 677	84 84 0 0	4,693 3,551 1,142 259 862	4,597 3,531 1,066 245 857	41 28 13 14 5	139 76 63 0	2,628 2,388 240 97 101	1,693 1,524 169 58 25	935 864 71 39 76	142 141 1 0 0	2,486 2,247 239 97 101	2,412 2,178 234 96 75	95 89 6 0 26	121 121 0 1 0
Biological and biomedical sciences Business, management, marketing, and support services Accounting and related services Business/commerce, general Business administration, management, and operations Management information systems and services Business operations support and assistant services Business and management, other	593 70,106 11,782 2,788 22,387 607 9,004 23,538	203 26,734 3,459 1,183 9,379 424 2,834 9,455	390 43,372 8,323 1,605 13,008 183 6,170 14,083	9 2,051 408 0 49 28 1,053 513	584 68,055 11,374 2,788 22,338 579 7,951 23,025	575 63,437 11,046 2,786 20,537 474 8,013 20,581	9 958 136 1 131 133 7 550	9 5,711 600 1 1,719 0 984 2,407	213 21,589 4,939 1,604 5,430 121 4,831 4,664	74 6,631 1,249 761 1,952 88 865 1,716	139 14,958 3,690 843 3,478 33 3,966 2,948	100 1,971 506 0 89 39 1,260 77	113 19,618 4,433 1,604 5,341 82 3,571 4,587	177 19,492 4,540 1,581 5,369 113 3,690 4,199	36 820 294 1 22 0 186 317	0 1,277 105 22 39 8 955 148
Communication, journalism, and related programs Communications technologies Computer and information sciences and support services Construction trades	3,960 3,286 31,968 14,576	1,829 2,188 24,305 13,715	2,131 1,098 7,663 861	909 502 2,243 2,437	3,051 2,784 29,725 12,139	2,561 2,591 27,459 12,637	46 4 420 526	1,353 691 4,089 1,413	1,022 2,600 9,500 12,626	557 1,893 7,492 12,037	465 707 2,008 589	518 1,224 2,100 3,737	504 1,376 7,400 8,889	592 1,479 8,107 9,668	16 26 146 566	414 1,095 1,247 2,392
Education Engineering Engineering technologies and engineering-related fields <sup>2</sup> English language and literature/letters	8,855 1,057 22,883 962	890 833 19,687 299	7,965 224 3,196 663	48 192 1,960 239	8,807 865 20,923 723	7,919 907 20,857 713	430 4 98 142	506 146 1,928 107	3,863 396 13,491 450	499 330 11,963 166	3,364 66 1,528 284	58 170 2,009 78	3,805 226 11,482 372	2,834 368 10,340 136	772 28 459 35	257 0 2,692 279
Family and consumer sciences/human sciences Foreign languages, literatures, and linguistics	18,456 2,104	1,224 454	17,232 1,650	932 8	17,524 2,096	18,256 1,939	64 164	136 1	4,044 674	172 136	3,872 538	366 2	3,678 672	3,989 664	41 10	14 0
Health professions and related programs Dental assisting Emergency medical technician (EMT paramedic) Clinical/medical lab science Medical assisting Pharmacy assisting Other allied health assisting Nursing and patient care assistant Practical nursing Nursing, registered nurse and other Health sciences, other Homeland security, law enforcement, and firefighting Criminal justice and corrections Fire control and safety Homeland security and related protective services, other	144,958 5,896 18,423 9,775 10,651 2,626 7,287 40,599 5,135 1,384 43,182 34,156 20,714 12,508	29,424 461 11,400 1,341 738 535 2,463 4,917 647 178 6,744 25,542 13,547 11,457 538	115,534 5,435 7,023 8,434 9,913 2,091 4,824 35,682 4,488 1,206 36,438 8,614 7,167 1,051 396	34,099 1,617 1,213 2,477 4,849 1,177 1,416 8,015 526 0 12,809 2,036 1,058 932 46	110,859 4,279 17,210 7,298 5,802 1,449 5,871 32,584 4,609 1,384 30,373 32,120 19,656 11,576 888	103,317 1,433 17,980 6,943 2,791 1,276 5,316 35,819 4,770 1,378 25,611 32,952 19,752 12,491 709	2,778 268 99 226 12 42 1 524 6 1,593 467 359 4 104	38,863 4,195 344 2,606 7,848 1,308 1,970 4,256 358 0 15,978 737 603 13	138,699 9,970 5,814 1,787 37,767 3,934 2,002 892 40,597 2,287 33,649 7,531 6,401 997 133	18,785 820 4,279 422 2,979 822 197 122 4,155 295 4,694 4,959 3,959 908 92	119,914 9,150 1,535 1,365 34,788 3,112 1,805 770 36,442 1,992 28,955 2,572 2,442 89 41	45,424 3,590 428 238 14,530 1,253 567 304 13,585 1,448 9,481 488 432 566 0	93,275 6,380 5,386 1,549 23,237 2,681 1,435 588 27,012 839 24,168 7,043 5,969 941 133	64,347 4,027 5,480 632 6,319 1,476 1,122 453 27,996 6,848 5,768 997 83	8,113 213 121 463 1,876 200 164 0 1,040 1,273 2,763 72 22 0 50	66,239 5,730 213 692 29,572 2,258 439 11,561 1,98 14,860 611 611 0
Legal professions and studies Liberal arts and sciences, general studies, and humanities Library science	1,943 3,883 216	379 1,416 48	1,564 2,467 168	23 0 0	1,920 3,883 216	1,428 3,881 216	242 2 0	273 0 0	2,368 65,701 44	399 26,091 9	1,969 39,610 35	236 0 0	2,132 65,701 44	1,968 65,616 40	203 85 4	197 0 0
Mathematics and statistics Mechanic and repair technologies/technicians Military technologies and applied sciences Multi/interdisciplinary studies	270 39,191 47 2,423	203 37,024 40 939	67 2,167 7 1,484	3,637 0 0	270 35,554 47 2,423	262 36,715 33 2,126	8 294 0 89	0 2,182 14 208	67 45,047 10 1,683	48 42,831 9 878	19 2,216 1 805	0 17,574 7 0	67 27,473 3 1,683	57 24,082 7 1,680	10 1,071 3 3	19,894 0 0

Table 320.10. Certificates below the associate's degree level conferred by postsecondary institutions, by length of curriculum, sex of student, institution level and control, and field of study: 2017–18—Continued

			Le	ss-than-1-ye	ear certificat	es					1- to	less-than-4	-year certific	ates		
		Se	ex	Institutio	on level	Ins	stitution cont	rol		Se	ex	Instituti	on level	Ins	stitution cont	rol
Field of study	Total	Males	Females	Non- degree- granting (less- than- 2-year) <sup>1</sup>	Degree- granting (2-year and 4-year)	Public	Nonprofit	For-profit	Total	Males	Females	Non- degree- granting (less- than- 2-year) <sup>1</sup>	Degree- granting (2-year and 4-year)	Public	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Parks, recreation, leisure, and fitness studies studies Personal and culinary services Philosophy and religious studies Physical sciences and science technologies Physical sciences Science technologies/technicians Precision production Psychology Public administration and social services	1,756 42,209 100 1,535 276 1,259 30,505 201 2,233	838 5,342 52 787 166 621 28,476 27 436	48 748 110 638	414 31,388 0 56 0 56 4,408 0	1,342 10,821 100 1,479 276 1,203 26,097 201 2,233	1,333 11,346 68 1,535 276 1,259 26,478 178 1,820	0 373 32 0 0 0 353 23 48	423 30,490 0 0 0 0 3,674 0 365	422 67,528 48 1,243 28 1,215 18,660 95 810	224 10,561 21 790 19 771 17,482 26 126	198 56,967 27 453 9 444 1,178 69 684	83 55,068 0 27 0 27 6,101 0	339 12,460 48 1,216 28 1,188 12,559 95 810	271 13,357 18 1,216 28 1,188 14,357 93 728	15 745 30 0 0 0 1,130 2 39	136 53,426 0 27 0 27 3,173 0 43
Social sciences and history Social sciences History	1,588 1,538 50	742 728 14	846 810 36	3 3 0	1,585 1,535 50	1,496 1,447 49	92 91 1	0 0 0	496 485 11	263 257 6	233 228 5	0 0 0	496 485 11	395 384 11	101 101 0	0 0 0
Theology and religious vocations Transportation and materials moving	260 18,741	125 16,612	135 2,129	0 8,546	260 10,195	0 9,618	252 737	8,386	895 1,063	363 978	532 85	320 346	575 717	0 695	895 20	0 348
Visual and performing arts Fine and studio arts Music and dance Visual and performing arts, other <sup>3</sup>	7,505 862 377 6,266	3,418 281 234 2,903	581 143	968 618 0 350	6,537 244 377 5,916	6,554 241 312 6,001	663 525 7 131	288 96 58 134	10,610 6,187 427 3,996	4,189 2,273 230 1,686	6,421 3,914 197 2,310	944 79 89 776	9,666 6,108 338 3,220	8,770 6,081 140 2,549	794 34 129 631	1,046 72 158 816

<sup>1</sup>Non-degree-granting institutions do not offer accredited 4-year or 2-year programs for degrees at the associate's or higher level, but they may include institutions offering programs 2 years or longer in duration for lower level awards. 

<sup>2</sup>Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. 

<sup>3</sup>Includes design and applied arts, drama and theatre arts, film and photographic arts, and all other arts not included under 

"Fine and studio arts" or "Music and dance."

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Degree-granting institutions grant degrees at the associate's or higher level, while non-degree-granting institutions grant only awards below that level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2018, Completions component. (This table was prepared May 2020.)

Table 320.20. Certificates below the associate's degree level conferred by postsecondary institutions, by race/ethnicity and sex of student: 1998–99 through 2017–18

		N		ertificates c		U.S. citizens ident aliens	i,					tion of certi			
Year and sex	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races	Non- resident alien	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Total</b> 1998–99 1999–2000 2000–01 2001–02 2002–03	555,883 558,129 552,503 584,248 646,425	345,359 337,546 333,478 352,559 382,289	92,800 97,329 99,397 106,647 120,582	76,833 81,132 78,528 83,950 95,499	27,920 29,361 28,123 27,490 32,981	7,510 6,966 6,598 7,430 8,117		5,461 5,795 6,379 6,172 6,957	100.0 100.0 100.0 100.0 100.0	62.7 61.1 61.1 61.0 59.8	16.9 17.6 18.2 18.4 18.9	14.0 14.7 14.4 14.5 14.9	5.1 5.3 5.1 4.8 5.2	1.4 1.3 1.2 1.3 1.3	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	687,787 710,873 714,790 728,315 748,354	402,989 415,670 411,919 420,199 429,670	129,891 133,601 135,387 139,796 144,982	107,216 114,089 118,728 119,375 122,406	32,819 32,783 33,848 32,963 35,791	8,375 8,150 8,393 8,781 8,548		6,497 6,580 6,515 7,201 6,957	100.0 100.0 100.0 100.0 100.0	59.2 59.0 58.2 58.3 58.0	19.1 19.0 19.1 19.4 19.6	15.7 16.2 16.8 16.6 16.5	4.8 4.7 4.8 4.6 4.8	1.2 1.2 1.2 1.2 1.2	=
2008–09 2009–10 2010–11 2011–12 2012–13	804,620 935,719 1,030,477 989,061 967,214	450,562 511,186 557,595 535,621 524,000	161,487 191,657 207,693 190,253 177,006	138,301 172,015 187,433 187,014 186,248	37,941 41,407 44,294 43,048 44,196	9,485 12,003 11,204 10,638 10,824	14,999 14,140 17,642	6,844 7,451 7,259 8,347 7,298	100.0 100.0 100.0 100.0 100.0	56.5 55.1 54.5 54.6 54.6	20.2 20.6 20.3 19.4 18.4	17.3 18.5 18.3 19.1 19.4	4.8 4.5 4.3 4.4 4.6	1.2 1.3 1.1 1.1	1.5 1.4 1.8
2013–14 2014–15 2015–16 2016–17 2017–18	969,278 961,146 939,291 946,023 954,738	523,015 512,077 496,717 493,302 495,461	177,860 174,828 162,367 159,209 150,779	185,677 187,943 192,977 202,731 212,099	43,800 44,707 43,923 44,886 47,088	10,817 11,084 10,558 10,911 10,998	19,971 21,681 23,222 24,710 26,882	8,138 8,826 9,527 10,274 11,431	100.0 100.0 100.0 100.0 100.0	54.4 53.8 53.4 52.7 52.5	18.5 18.4 17.5 17.0 16.0	19.3 19.7 20.8 21.7 22.5	4.6 4.7 4.7 4.8 5.0	1.1 1.2 1.1 1.2 1.2	2.1 2.3 2.5 2.6 2.8
Males 1998–99 1999–2000 2000–01 2001–02 2002–03	219,872 226,110 223,951 235,275 254,238	144,735 143,634 143,144 152,226 161,001	29,875 33,792 34,381 36,482 40,080	27,719 30,337 28,685 29,749 33,925	11,742 13,082 12,072 10,938 12,930	3,061 2,862 2,719 3,226 3,506		2,740 2,403 2,950 2,654 2,796	100.0 100.0 100.0 100.0 100.0	66.7 64.2 64.8 65.4 64.0	13.8 15.1 15.6 15.7 15.9	12.8 13.6 13.0 12.8 13.5	5.4 5.8 5.5 4.7 5.1	1.4 1.3 1.2 1.4 1.4	_ _ _ _
2003-04 2004-05 2005-06 2006-07 2007-08	257,138 259,261 259,413 269,470 283,102	161,684 161,126 158,719 164,856 172,438	40,809 41,644 41,847 44,862 48,013	36,157 38,297 40,682 40,932 43,076	12,713 12,448 12,575 12,621 13,460	3,135 3,068 3,214 3,524 3,431	_ _ _ _	2,640 2,678 2,376 2,675 2,684	100.0 100.0 100.0 100.0 100.0	63.5 62.8 61.7 61.8 61.5	16.0 16.2 16.3 16.8 17.1	14.2 14.9 15.8 15.3 15.4	5.0 4.9 4.9 4.7 4.8	1.2 1.2 1.3 1.3 1.2	=======================================
2008–09 2009–10 2010–11 2011–12 2012–13	302,449 355,381 391,676 374,086 375,928	179,813 205,404 223,755 213,833 215,432	53,879 65,487 71,867 65,224 61,668	47,860 60,771 66,514 65,838 67,377	14,427 15,940 16,944 16,180 17,352	3,856 5,067 4,760 4,507 4,446	4,884 4,952 6,511	2,614 2,712 2,952 3,552 3,142	100.0 100.0 100.0 100.0 100.0	60.0 58.2 57.6 57.7 57.8	18.0 18.6 18.5 17.6 16.5	16.0 17.2 17.1 17.8 18.1	4.8 4.5 4.4 4.4 4.7	1.3 1.4 1.2 1.2 1.2	1.3 1.3 1.7
2013–14 2014–15 2015–16 2016–17 2017–18	390,795 394,707 396,834 405,430 420,184	223,180 222,413 223,269 225,423 231,999	65,595 64,574 60,835 60,124 58,064	68,821 72,020 76,483 81,767 88,597	17,280 18,132 17,667 18,034 19,832	4,731 4,848 4,613 4,969 4,987	7,781 8,836 9,622 10,307 11,436	3,407 3,884 4,345 4,806 5,269	100.0 100.0 100.0 100.0 100.0	57.6 56.9 56.9 56.3 55.9	16.9 16.5 15.5 15.0 14.0	17.8 18.4 19.5 20.4 21.4	4.5 4.6 4.5 4.5 4.8	1.2	2.0 2.3 2.5 2.6 2.8
Females 1998–99 1999–2000 2000–01 2001–02 2002–03	336,011 332,019 328,552 348,973 392,187	200,624 193,912 190,334 200,333 221,288	62,925 63,537 65,016 70,165 80,502	49,114 50,795 49,843 54,201 61,574	16,178 16,279 16,051 16,552 20,051	4,449 4,104 3,879 4,204 4,611		2,721 3,392 3,429 3,518 4,161	100.0 100.0 100.0 100.0 100.0	60.2 59.0 58.5 58.0 57.0	18.9 19.3 20.0 20.3 20.7	14.7 15.5 15.3 15.7 15.9	4.9 5.0 4.9 4.8 5.2		_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	430,649 451,612 455,377 458,845 465,252	241,305 254,544 253,200 255,343 257,232	89,082 91,957 93,540 94,934 96,969	71,059 75,792 78,046 78,443 79,330	20,106 20,335 21,273 20,342 22,331	5,240 5,082 5,179 5,257 5,117		3,857 3,902 4,139 4,526 4,273	100.0 100.0 100.0 100.0 100.0	56.5 56.9 56.1 56.2 55.8	20.9 20.5 20.7 20.9 21.0	16.6 16.9 17.3 17.3 17.2	4.7 4.5 4.7 4.5 4.8	1.2 1.1 1.1 1.2 1.1	=
2008-09 2009-10 2010-11 2011-12 2012-13	502,171 580,338 638,801 614,975 591,286	270,749 305,782 333,840 321,788 308,568	107,608 126,170 135,826 125,029 115,338	90,441 111,244 120,919 121,176 118,871	23,514 25,467 27,350 26,868 26,844	5,629 6,936 6,444 6,131 6,378	— 10,115 9,188 11,131	4,230 4,739 4,307 4,795 4,156	100.0 100.0 100.0 100.0 100.0	54.4 53.1 52.6 52.7 52.6	21.6 21.9 21.4 20.5 19.6	18.2 19.3 19.1 19.9 20.2	4.7 4.4 4.3 4.4 4.6	1.1 1.2 1.0 1.0 1.1	1.6 1.5 1.9
2013–14 2014–15 2015–16 2016–17 2017–18	578,483 566,439 542,457 540,593 534,554	299,835 289,664 273,448 267,879 263,462	112,265 110,254 101,532 99,085 92,715	116,856 115,923 116,494 120,964 123,502	26,520 26,575 26,256 26,852 27,256	6,086 6,236 5,945 5,942 6,011	12,190 12,845 13,600 14,403 15,446	4,731 4,942 5,182 5,468 6,162	100.0 100.0 100.0 100.0 100.0	52.3 51.6 50.9 50.1 49.9	19.6 19.6 18.9 18.5 17.5	20.4 20.6 21.7 22.6 23.4	4.6 4.7 4.9 5.0 5.2	1.1	2.1 2.3 2.5 2.7 2.9

-Not available.

—Not available.

NOTE: Includes less-than-1-year awards and 1- to less-than-4-year awards (excluding associate's degrees) conferred by postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

Table 321.10. Associate's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2007-08 through 2017-18

												2017–18	
Discipline division	2007–08	2008-09	2009–10	2010-11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	Total	Males	Females
Total	2 750.100	3	040.056	5 042 F00	6	7	8 1 005 155	9	10	11	12	13	14
Total Agriculture and natural resources	<b>750,166</b> 5,738	<b>787,243</b> 5,724	<b>848,856</b> 5,852	6,430	<b>1,021,718</b> 7,068	6,826	<b>1,005,155</b> 7,057	7,693	<b>1,008,228</b> 7,858	<b>1,005,687</b> 8,208	8,076	<b>398,600</b> 4,834	<b>612,887</b> 3,242
Agriculture, agriculture operations, and related sciences Natural resources and conservation Architecture and related services	4,554 1,184 568	4,525 1,199 605	4,615 1,237 553	4,925 1,505 569	5,400 1,668 593	5,227 1,599 468	5,420 1,637 425	5,975 1,718 491	6,158 1,700 478	6,439 1,769 503	6,306 1,770 539	3,659 1,175 358	2,647 595 181
Area, ethnic, cultural, gender, and group studies	169	174	199	209	194	271	363	382	419	420	559	230	329
Biological and biomedical sciences Business Business, management, marketing, and	2,200 121,221	2,337 127,882	2,664 133,265	3,276 139,994	3,834 143,390	4,185 134,114	4,557 129,957	4,883 132,374	5,266 128,259	5,550 122,252	6,390 117,782	2,072 47,418	4,318 70,364
support services Accounting and related services Business/commerce, general Business administration, manage-	104,631 15,963 12,496	111,524 16,707 13,100	116,798 17,925 14,553	121,735 20,180 15,083	123,014 20,270 17,301	114,842 18,061 17,211	113,056 17,400 17,372	113,681 16,080 18,235	110,036 14,790 18,087	108,376 13,760 18,293	105,751 13,013 17,060	43,015 3,798 7,491	62,736 9,215 9,569
ment, and operations  Management information systems and services	47,910 1,232	52,938 1,103	46,086 1,221	46,253 1,244	45,879 1,164	49,816 1,085	50,121 1,176	52,668 987	52,758 935	53,930 953	55,382 920	25,198 646	30,184 274
Business operations support and assistant services Business and management, other	7,838 19,192	7,550 20,126	7,399 29,614	8,259 30,716	8,977 29,423	7,986 20,683	7,331 19,656	6,570 19,141	5,871 17,595	5,141 16,299	4,617 14,759	473 5,409	4,144 9,350
Personal and culinary services Communication, journalism, and related programs Communications technologies	16,590 2,620	16,358 2,722 4,805	16,467 2,841 4,418	18,259 3,051 4,209	20,376 3,495 5,004	19,272 4,299 5,028	16,901 4,970	18,693 6,034 4,628	18,223 6,759	7,379 4,307	7,785	4,403 3,269 2,782	7,628 4,516 1,415
Communications technologies Computer and information sciences and support services Construction trades	4,268 28,298 4,309	29,912 4,252	32,351 4,684	37,689 5,402	41,250 5,750	38,954 5,038	4,713 37,646 4,837	36,420 4,643	4,569 30,571 4,699	31,171 5,308	4,197 31,479 5,277	25,236 4,968	6,243 309
Education Engineering	13,111 2,279	14,123 2,170	17,346 2,508	20,460 2,825	20,762 3,382	18,744 3,732	17,605 4,306	17,178 4,875	17,032 5,278	16,603 5,915	16,182 6,408	1,843 5,334	14,339 1,074
Engineering technologies and engineering- related fields¹ English language and literature/letters	29,359 1,402	30,441 1,534	31,883 1,658	35,519 2,019	36,642 2,137	33,752 2,089	31,792 2,082	31,958 2,324	27,243 2,551	27,021 2,870	26,745 3,133	22,899 1,049	3,846 2,084
Family and consumer sciences/human sciences Foreign languages, literatures, and	8,614	9,035	9,515	8,532	9,506	8,996	8,669	8,750	8,930	8,871	8,854	400	8,454
linguistics  Health professions and related programs	1,258 155,794	1,630 165,015	1,683 177,321	1,888 202,920	1,980 219,491	2,131 214,040	2,284 208,885	2,102 200,018	2,208 191,442	2,363 186,312	2,607 181,056	625 29,483	1,982 151,573
Dental assisting Emergency medical technician (EMT paramedic)	6,642 2,140	6,574 2,270	7,063 2,413	7,498 2,895	7,790 3,352	7,823 3,520	7,988 3,52 <u>1</u>	7,762 3,456	7,584 3,380	7,397 3,453	7,073 3,410	361 2,306	6,712 1,104
Clinical/medical lab science Medical and other health assisting Nursing and patient care assistant Practical nursing	2,316 24,291 329 1,417	2,538 25,858 385 1,299	2,621 29,776 1 1,973	2,811 39,277 33 2,069	3,240 46,950 36 2,366	3,387 41,921 35 2,361	3,517 39,126 38 2,230	3,143 36,813 50 1,858	3,186 34,749 52 1,404	3,062 32,297 56 1,420	3,051 28,723 100 1,105	722 4,611 11 99	2,329 24,112 89 1,006
Nursing, registered nurse and other Health sciences, other Homeland security, law enforcement, and	73,398 45,261	77,922 48,169	81,281 52,193	83,023 65,314	84,569 71,188	86,380 68,613	86,435 66,030	82,953 63,983	78,577 62,510	77,083 61,544	77,674 59,920	11,217 10,156	66,457 49,764
firefighting Criminal justice and corrections Fire control and safety Homeland security and related protective	29,485 25,471 3,949	33,012 28,998 3,947	37,154 32,648 4,307	44,922 40,022 4,603	51,318 45,971 4,779	48,460 42,785 4,910	45,771 40,297 4,649	43,041 37,820 4,525	39,930 35,122 4,241	37,362 32,589 4,191	35,276 30,463 4,287	19,997 15,713 3,916	15,279 14,750 371
services, other Legal professions and studies	65 9,464	67 9,062	199 9,999	297 11,619	568 12,315	765 11,862	825 10,502	696 9,095	567 8,017	582 6,904	526 6,237	368 1,011	158 5,226
Liberal arts and sciences, general studies, and humanities Library science	253,990 117	263,947 116	284,954 112	306,674 160	336,938 159	344,171 181	353,946 194	367,852 170	381,202 146	386,746 158	397,926 156	151,028 21	246,898 135
Mathematics and statistics Mechanic and repair technologies/	855	933	1,051	1,644	1,529	1,801	2,148	2,697	3,027	3,454	4,135	2,880	1,255
technicians Military technologies and applied sciences Multi/interdisciplinary studies	15,518 851 16,247	16,059 721 15,472	16,326 668 17,279	19,969 856 23,729	20,715 986 27,263	20,487 1,002 27,407	20,100 1,084 28,167	19,984 1,229 29,139	20,543 1,047 30,482	20,821 1,093 30,780	21,295 1,226 31,068	19,846 946 13,002	1,449 280 18,066
Parks, recreation, leisure, and fitness studies Philosophy and religious studies Physical sciences and science	1,345 458	1,587 193	2,006 256	2,366 283	3,123 308	3,455 326	4,383 435	4,669 697	4,771 814	5,037 1,002	5,095 1,049	2,758 640	2,337 409
technologies Physical sciences Science technologies/technicians	3,394 1,979 1,415	3,650 2,196 1,454	4,141 2,378 1,763	5,078 3,148 1,930	5,827 3,652 2,175	6,376 4,083 2,293	6,916 4,518 2,398	7,568 5,040 2,528	8,484 5,528 2,956	9,223 5,838 3,385	10,116 6,688 3,428	5,927 3,908 2,019	4,189 2,780 1,409
Precision production Psychology Public administration and social services	1,967 2,411 4,194	2,127 3,957 4,177	2,794 6,582 4,522	3,254 3,866 7,472	3,320 4,717 9,222	3,345 6,122 8,788	3,903 7,604 8,914	4,382 8,780 8,436	4,794 10,603 7,988	5,251 11,283 7,591	5,333 12,489 7,136	4,967 2,921 1,003	366 9,568 6,133
Social sciences and history Social sciences History	7,812 7,358 454	9,157 8,670 487	10,649 10,108 541	12,772 12,072 700	14,132 13,321 811	15,668 14,749 919	16,554 15,473 1,081	17,916 16,631 1,285	20,056 18,451 1,605	21,392 19,636 1,756	23,683 21,545 2,138	8,849 7,516 1,333	14,834 14,029 805
Theology and religious vocations Transportation and materials moving	582 1,550	676 1,430	613 1,444	758 1,698	839 2,098	881 2,119	944 2,102	1,135 1,810	1,089 1,497	1,546 1,547	1,435 1,610	786 1,394	649 216
Visual and performing arts Fine and studio arts Music and dance Visual and performing arts, other <sup>2</sup> Not classified by field of study	18,704 1,706 1,317 15,681 14	18,606 2,019 1,152 15,435 0	19,565 2,277 1,335 15,953 0	21,394 2,414 1,356 17,624 0	22,431 2,339 1,683 18,409 0	22,309 2,541 1,743 18,025 0	21,340 2,699 1,715 16,926	20,988 2,866 1,886 16,236	20,176 3,082 1,989 15,105	19,444 3,315 1,993 14,136	19,153 3,766 2,313 13,074	7,824 1,260 1,456 5,108	11,329 2,506 857 7,966 0

<sup>&</sup>lt;sup>1</sup>Excludes "Construction trades" and "Mechanic and repair technologies/technicians,"

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2008 through Fall 2018, Completions component. (This table was prepared August 2019.)

which are listed separately.

Includes design and applied arts, drama and theatre arts, film and photographic arts, and all other arts not included under "Fine and studio arts" or "Music and dance."

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Some data have been revised from previously published figures.

Table 321.20. Associate's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2017-18

				degrees cor residents, a								oution of dequand perman			
Year and sex	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races <sup>1</sup>	Non- resident alien	Total	White	Black	Hispanic	Asian/ Pacific Islander		Two or more races <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	404,956 410,174 481,720 564,933 578,865	342,290 339,167 391,264 408,822 411,075	33,159 35,330 38,835 60,208 63,855	16,636 17,800 25,540 51,563 57,288	7,044 8,650 15,257 27,778 28,463	2,498 2,584 3,871 6,474 6,623		3,329 6,643 6,953 10,088 11,561	100.0 100.0 100.0 100.0 100.0	85.2 84.0 82.4 73.7 72.5	8.3 8.8 8.2 10.9 11.3	4.1 4.4 5.4 9.3 10.1	1.8 2.1 3.2 5.0 5.0	0.6 0.8 1.2	
2003–04 2004–05 2005–06 2006–07 2007–08	665,301 696,660 713,315 727,616 750,166	456,047 475,513 485,481 491,333 501,467	81,183 86,402 89,813 91,440 95,566	72,270 78,557 80,870 85,275 91,289	33,149 33,669 35,215 37,243 38,848	8,119 8,435 8,555 8,579 8,827		14,533 14,084 13,381 13,746 14,169	100.0 100.0 100.0 100.0 100.0	70.1 69.7 69.4 68.8 68.1	12.5 12.7 12.8 12.8 13.0	11.1 11.5 11.6 11.9 12.4	5.1 4.9 5.0 5.2 5.3	1.2 1.2 1.2	_ _ _
2008–09 2009–10 2010–11 2011–12 2012–13	787,243 848,856 943,506 1,021,718 1,007,427	521,834 552,376 604,745 635,755 617,308	101,631 113,867 129,044 142,512 135,892	98,408 112,403 126,297 151,807 157,989	41,364 44,026 45,489 48,861 49,474	8,823 10,101 10,180 10,738 10,546	11,126 14,858 19,383	15,183 16,083 16,625 17,187 16,835	100.0 100.0 100.0 100.0 100.0	67.6 66.3 65.2 63.3 62.3	13.2 13.7 13.9 14.2 13.7	12.7 13.5 13.6 15.1 15.9	5.4 5.3 4.9 4.9 5.0	1.2 1.1 1.1	1.2 1.5 2.0
2013–14 2014–15 2015–16 2016–17 2017–18	1,005,155 1,014,341 1,008,228 1,005,687 1,011,487	601,959 590,616 566,622 551,057 536,256	134,621 137,920 134,012 129,880 125,517	168,106 180,598 196,044 209,159 225,462	50,368 51,767 53,753 55,814 58,952	10,338 9,996 9,490 9,265 9,285	22,695 25,505 28,933 29,603 32,971	17,068 17,939 19,374 20,909 23,044	100.0 100.0 100.0 100.0 100.0	60.9 59.3 57.3 56.0 54.3	13.6 13.8 13.6 13.2 12.7	17.0 18.1 19.8 21.2 22.8	5.1 5.2 5.4 5.7 6.0	1.0 1.0 0.9	2.3 2.6 2.9 3.0 3.3
Males 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	209,672 183,819 198,634 224,721 231,645	178,236 151,242 161,858 164,317 166,322	15,330 14,290 14,143 20,968 22,147	9,105 8,327 10,738 20,947 23,350	3,630 4,557 7,164 12,009 12,339	1,216 1,108 1,439 2,222 2,294		2,155 4,295 3,292 4,258 5,193	100.0 100.0 100.0 100.0 100.0	85.9 84.2 82.9 74.5 73.4	7.4 8.0 7.2 9.5 9.8	4.4 4.6 5.5 9.5 10.3	1.7 2.5 3.7 5.4 5.4	0.6 0.7 1.0	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	260,033 267,536 270,139 275,034 282,695	183,819 188,569 190,174 191,487 194,354	25,961 27,151 27,618 28,251 29,984	27,828 29,658 30,043 31,609 33,852	13,907 13,802 14,227 15,502 15,941	2,740 2,774 2,777 2,872 2,989		5,778 5,582 5,300 5,313 5,575	100.0 100.0 100.0 100.0 100.0	72.3 72.0 71.8 71.0 70.1	10.2 10.4 10.4 10.5 10.8	10.9 11.3 11.3 11.7 12.2	5.5 5.3 5.4 5.7 5.8	1.1 1.0 1.1	_ _ _ _
2008–09 2009–10 2010–11 2011–12 2012–13	298,066 322,747 361,408 393,479 389,195	202,670 215,977 238,012 251,964 243,868	32,004 36,148 41,649 46,377 45,458	36,919 42,210 47,911 57,926 60,536	17,305 18,268 19,085 20,537 21,223	3,075 3,555 3,727 3,924 3,638	4,197 5,569 7,434	6,093 6,589 6,827 7,182 7,038	100.0 100.0 100.0 100.0 100.0	69.4 68.3 67.1 65.2 63.8	11.0 11.4 11.7 12.0 11.9	12.6 13.4 13.5 15.0 15.8	5.9 5.8 5.4 5.3 5.6	1.1 1.1 1.0	1.2 1.4 1.9
2013–14 2014–15 2015–16 2016–17 2017–18	391,474 396,782 392,084 394,147 398,600	239,289 236,381 226,142 223,637 219,372	45,868 47,393 44,777 43,170 41,820	64,658 69,291 74,531 78,470 84,868	21,824 22,377 23,426 24,459 25,736	3,682 3,590 3,335 3,370 3,366	8,969 9,997 11,251 11,678 12,958	7,184 7,753 8,622 9,363 10,480	100.0 100.0 100.0 100.0 100.0	62.3 60.8 59.0 58.1 56.5	11.9 12.2 11.7 11.2 10.8	16.8 17.8 19.4 20.4 21.9	5.7 5.8 6.1 6.4 6.6	0.9 0.9 0.9	2.3 2.6 2.9 3.0 3.3
Females 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	195,284 226,355 283,086 340,212 347,220	164,054 187,925 229,406 244,505 244,753	17,829 21,040 24,692 39,240 41,708	7,531 9,473 14,802 30,616 33,938	3,414 4,093 8,093 15,769 16,124	1,282 1,476 2,432 4,252 4,329		1,174 2,348 3,661 5,830 6,368	100.0 100.0 100.0 100.0 100.0	84.5 83.9 82.1 73.1 71.8	9.2 9.4 8.8 11.7 12.2	3.9 4.2 5.3 9.2 10.0	1.8 1.8 2.9 4.7 4.7	0.7 0.9	_ _ _ _
2003-04 2004-05 2005-06 2006-07 2007-08	405,268 429,124 443,176 452,582 467,471	272,228 286,944 295,307 299,846 307,113	55,222 59,251 62,195 63,189 65,582	44,442 48,899 50,827 53,666 57,437	19,242 19,867 20,988 21,741 22,907	5,379 5,661 5,778 5,707 5,838	  -  -	8,755 8,502 8,081 8,433 8,594	100.0 100.0 100.0 100.0 100.0	68.7 68.2 67.9 67.5 66.9	13.9 14.1 14.3 14.2 14.3	11.2 11.6 11.7 12.1 12.5	4.9 4.7 4.8 4.9 5.0	1.3 1.3 1.3	_ _ _ _
2008-09 2009-10 2010-11 2011-12 2012-13	489,177 526,109 582,098 628,239 618,232	319,164 336,399 366,733 383,791 373,440	69,627 77,719 87,395 96,135 90,434	61,489 70,193 78,386 93,881 97,453	24,059 25,758 26,404 28,324 28,251	5,748 6,546 6,453 6,814 6,908	6,929 9,289 11,949	9,090 9,494 9,798 10,005 9,797	100.0 100.0 100.0 100.0 100.0	66.5 65.1 64.1 62.1 61.4	14.5 15.0 15.3 15.5 14.9	12.8 13.6 13.7 15.2 16.0	5.0 5.0 4.6 4.6 4.6	1.3 1.1 1.1	1.2 1.5 2.0
2013–14 2014–15 2015–16 2016–17 2017–18	613,681 617,559 616,144 611,540 612,887	362,670 354,235 340,480 327,420 316,884	88,753 90,527 89,235 86,710 83,697	103,448 111,307 121,513 130,689 140,594	28,544 29,390 30,327 31,355 33,216	6,656 6,406 6,155 5,895 5,919	13,726 15,508 17,682 17,925 20,013	9,884 10,186 10,752 11,546 12,564	100.0 100.0 100.0 100.0 100.0	60.1 58.3 56.2 54.6 52.8	14.7 14.9 14.7 14.5 13.9	17.1 18.3 20.1 21.8 23.4	4.7 4.8 5.0 5.2 5.5	1.1 1.0 1.0	2.3 2.6 2.9 3.0 3.3

<sup>—</sup>Not available.

and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 and 1980–81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90–99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

<sup>—</sup>Not available.

For years prior to 2010–11, the survey did not yet include the "Two or more races" category, and each student could be counted in only one race category.

Excludes 1,170 males and 251 females whose racial/ethnic group was not available.

Excludes 4,819 males and 1,384 females whose racial/ethnic group was not available.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989–90 and later years, reported racial/ethnic distributions of students by level of degree, field of degree,

Table 321.30. Associate's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2016-17 and 2017-18

					2016-	-17									2017-	-18				
						/Pacific Isla	nder									n/Pacific Isla	ander			
Field of study	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Non- resident alien	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Non- resident alien
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
All fields, total	1,005,687	551,057	129,880	209,159	55,814	52,633	3,181	9,265	29,603	20,909	1,011,487	536,256	125,517	225,462	58,952	55,840	3,112	9,285	32,971	23,044
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and	8,208 503	7,189 195	127 26	524 211	65 31	56 31	9	107	153 17	43 22	8,076 539	6,988 204	126 24	578 222	73 56	61 55	12	108	158 9	45 18
group studies Biological and biomedical sciences Business	5,550 122,252	115 2,213 61,949	47 473 18,952	118 1,783 23,190	30 682 8,966	19 670 8,539	11 12 427	66 66 1,205	37 194 3,430	139 4,560	559 6,390 117,782	122 2,401 58,058	67 501 17,186	177 2,173 23,443	38 842 9,190	28 811 8,805	10 31 385	81 80 1,243	67 225 3,618	168 5,044
Communication, journalism, and related programs Communications technologies Computer and information sciences Construction trades Education	7,379 4,307 31,171 5,308 16,603	3,036 2,385 18,464 3,660 9,254	857 662 4,038 519 2,444	2,433 780 4,279 507 3,582	541 169 2,390 275 400	519 161 2,281 230 359	22 8 109 45 41	39 31 269 125 365	276 154 947 198 397	197 126 784 24 161	7,785 4,197 31,479 5,277 16,182	3,073 2,207 18,014 3,889 8,677	764 627 3,971 367 2,298	2,781 884 4,521 530 3,885	573 177 2,640 197 396	546 170 2,542 175 366	27 7 98 22 30	27 31 277 99 335	365 162 981 171 408	202 109 1,075 24 183
Engineering Engineering technologies and	5,915	3,162	407	1,204	589	582	7	48	152	353	6,408	3,323	476	1,304	651	635	16	35	191	428
engineering-related fields <sup>1</sup> English language and literature/	27,021	18,689	2,688	3,296	1,001	920	81	257	645	445	26,745	18,479	2,422	3,448	1,097	1,031	66	254	660	385
letters Family and consumer sciences/	2,870	1,154	200	1,110	219	214	5	12	124	51	3,133	1,197	190	1,345	208	201	7	15	137	41
human sciences Foreign languages, literatures, and	8,871	3,767	1,499	2,791	411	392	19	93	187	123	8,854	3,606	1,351	3,035	431	410	21	99	193	139
linguistics	2,363	1,026	106	991	92	88	4	10	84	54	2,607	1,079	106	1,164	108	105	3	14	100	36
Health professions and related programs	186,312	115,554	27,392	26,827	9,130	8,536	594	1,760	4,487	1,162	181,056	109,919	26,293	27,809	9,265	8,649	616	1,641	4,905	1,224
Homeland security, law enforcement, and firefighting Legal professions and studies Liberal arts and sciences, general	37,362 6,904	18,629 4,023	5,476 1,072	10,837 1,350	1,060 160	924 141	136 19	314 64	881 175	165 60	35,276 6,237	16,992 3,376	4,725 958	10,991 1,290	1,039 275	932 257	107 18	355 47	957 182	217 109
studies, and humanities Library science	386,746 158	208,757 109	49,492 10	85,562 25	18,684 7	17,555 7	1,129 0	3,145 2	12,277 5	8,829 0	397,926 156	208,180 107	49,958 7	93,087 25	19,665 10	18,510 10	1,155 0	3,228 5	14,064 2	9,744 0
Mathematics and statistics Mechanic and repair technologies/	3,454	1,221	108	1,149	629	615	14	15	121	211	4,135	1,312	119	1,456	798	788	10	23	167	260
technicians Military technologies and applied	20,821	13,817	1,828	3,469	700	608	92	268	522	217	21,295	13,856	1,659	3,878	787	692	95	278	623	214
sciences Multi/interdisciplinary studies Parks, recreation, leisure, and fitness	1,093 30,780	702 13,961	144 2,416	141 8,875	50 3,643	43 3,567	7 76	11 153	45 1,096	0 636	1,226 31,068	756 12,859	166 2,206	211 9,947	58 3,973	52 3,884	6 89	9 173	26 1,239	0 671
studies	5,037	2,242	489	1,606	394	366	28	38	188	80	5,095	1,928	489	1,852	462	438	24	53	214	97
Philosophy and religious studies Physical sciences and science	1,002	719	78	123	31	29	2	4	23	24	1,049	720	59	176	31	28	3	2	23	38
technologies Precision production Psychology Public administration and social	9,223 5,251 11,283	4,226 3,970 3,758	942 256 864	2,136 663 5,085	1,036 140 891	1,011 125 844	25 15 47	73 81 117	312 129 445	498 12 123	10,116 5,333 12,489	4,314 4,013 3,928	1,014 238 924	2,613 674 5,938	1,208 169 937	1,185 164 908	23 5 29	84 73 106	371 149 494	512 17 162
services	7,591	3,420	2,206	1,475	121	99	22	140	191	38	7,136	2,991	2,238	1,410	133	111	22	139	193	32
Social sciences and history Social sciences History Theology and religious vocations Transportation and materials moving Visual and performing arts Other and not classified	21,392 19,636 1,756 1,546 1,547 19,444	7,467 6,586 881 1,071 948 10,205	1,715 1,661 54 288 116 1,943	8,635 7,983 652 98 230 4,074	1,973 1,894 79 29 107 1,168	1,870 1,795 75 27 91 1,114	103 99 4 2 16 54	209 199 10 16 10 151	913 841 72 29 51 718	480 472 8 15 85 1,185	23,683 21,545 2,138 1,435 1,610 19,153	7,902 6,923 979 976 1,014 9,796	1,868 1,807 61 271 110 1,739	9,914 9,050 864 96 236 4,369	2,120 2,017 103 20 86 1,239	1,996 1,897 99 15 78 1,202	124 120 4 5 8 37	221 198 23 8 14 122	1,033 937 96 34 49 801	625 613 12 30 101 1,087

'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System

(IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017 and Fall 2018, Completions component. (This table was prepared October 2019.)

Table 322.10. Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18

Field of study	1970-71	1975–76	1980-81	1985-86	1990-91	1995-96	2000-01	2005-06	2007-08	2009–10	2010-11	2011–12	2012-13	2013–14	2014–15	2015–16	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Total	839,730	925,746	935,140	987,823	1,094,538	1,164,792	1,244,171	1,485,104	1,563,734	1,649,919	1,716,053	1,792,163	1,840,381	1,870,150	1,894,969	1,920,750	1,956,114	1,980,644
Agriculture and natural resources	12,672	19,402	21,886	16,823	13,124	21,425	23,370	23,052	24,125	26,343	28,630	30,972	33,592	35,125	36,278	36,995	37,734	39,314
Architecture and related services	5,570	9,146	9,455	9,119	9,781	8,352	8,480	9,515	9,809	10,051	9,831	9,727	9,757	9,149	9,090	8,825	8,579	8,464
Area, ethnic, cultural, gender, and group studies	2,579	3,577	2,887	3,021	4,776	5,633	6,160	7,878	8,453	8,620	8,955	9,228	8,850	8,275	7,783	7,840	7,720	7,717
Biological and biomedical sciences	35,705	54,154	43,078	38,395	39,482	61,014	60,576	70,602	79,869	86,391	89,984	95,850	100,397	104,657	109,904	113,794	116,768	118,663
Business	115,396	143,171	200,521	236,700	249,165	226,623	263,515	318,043	335,495	358,119	365,133	367,235	360,887	358,132	363,741	371,690	381,109	386,201
Communication, journalism, and related programs	10,324	20,045	29,428	41,666	51,650	47,320	58,013	73,658	76,400	81,280	83,231	83,771	84,818	87,612	90,658	92,551	93,794	92,290
Communications technologies	478	1,237	1,854	1,479	1,397	853	1,178	2,987	4,654	4,782	4,858	4,983	4,987	4,991	5,135	4,824	4,615	4,231
Computer and information sciences	2,388	5,652	15,121	42,337	25,159	24,506	44,142	47,702	38,523	39,593	43,066	47,406	50,961	55,271	59,586	64,402	71,416	79,598
Education	176,307	154,437	108,074	87,147	110,807	105,384	105,458	107,235	102,849	101,287	104,008	105,656	104,698	98,838	91,596	87,221	85,130	82,621
Engineering	45,034	38,733	63,642	77,391	62,448	62,168	58,209	66,841	68,404	72,657	76,356	81,371	85,987	92,169	97,852	106,789	115,671	121,956
Engineering technologies	5,148	7,943	11,713	19,731	17,303	15,829	14,660	14,565	15,278	16,078	16,741	17,283	17,010	16,807	17,253	17,159	18,119	18,727
English language and literature/letters	63,914	41,452	31,922	34,083	51,064	49,928	50,569	55,094	55,001	53,229	52,754	53,765	52,401	50,464	45,851	42,797	41,314	40,002
Family and consumer sciences/human sciences	11,167	17,409	18,370	13,847	13,920	14,353	16,421	20,775	21,880	21,832	22,438	23,441	23,930	24,689	24,584	25,389	25,080	24,349
Foreign languages, literatures, and linguistics	20,988	17,068	11,638	11,550	13,937	14,832	16,128	19,393	20,976	21,507	21,705	21,756	21,647	20,332	19,493	18,436	17,643	16,958
Health professions and related programs	25,223	53,885	63,665	65,309	59,875	86,087	75,933	91,973	111,548	129,623	143,463	163,675	181,149	198,777	216,228	228,907	237,979	244,909
Homeland security, law enforcement, and firefighting Legal professions and studies Liberal arts and sciences, general studies, and	2,045	12,507	13,707	12,704	16,806	24,810	25,211	35,319	40,297	43,613	47,600	54,091	60,264	62,416	62,723	61,159	59,553	58,114
	545	531	776	1,223	1,827	2,123	1,991	3,302	3,771	3,886	4,429	4,595	4,425	4,513	4,420	4,243	4,272	4,239
humanities	7,481	18,855	21,643	21,336	30,526	33,997	37,962	44,898	46,882	46,963	46,717	46,961	46,790	45,281	43,649	43,669	44,103	44,262
Library science	1,013	843	375	155	90	58	52	76	68	85	96	95	102	127	99	85	99	81
Mathematics and statistics	24,801	15,984	11,078	16,122	14,393	12,713	11,171	14,760	15,169	16,029	17,182	18,841	20,449	20,987	21,854	22,778	24,075	25,256
Military technologies and applied sciences	357	952	42	255	183	7	21	33	39	56	64	86	105	185	276	358	469	655
Multi/interdisciplinary studies	6,324	13,709	12,986	13,754	17,774	26,885	26,478	30,583	34,172	37,717	42,473	45,717	47,658	48,392	47,556	48,833	49,631	51,909
Parks, recreation, leisure, and fitness studies	1,621	5,182	5,729	4,623	4,315	12,974	17,948	25,489	29,908	33,332	35,934	38,998	42,628	46,047	49,008	50,912	53,292	53,883
Philosophy and religious studies	8,149	8,447	6,776	6,396	7,423	7,541	8,717	11,980	12,259	12,503	12,830	12,645	12,792	11,999	11,071	10,155	9,711	9,603
Physical sciences and science technologies	21,410	21,458	23,936	21,711	16,334	19,716	18,025	20,521	22,164	23,381	24,705	26,664	28,053	29,307	30,042	30,483	31,272	31,542
Precision production Psychology Public administration and social services Social sciences and history Theology and religious vocations	0	0	0	2	2	12	31	55	33	29	43	37	36	37	48	51	32	45
	38,187	50,278	41,068	40,628	58,655	73,416	73,645	88,132	92,562	97,215	100,906	109,099	114,446	117,312	117,573	117,447	116,859	116,432
	5,466	15,440	16,707	11,887	14,350	19,849	19,447	21,986	23,523	25,421	26,799	29,695	31,950	33,483	34,364	34,433	35,461	35,629
	155,324	126,396	100,513	93,840	125,107	126,479	128,036	161,468	167,321	172,782	177,169	178,534	177,767	173,132	166,971	161,211	159,097	159,967
	3,720	5,490	5,808	5,510	4,799	5,292	6,945	8,548	8,992	8,719	9,073	9,304	9,385	9,642	9,713	9,804	9,518	9,521
Transportation and materials moving Visual and performing arts Not classified by field of study	30,394 0	225 42,138 0	263 40,479 0	1,838 37,241 0	2,622 42,186 13,258	3,561 49,296 1,756	3,748 61,148 783	5,349 83,292 0	5,202 87,731 377	4,998 91,798 0	4,941 93,939 0	4,876 95,806 0	4,661 97,799 0	4,588 97,414 0	4,730 95,840 0	4,531 92,979 0	4,708 91,291 0	4,924 88,582 0

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related support services and Personal and culinary services; and "Engineering technologies" includes Engineering technologies and engineering-related fields, Construction trades, and Mechanic and repair technologies/technicians. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970–71 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91-99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared November 2019.)

Table 322.20. Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2017–18

				degrees cor residents, a								ution of deq			
Year and sex	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races <sup>1</sup>	Non- resident alien	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Total</b> 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	917,900 934,800 1,094,538 1,237,875 1,244,171	807,688 807,319 914,093 929,102 927,357	58,636 60,673 66,375 108,018 111,307	18,743 21,832 37,342 75,063 77,745	13,793 18,794 42,529 77,909 78,902	3,326 3,593 4,583 8,717 9,049	_ _ _ _	15,714 22,589 29,616 39,066 39,811	100.0 100.0 100.0 100.0 100.0	89.5 88.5 85.8 77.5 77.0	6.5 6.7 6.2 9.0 9.2	2.1 2.4 3.5 6.3 6.5	1.5 2.1 4.0 6.5 6.6	0.4 0.4 0.4 0.7 0.8	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	1,399,542 1,439,264 1,485,104 1,524,729 1,563,734	1,049,141 1,075,471 1,100,308	131,241 136,122 142,405 146,767 152,627	94,644 101,124 107,575 114,962 122,770	92,073 97,209 102,371 105,287 109,177	10,638 10,307 10,938 11,463 11,509	_ _ _ _	44,832 45,361 46,344 45,942 44,405	100.0 100.0 100.0 100.0 100.0	75.7 75.3 74.7 74.4 73.9	9.7 9.8 9.9 9.9 10.0	7.0 7.3 7.5 7.8 8.1	6.8 7.0 7.1 7.1 7.2	0.8 0.7 0.8 0.8	=
2008–09 2009–10 2010–11 2011–12 2012–13		1,182,690 1,212,417 1,221,908	156,603 164,789 172,731 185,916 191,233	129,473 140,426 154,450 169,736 186,677	112,581 117,391 121,118 126,177 130,129	12,221 12,405 11,935 11,498 11,432	20,589 27,234 34,128	45,893 47,586 52,540 59,185 64,874	100.0 100.0 100.0 100.0 100.0	73.6 72.9 71.1 70.0 68.8	10.1 10.3 10.4 10.7 10.8	8.3 8.8 9.3 9.8 10.5	7.2 7.3 7.3 7.3 7.3	0.8 0.8 0.7 0.7 0.6	1.2 1.6 1.9
2013–14 2014–15 2015–16 2016–17 2017–18	1,870,150 1,894,969 1,920,750 1,956,114 1,980,644	1,210,071 1,197,323 1,195,977	191,437 192,829 194,408 196,338 195,014	202,425 218,098 235,190 252,203 267,065	131,662 133,916 138,257 144,093 150,999	10,784 10,202 9,735 9,589 9,157	45,422 54,215 61,584 66,532 70,553	69,422 75,638 84,253 91,382 98,237	100.0 100.0 100.0 100.0 100.0	67.7 66.5 65.2 64.1 63.2	10.6 10.6 10.6 10.5 10.4	11.2 12.0 12.8 13.5 14.2	7.3 7.4 7.5 7.7 8.0	0.6 0.6 0.5 0.5 0.5	2.5 3.0 3.4 3.6 3.7
Males 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	494,424 469,625 504,045 530,367 531,840	438,161 406,173 421,290 402,954 401,780	25,147 24,511 24,800 37,029 38,103	10,318 10,810 16,598 30,304 31,368	7,638 10,107 21,203 35,853 35,865	1,804 1,700 1,938 3,463 3,700	_ _ _ _	11,356 16,324 18,216 20,764 21,024	100.0 100.0 100.0 100.0 100.0	90.7 89.6 86.7 79.1 78.7	5.2 5.4 5.1 7.3 7.5	2.1 2.4 3.4 5.9 6.1	1.6 2.2 4.4 7.0 7.0	0.4 0.4 0.4 0.7 0.7	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	595,425 613,000 630,502 649,816 668,184	445,483 456,592 467,397 480,747 492,360	43,851 45,810 48,073 49,715 52,298	37,288 39,490 41,805 44,761 47,797	41,360 43,711 45,803 47,577 49,535	4,244 4,143 4,202 4,508 4,523	_ _ _ _	23,199 23,254 23,222 22,508 21,671	100.0 100.0 100.0 100.0 100.0	77.9 77.4 77.0 76.6 76.2	7.7 7.8 7.9 7.9 8.1	6.5 6.7 6.9 7.1 7.4	7.2 7.4 7.5 7.6 7.7	0.7 0.7 0.7 0.7 0.7	_ _ _
2008–09 2009–10 2010–11 2011–12 2012–13	685,422 706,660 734,159 765,772 787,408	503,396 513,711 519,992 532,463 535,358	53,465 56,136 59,015 63,736 67,351	50,596 55,139 60,869 67,083 74,067	50,773 53,365 55,321 57,521 59,806	4,849 4,879 4,798 4,476 4,611	8,028 10,945 13,834	22,343 23,430 26,136 29,548 32,381	100.0 100.0 100.0 100.0 100.0	75.9 75.2 73.4 72.3 70.9	8.1 8.2 8.3 8.7 8.9	7.6 8.1 8.6 9.1 9.8	7.7 7.8 7.8 7.8 7.9	0.7 0.7 0.7 0.6 0.6	1.1 1.5 1.8
2013–14 2014–15 2015–16 2016–17 2017–18	801,905 812,693 821,746 836,021 844,960	536,009 530,418 522,834 521,359 516,621	68,290 69,316 69,847 70,568 70,316	80,312 86,881 92,989 99,344 104,926	59,844 61,080 63,182 65,405 68,196	4,171 4,061 3,822 3,731 3,506	18,137 22,245 25,157 27,089 28,868	35,142 38,692 43,915 48,525 52,527	100.0 100.0 100.0 100.0 100.0	69.9 68.5 67.2 66.2 65.2	8.9 9.0 9.0 9.0 8.9	10.5 11.2 12.0 12.6 13.2	7.8 7.9 8.1 8.3 8.6	0.5 0.5 0.5 0.5 0.4	2.4 2.9 3.2 3.4 3.6
Females 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	423,476 465,175 590,493 707,508 712,331	369,527 401,146 492,803 526,148 525,577	33,489 36,162 41,575 70,989 73,204	8,425 11,022 20,744 44,759 46,377	6,155 8,687 21,326 42,056 43,037	1,522 1,893 2,645 5,254 5,349	_ _ _ _	4,358 6,265 11,400 18,302 18,787	100.0 100.0 100.0 100.0 100.0	88.2 87.4 85.1 76.3 75.8	8.0 7.9 7.2 10.3 10.6	2.0 2.4 3.6 6.5 6.7	1.5 1.9 3.7 6.1 6.2	0.4 0.4 0.5 0.8 0.8	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	804,117 826,264 854,602 874,913 895,550	580,631 592,549 608,074 619,561 630,886	87,390 90,312 94,332 97,052 100,329	57,356 61,634 65,770 70,201 74,973	50,713 53,498 56,568 57,710 59,642	6,394 6,164 6,736 6,955 6,986	_ _ _ _	21,633 22,107 23,122 23,434 22,734	100.0 100.0 100.0 100.0 100.0	74.2 73.7 73.1 72.8 72.3	11.2 11.2 11.3 11.4 11.5	7.3 7.7 7.9 8.2 8.6	6.5 6.7 6.8 6.8 6.8	0.8 0.8 0.8 0.8	=
2008–09 2009–10 2010–11 2011–12 2012–13	915,977 943,259 981,894 1,026,391 1,052,973	641,232 653,611 662,698 679,954 686,550	103,138 108,653 113,716 122,180 123,882	78,877 85,287 93,581 102,653 112,610	61,808 64,026 65,797 68,656 70,323	7,372 7,526 7,137 7,022 6,821	12,561 16,289 20,294	23,550 24,156 26,404 29,637 32,493	100.0 100.0 100.0 100.0 100.0	71.9 71.1 69.4 68.2 67.3	11.6 11.8 11.9 12.3 12.1	8.8 9.3 9.8 10.3 11.0	6.9 7.0 6.9 6.9 6.9	0.8 0.8 0.7 0.7 0.7	1.3 1.6 2.0
2013–14 2014–15 2015–16 2016–17 2017–18	1,068,245 1,082,276 1,099,004 1,120,093 1,135,684	682,989 679,653 674,489 674,618 672,998	123,147 123,513 124,561 125,770 124,698	122,113 131,217 142,201 152,859 162,139	71,818 72,836 75,075 78,688 82,803	6,613 6,141 5,913 5,858 5,651	27,285 31,970 36,427 39,443 41,685	34,280 36,946 40,338 42,857 45,710	100.0 100.0 100.0 100.0 100.0	66.1 65.0 63.7 62.6 61.7	11.9 11.8 11.8 11.7 11.4	11.8 12.6 13.4 14.2 14.9	6.9 7.0 7.1 7.3 7.6	0.6 0.6 0.6 0.5 0.5	2.6 3.1 3.4 3.7 3.8

-Not available.

For years prior to 2010–11, the survey did not yet include the "Two or more races" category, and each student could be counted in only one race category. Excludes 1,121 males and 528 females whose racial/ethnic group was not available. Excludes 258 males and 82 females whose racial/ethnic group was not available. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989–90 and later years, reported racial/ethnic distributions of students by level of degree, field of degree,

and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

Trom previously published rigures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 and 1980–81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90–99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

Table 322.30. Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2016-17 and 2017-18

					2016-	-17									2017-	-18				
					Asian	/Pacific Isla	ınder	American							Asian	/Pacific Isla	ander	American		
Field of study	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races	Non- resident alien	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	Indian/ Alaska Native	Two or more races	Non- resident alien
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
All fields, total	1,956,114	1,195,977	196,338	252,203	144,093	139,541	4,552	9,589	66,532	91,382	1,980,644	1,189,619	195,014	267,065	150,999	146,648	4,351	9,157	70,553	98,237
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and	37,734 8,579	29,586 4,631	1,180 466	3,196 1,356	1,383 744	1,317 721	66 23	250 23	1,235 271	904 1,088	39,314 8,464	30,377 4,520	1,201 439	3,481 1,296	1,479 693	1,412 684	67 9	273 23	1,445 320	1,058 1,173
group studies Biological and biomedical sciences Business	7,720 116,768 381,109	3,169 66,728 228,592	1,145 9,335 38,206	1,701 14,138 45,607	700 17,923 28,037	662 17,691 27,090	38 232 947	163 455 1,792	519 4,688 10,579	323 3,501 28,296	7,717 118,663 386,201	3,118 66,377 229,344	1,143 9,313 37,425	1,739 15,416 48,804	643 18,286 28,579	621 18,048 27,724	22 238 855	187 448 1,748	516 5,019 11,573	371 3,804 28,728
Communication, journalism, and related programs Communications technologies Computer and information sciences Construction trades Education	93,794 4,615 71,416 153 85,130	58,712 2,586 39,485 103 64,694	11,155 626 6,391 1 6,289	12,502 647 7,234 43 8,280	3,806 278 10,426 1 2,273	3,621 259 10,239 1 2,135	185 19 187 0 138	297 24 268 0 552	3,778 200 2,470 2 2,143	3,544 254 5,142 3 899	92,290 4,231 79,598 151 82,621	57,024 2,352 42,080 98 61,794	10,781 575 6,862 2 6,130	12,823 573 8,084 41 8,642	3,936 295 12,609 3 2,350	3,766 283 12,444 2 2,221	170 12 165 1 129	298 22 262 0 501	3,797 171 2,905 0 2,210	3,631 243 6,796 7 994
Engineering Engineering technologies and	115,671	70,006	4,505	11,875	13,368	13,207	161	301	3,820	11,796	121,956	72,484	4,836	12,777	14,080	13,909	171	360	4,138	13,281
engineering-related fields <sup>1</sup> English language and literature/	17,667	11,766	1,522	1,709	778	749	29	119	440	1,333	18,228	11,959	1,536	1,833	836	795	41	118	485	1,461
letters Family and consumer sciences/	41,314	28,421	3,260	5,353	1,803	1,740	63	185	1,718	574	40,002	27,105	3,210	5,538	1,718	1,659	59	156	1,720	555
human sciences Foreign languages, literatures, and	25,080	15,306	3,221	3,620	1,388	1,338	50	133	891	521	24,349	14,536	3,088	3,676	1,472	1,414	58	116	901	560
linguistics	17,643	10,274	859	4,074	1,071	1,051	20	48	781	536	16,958	9,788	813	3,849	1,063	1,043	20	40	772	633
Health professions and related programs	237,979	155,642	27,359	26,378	18,289	17,532	757	1,199	6,457	2,655	244,909	158,507	27,908	28,279	19,136	18,346	790	1,162	7,095	2,822
Homeland security, law enforcement, and firefighting Legal professions and studies Liberal arts and sciences, general	59,553 4,272	31,286 2,387	11,539 659	12,161 779	1,696 201	1,465 194	231 7	440 39	1,828 155	603 52	58,114 4,239	30,316 2,341	11,036 669	12,122 746	1,719 220	1,504 209	215 11	370 30	1,845 169	706 64
studies, and humanities Library science	44,103 99	26,946 80	6,684 7	6,131 4	1,605 1	1,463 0	142 1	360 2	1,550 5	827 0	44,262 81	25,942 65	6,943 5	6,622 8	1,665 0	1,549 0	116 0	365 0	1,750 3	975 0
Mathematics and statistics Mechanic and repair technologies/	24,075	13,190	1,022	2,321	2,620	2,598	22	59	772	4,091	25,256	13,294	1,059	2,506	3,116	3,075	41	63	816	4,402
technicians Military technologies and applied	299	213	25	25	11	11	0	4	9	12	348	262	18	23	10	10	0	8	14	13
sciences Multi/interdisciplinary studies Parks, recreation, leisure, and fitness	469 49,631	351 28,160	6,391	7,944	3,404	12 3,281	123	269	14 1,990	1,473	655 51,909	486 28,627	6,570	59 8,744	3,777	16 3,663	114	267	32 2,141	12 1,783
Studies  Philosophy and religious studies	53,292 9.711	34,485 6,454	6,219 791	6,582 1,124	2,557 571	2,434 554	123 17	323 40	2,072 421	1,054 310	53,883 9,603	33,899 6,278	6,524 729	7,171 1,227	2,845 590	2,720 570	125 20	253 40	2,122 420	1,069 319
Philosophy and religious studies Physical sciences and science technologies	31,272	20,449	1,653	'	2,934	2,901	33	126	1,200		31,542	20,007	1,688	.	3,004	2,947	57	143	1,322	1,959
Precision production Psychology	31,272 32 116,859	20,449 24 65,183	1,653	3,119 2 20,787	2,934 4 7,814	2,901 3 7,520	33 1 294	0 633	1,200 0 4,585	1,791 1 3,048	45 116,432	20,007 30 63,253	1,688	3,419 2 22,435	3,004 4 7,782	2,947 4 7,547	0 235	0 563	1,322 3 4,757	1,959 6 3,260
Public administration and social services	35,461	19,015	7,662	5,824	1,106	1,003	103	287	1,140	427	35,629	18,783	7,516	6,185	1,243	1,129	114	282	1,174	3,200
Social sciences and history	159,097	90,382	15,206	25,064	11,177	10,861	316	728	6,372	10,168	159,967	89,641	14,880	26,056	11,566	11,240	326	616	6,471	10,737
Social sciences History Theology and religious vocations Transportation and materials moving	135,043 24,054 9,518 4,708	72,594 17,788 7,488 3,304	13,902 1,304 806 280	22,119 2,945 561 355	10,420 757 240 205 5,665	10,139 722 223 187	281 35 17 18 187	591 137 45 25 396	5,537 835 161 201 4.065	9,880 288 217 338 5,594	136,585 23,382 9,521 4,924 88,582	72,584 17,057 7,511 3,355	13,630 1,250 713 294	22,958 3,098 574 441	10,829 737 263 253 5,747	10,535 705 245 237 5,612	294 32 18 16	513 103 32 32 374	5,665 806 216 147 4.084	10,406 331 212 402
Visual and performing arts Other and not classified	91,291 0	56,879 0	7,025 0	11,667 0	0,005	5,478 0	0	396	4,065	0,594	88,582	54,066 0	6,682 0	11,874 0	5,747	5,612	135 0	0	4,084	5,755 0

'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System

(IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017 and Fall 2018, Completions component. (This table was prepared October 2019.)

Table 323.10. Master's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18

Field of study	1970-71	1975–76	1980-81	1985–86	1990-91	1995-96	2000-01	2005-06	2007-08	2009–10	2010-11	2011–12	2012-13	2013–14	2014-15	2015–16	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Total	235,564	317,477	302,637	295,850	342,863	412,180	473,502	599,862	630,844	693,313	730,922	755,967	751,718	754,582	758,804	785,757	804,542	820,102
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and group studies Biological and biomedical sciences Business	2,457 1,705 1,032 5,625 26,490	3,340 3,215 993 6,457 42,592	4,003 3,153 802 5,766 57,888	3,801 3,260 915 5,064 66,676	3,295 3,490 1,233 4,834 78,255	4,551 3,993 1,652 6,593 93,554	4,272 4,302 1,555 7,017 115,602	4,653 5,743 2,080 8,783 146,396	4,682 6,059 1,778 9,691 155,804	5,215 7,280 1,775 10,730 177,748	5,766 7,788 1,913 11,324 187,178	6,390 8,448 1,947 12,419 191,606	6,336 8,095 1,897 13,300 188,617	6,544 8,048 1,844 13,964 189,364	6,426 8,006 1,847 14,655 185,236	6,702 7,991 1,767 15,717 186,835	6,843 7,883 1,717 16,282 187,412	6,967 7,317 1,673 17,180 192,184
Communication, journalism, and related programs Communications technologies Computer and information sciences Education Engineering	1,770 86 1,588 87,666 16,813	2,961 165 2,603 126,061 16,472	2,896 209 4,218 96,713 16,893	3,500 308 8,070 74,816 21,529	4,123 204 9,324 87,352 24,454	5,080 481 10,579 104,936 26,789	5,218 427 16,911 127,829 25,174	7,106 521 17,195 174,622 30,845	6,916 631 17,096 175,880 31,559	7,630 463 17,955 182,165 35,133	8,302 502 19,516 185,127 38,664	9,005 497 20,925 179,047 40,323	8,760 577 22,782 164,652 40,420	9,353 577 24,514 154,655 42,376	9,581 554 31,475 146,581 46,117	9,676 491 40,130 145,792 51,646	10,119 539 46,553 145,624 52,826	10,243 529 46,468 146,367 51,721
Engineering technologies English language and literature/letters Family and consumer sciences/human sciences Foreign languages, literatures, and linguistics Health professions and related programs	134 10,441 1,452 5,480 5,330	328 8,599 2,179 4,432 12,164	323 5,742 2,570 2,934 16,176	617 5,335 2,011 2,690 18,603	996 6,784 1,541 3,049 21,354	2,054 7,657 1,712 3,443 33,920	2,013 6,763 1,838 3,035 43,623	2,541 8,845 1,983 3,539 51,492	2,884 9,142 2,199 3,564 58,147	4,258 9,202 2,592 3,756 69,112	4,515 9,475 2,918 3,727 75,571	4,793 9,938 3,155 3,827 84,355	4,908 9,755 3,255 3,708 90,933	4,967 9,294 3,082 3,482 97,416	5,324 8,928 3,148 3,566 103,052	6,067 8,581 3,228 3,407 110,350	7,403 8,244 3,295 3,271 119,242	7,247 8,300 3,308 3,261 125,216
Homeland security, law enforcement, and firefighting Legal professions and studies Liberal arts and sciences, general studies, and	194 955	1,197 1,442	1,538 1,832	1,074 1,924	1,108 2,057	1,812 2,751	2,514 3,829	4,277 4,453	5,779 4,823	6,717 5,767	7,433 6,475	8,420 6,614	8,868 7,013	9,310 7,654	9,643 7,924	9,775 8,181	10,209 8,674	10,293 9,177
humanities Library science Mathematics and statistics	885 7,001 5,191	2,633 8,037 3,857	2,375 4,859 2,567	1,586 3,564 3,131	2,213 4,763 3,549	2,778 5,099 3,651	3,193 4,727 3,209	3,702 6,448 4,729	3,797 7,169 4,993	3,822 7,448 5,639	3,997 7,729 5,866	3,792 7,443 6,246	3,264 6,983 6,957	3,002 5,840 7,273	2,794 5,259 7,589	2,598 4,926 8,451	2,485 4,843 9,082	2,473 4,953 10,443
Military technologies and applied sciences Multi/interdisciplinary studies Parks, recreation, leisure, and fitness studies Philosophy and religious studies Physical sciences and science technologies	2 924 218 1,326 6,336	0 1,283 571 1,358 5,428	43 2,356 643 1,231 5,246	83 2,869 570 1,193 5,860	0 2,079 483 1,471 5,281	136 2,713 1,684 1,363 5,910	0 3,413 2,354 1,386 5,134	0 4,396 3,994 1,739 6,063	0 5,166 4,443 1,879 6,058	0 5,947 5,617 2,045 6,066	0 6,762 6,546 1,839 6,386	29 7,746 7,047 2,003 6,911	32 7,953 7,139 1,934 7,014	29 8,120 7,609 2,095 6,984	71 8,100 7,654 1,912 7,100	152 8,554 8,268 1,756 7,131	274 9,264 8,651 1,704 7,136	355 10,175 9,005 1,692 7,196
Precision production Psychology Public administration and social services Social sciences and history Theology and religious vocations	0 5,717 7,785 16,539 7,747	0 10,167 15,209 15,953 8,964	0 10,223 17,803 11,945 11,061	9,845 15,692 10,564 11,826	0 11,349 17,905 12,233 10,498	8 15,152 24,229 15,012 10,909	2 16,539 25,268 13,791 9,876	9 19,775 30,492 17,368 11,758	3 21,420 32,962 18,496 12,578	10 23,763 35,740 20,234 12,848	5 25,062 38,614 21,085 13,170	11 27,052 41,737 21,891 13,341	9 27,787 43,591 21,591 14,275	15 27,926 44,508 21,497 14,128	4 26,772 45,948 20,533 14,278	10 27,645 46,754 19,861 14,352	14 27,539 45,361 20,004 13,694	11 27,841 46,294 19,884 13,828
Transportation and materials moving Visual and performing arts Not classified by field of study	0 6,675 0	8,817 0	8,629 0	454 8,420 0	406 8,657 8,523	919 10,280 780	756 11,404 528	784 13,531 0	992 14,170 84	1,074 15,562 0	1,390 16,277 0	1,702 17,307 0	1,444 17,869 0	1,243 17,869 0	971 17,756 0	911 18,052 0	839 17,516 0	815 17,686 0

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related support services and Personal and culinary services; and "Engineering

technologies" includes Engineering technologies and engineering-related fields, Construction trades, and Mechanic and repair technologies/technicians. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970–71 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91–99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared November 2019.)

Table 323.20. Master's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2017-18

				degrees cor t residents, a								ibution of des			
Year and sex	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races <sup>1</sup>	Non- resident alien	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	322,463 301,081 342,863 463,185 473,502	271,402 247,475 265,927 324,990 324,211	21,252 17,436 17,023 36,606 38,853	6,136 6,534 8,981 19,379 21,661	5,127 6,348 11,869 23,523 24,544	1,018 1,044 1,189 2,263 2,496	_	17,528 22,244 37,874 56,424 61,737	100.0 100.0 100.0 100.0 100.0	89.0 88.8 87.2 79.9 78.7	7.0 6.3 5.6 9.0 9.4	2.0 2.3 2.9 4.8 5.3	1.7 2.3 3.9 5.8 6.0	0.4 0.4 0.6	
2003–04 2004–05 2005–06 2006–07 2007–08	564,272 580,151 599,862 610,703 630,844	373,448 383,246 397,519 403,623 413,348	51,402 55,330 59,822 63,439 65,912	29,806 31,639 32,578 34,962 36,899	31,202 33,042 34,302 36,420 37,743	3,206 3,310 3,519 3,590 3,775	_ _ _ _	75,208 73,584 72,122 68,669 73,167	100.0 100.0 100.0 100.0 100.0	76.4 75.7 75.3 74.5 74.1	10.5 10.9 11.3 11.7 11.8	6.1 6.2 6.2 6.5 6.6	6.4 6.5 6.5 6.7 6.8	0.7 0.7 0.7	=
2008–09 2009–10 2010–11 2011–12 2012–13	662,082 693,313 730,922 755,967 751,718	427,713 445,158 462,922 470,822 455,896	70,772 76,472 80,742 86,007 87,989	39,567 43,603 46,823 50,994 52,991	40,510 42,520 43,482 45,379 44,906	3,777 3,965 3,946 3,681 3,693	6,597 9,823 11,794	79,743 81,595 86,410 89,261 94,449	100.0 100.0 100.0 100.0 100.0	73.4 72.8 71.8 70.6 69.4	12.2 12.5 12.5 12.9 13.4	6.8 7.1 7.3 7.6 8.1	7.0 7.0 6.7 6.8 6.8	0.6 0.6 0.6	1.0 1.5 1.8
2013–14 2014–15 2015–16 2016–17 2017–18	754,582 758,804 785,757 804,542 820,102	444,771 433,096 431,885 433,638 439,051	88,606 87,288 88,786 89,577 91,273	55,962 58,752 63,060 67,026 72,470	44,533 44,489 45,921 47,810 50,091	3,512 3,410 3,538 3,397 3,318	13,417 14,628 16,589 17,674 18,850	103,781 117,141 135,978 145,420 145,049	100.0 100.0 100.0 100.0 100.0	68.3 67.5 66.5 65.8 65.0	13.6 13.6 13.7 13.6 13.5	8.6 9.2 9.7 10.2 10.7	6.8 6.9 7.1 7.3 7.4	0.5 0.5 0.5	2.1 2.3 2.6 2.7 2.8
Males 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	172,703 151,602 160,842 196,129 197,770	144,042 120,927 117,993 131,221 128,516	7,970 6,418 6,201 11,642 11,878	3,328 3,155 4,017 7,738 8,371	3,128 3,830 6,765 11,299 11,561	565 507 495 845 925	_ _ _ _	13,670 16,765 25,371 33,384 36,519	100.0 100.0 100.0 100.0 100.0	90.6 89.7 87.1 80.6 79.7	5.0 4.8 4.6 7.2 7.4	2.1 2.3 3.0 4.8 5.2	2.0 2.8 5.0 6.9 7.2	0.4 0.4 0.5	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	233,056 237,155 241,701 242,213 250,203	146,369 150,076 153,696 154,250 157,622	15,027 16,136 17,388 18,340 18,759	10,929 11,501 11,738 12,471 13,166	14,551 15,238 16,037 16,689 17,480	1,137 1,167 1,253 1,275 1,294	_ _ _ _	45,043 43,037 41,589 39,188 41,882	100.0 100.0 100.0 100.0 100.0	77.9 77.3 76.8 76.0 75.7	8.0 8.3 8.7 9.0 9.0	5.8 5.9 5.9 6.1 6.3	7.7 7.8 8.0 8.2 8.4	0.6 0.6 0.6	=
2008–09 2009–10 2010–11 2011–12 2012–13	263,515 275,317 291,680 302,484 301,552	162,863 170,243 177,786 183,222 177,208	20,146 22,121 23,746 25,284 26,417	14,314 15,554 17,183 18,633 19,441	18,865 19,423 19,918 20,751 20,456	1,349 1,419 1,409 1,298 1,280	2,540 3,518 4,472	45,978 46,557 49,098 49,778 52,278	100.0 100.0 100.0 100.0 100.0	74.9 74.4 73.3 72.5 71.1	9.3 9.7 9.8 10.0 10.6	6.6 6.8 7.1 7.4 7.8	8.7 8.5 8.2 8.2 8.2	0.6 0.6 0.5	1.0 1.4 1.8
2013–14 2014–15 2015–16 2016–17 2017–18	302,846 306,615 320,574 326,857 326,870	173,303 168,151 166,161 164,734 164,714	26,608 26,295 27,024 26,978 27,552	20,565 21,384 22,749 23,749 25,255	19,955 19,577 20,071 20,693 21,273	1,219 1,223 1,229 1,151 1,076	4,890 5,438 6,129 6,453 6,658	56,306 64,547 77,211 83,099 80,342	100.0 100.0 100.0 100.0 100.0	70.3 69.5 68.3 67.6 66.8	10.8 10.9 11.1 11.1 11.2	8.3 8.8 9.3 9.7 10.2	8.1 8.1 8.2 8.5 8.6	0.5	2.0 2.2 2.5 2.6 2.7
Females 1976–77 <sup>2</sup> 1980–81 <sup>3</sup> 1990–91 1999–2000 2000–01	149,760 149,479 182,021 267,056 275,732	127,360 126,548 147,934 193,769 195,695	13,282 11,018 10,822 24,964 26,975	2,808 3,379 4,964 11,641 13,290	1,999 2,518 5,104 12,224 12,983	453 537 694 1,418 1,571	_ _ _ _	3,858 5,479 12,503 23,040 25,218	100.0 100.0 100.0 100.0 100.0	87.3 87.9 87.3 79.4 78.1	9.1 7.7 6.4 10.2 10.8	1.9 2.3 2.9 4.8 5.3	1.4 1.7 3.0 5.0 5.2	0.4 0.4 0.6	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	331,216 342,996 358,161 368,490 380,641	227,079 233,170 243,823 249,373 255,726	36,375 39,194 42,434 45,099 47,153	18,877 20,138 20,840 22,491 23,733	16,651 17,804 18,265 19,731 20,263	2,069 2,143 2,266 2,315 2,481	_ _ _ _	30,165 30,547 30,533 29,481 31,285	100.0 100.0 100.0 100.0 100.0	75.4 74.6 74.4 73.6 73.2	12.1 12.5 13.0 13.3 13.5	6.3 6.4 6.4 6.6 6.8	5.5 5.7 5.6 5.8 5.8	0.7 0.7 0.7	_ _ _
2008–09 2009–10 2010–11 2011–12 2012–13	398,567 417,996 439,242 453,483 450,166	264,850 274,915 285,136 287,600 278,688	50,626 54,351 56,996 60,723 61,572	25,253 28,049 29,640 32,361 33,550	21,645 23,097 23,564 24,628 24,450	2,428 2,546 2,537 2,383 2,413	4,057 6,305 7,322	33,765 35,038 37,312 39,483 42,171	100.0 100.0 100.0 100.0 100.0	72.6 71.8 70.9 69.5 68.3	13.9 14.2 14.2 14.7 15.1	6.9 7.3 7.4 7.8 8.2	5.9 6.0 5.9 5.9 6.0	0.7 0.6 0.6	1.0 1.5 1.8
2013–14 2014–15 2015–16 2016–17 2017–18	451,736 452,189 465,183 477,685 493,232	271,468 264,945 265,724 268,904 274,337	61,998 60,993 61,762 62,599 63,721	35,397 37,368 40,311 43,277 47,215	24,578 24,912 25,850 27,117 28,818	2,293 2,187 2,309 2,246 2,242	8,527 9,190 10,460 11,221 12,192	47,475 52,594 58,767 62,321 64,707	100.0 100.0 100.0 100.0 100.0	67.2 66.3 65.4 64.7 64.0	15.3 15.3 15.2 15.1 14.9	8.8 9.4 9.9 10.4 11.0	6.1 6.2 6.4 6.5 6.7	0.5 0.6 0.5	2.1 2.3 2.6 2.7 2.8

<sup>-</sup>Not available

and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised

from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 and 1980–81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90–99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

<sup>&</sup>lt;sup>1</sup>For years prior to 2010–11, the survey did not yet include the "Two or more races" category,

and each student could be counted in only one race category.

Excludes 387 males and 175 females whose racial/ethnic group was not available.

Excludes 1,377 males and 179 females whose racial/ethnic group was not available. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989–90 and later years, reported racial/ethnic distributions of students by level of degree, field of degree,

Table 323.30. Master's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2016-17 and 2017-18

					2016-										2017-	-18				
	Asian/Pacific Islander American Indian/ Two or Non- Asian/Pacific Islander									ander										
Field of study	Total	White	Black	Hispanic	Total	Asian	Pacific Islander		Two or more races	Non- resident alien	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Non- resident alien
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
All fields, total	804,542	433,638	89,577	67,026	47,810	46,225	1,585	3,397	17,674	145,420	820,102	439,051	91,273	72,470	50,091	48,480	1,611	3,318	18,850	145,049
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and	6,843 7,883	4,615 3,630	245 332	392 700	221 443	214 435	7 8	34 25	185 169	1,151 2,584	6,967 7,317	4,651 3,236	249 338	420 639	235 430	225 421	10 9	39 18	185 179	1,188 2,477
group studies Biological and biomedical sciences Business	1,717 16,282 187,412	765 8,504 94,277	165 1,198 25,669	1,287 15,354	129 2,162 13,874	121 2,146 13,409	8 16 465	69 43 737	64 495 3,752	303 2,593 33,749	1,673 17,180 192,184	715 8,865 96,470	172 1,336 25,642	255 1,410 16,292	2,352 14,455	2,334 14,008	1 18 447	67 33 745	74 514 4,088	309 2,670 34,492
Communication, journalism, and related programs Communications technologies Computer and information sciences Construction trades Education	10,119 539 46,553 0 145,624	5,116 197 8,664 0 101,795	1,349 27 2,345 0 15,955	939 29 1,275 0 15,098	380 33 3,587 0 4,562	370 33 3,538 0 4,291	10 0 49 0 271	38 3 78 0 709	304 8 531 0 3,069	1,993 242 30,073 0 4,436	10,243 529 46,468 0 146,367	5,039 159 9,411 0 101,246	1,438 33 2,601 0 15,958	1,028 38 1,492 0 16,223	336 31 3,484 0 4,870	325 29 3,441 0 4,573	11 2 43 0 297	32 2 53 0 687	314 7 609 0 3,238	2,056 259 28,818 0 4,145
Engineering Engineering technologies and	52,826	14,861	1,147	2,137	3,740	3,701	39	67	697	30,177	51,721	15,186	1,142	2,253	3,727	3,698	29	64	767	28,582
engineering technologies and engineering-related fields <sup>1</sup> English language and literature/	7,403	2,324	394	253	296	290	6	28	82	4,026	7,246	2,418	384	330	313	309	4	16	91	3,694
letters	8,244	6,107	484	699	276	270	6	57	270	351	8,300	6,020	581	709	257	253	4	47	310	376
Family and consumer sciences/ human sciences	3,295	2,025	498	318	129	116	13	15	82	228	3,308	2,018	488	326	133	127	6	14	88	241
Foreign languages, literatures, and linguistics	3,271	1,547	81	532	96	96	0	9	95	911	3,261	1,540	75	569	131	127	4	6	68	872
Health professions and related programs	119,242	76,101	15,905	9,725	9,627	9,313	314	588	2,831	4,465	125,216	78,737	16,508	10,946	10,596	10,240	356	596	3,043	4,790
Homeland security, law enforcement, and firefighting	10,209	5,728	2,438	1,160	293	252	41	65	286	239	10,293	5,773	2,412	1,200	308	265	43	69	321	210
Legal professions and studies Liberal arts and sciences, general studies, and humanities	8,674 2,485	2,083 1,668	699 287	494 257	326 63	320 59	6	61 25	92 62	4,919	9,177 2.473	2,208 1,585	753 316	574 232	315 73	306 71	9	81 30	139	5,107 156
Library science	4,843	3,824	256	389	131	125	6	24	146	73	4,953	3,881	240	446	133	128	2 5	18	154	81
Mathematics and statistics Mechanic and repair technologies/	9,082	2,777	187	309	663	658	5	5	132	5,009	10,443	2,965	188	363	720	716	4	4	124	6,079
technicians Military technologies and applied	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0 q	0
sciences Multi/interdisciplinary studies Parks, recreation, leisure, and fitness	274 9,264	158 5,158	67 902	15 811	5 516	506	10	45	297	26 1,535	355 10,175	198 5,495	75 934	29 928	16 647	15 631	1 16	3 41	294	25 1,836
studies	8,651	5,824	1,183	691	202	179	23	31	287	433	9,005	5,974	1,242	747	205	185	20	45	279	513
Philosophy and religious studies Physical sciences and science technologies	1,704 7,136	1,148	116 186	144 394	80 380	79 374	1	14	40 159	172 2,148	1,692 7,196	1,144 3,879	130 197	141 443	77 414	74 406	3	6	44 193	150 2,059
Precision production Psychology	14 27,539	3,855 4 16,974	3,788	3,461	1,199	1,108	0 91	150	0 897	2,146 9 1,070	7,190 11 27,841	16,707	3,907	3,777	1,286	1,206	0 80	145	928	2,039 4 1,091
Public administration and social services	45,361	24,289	8,755	6,203	1,892	1,781	111	285	1,295	2,642	46,294	24,602	9,023	6,621	1,842	1,738	104	289	1,366	2,551
Social sciences and history Social sciences History Theology and religious vocations Transportation and materials moving	20,004 16,569 3,435 13,694 839	10,942 8,205 2,737 8,774 547	1,430 1,312 118 2,237 98	1,713 1,447 266 691 43	892 827 65 708 35	872 808 64 685 33	20 19 1 23 2	74 63 11 54 4	546 446 100 243 43	4,407 4,269 138 987 69	19,884 16,612 3,272 13,828 815	10,588 8,012 2,576 8,624 507	1,456 1,313 143 2,215 71	1,820 1,544 276 766 72	844 786 58 808 35	826 771 55 778 33	18 15 3 30 2	60 50 10 45 6	566 484 82 271 32	4,550 4,423 127 1,099 92
Visual and performing arts Other and not classified	17,516 0	9,357 0	1,154 0	1,291 0	869 0	845 0	24 0	56 0	512 0	4,277 0	17,686 0	9,205 0	1,169 0	1,380 0	935 0	910 0	25 0	46 0	474 0	4,477 0

'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System

(IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017 and Fall 2018, Completions component. (This table was prepared October 2019.)

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Doctor's Degrees

Table 324.10. Doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18

Field of study	1970-71	1975–76	1980-81	1985-86	1990-91	1995-96	2000-01	2005-06	2007-08	2009–10	2010-11	2011–12	2012-13	2013–14	2014–15	2015–16	2016–17	2017–18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Total	64,998	91,007	98,016	100,280	105,547	115,507	119,585	138,056	149,190	158,590	163,827	170,217	175,026	177,587	178,548	178,134	181,357	184,074
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and group studies Biological and biomedical sciences Business	1,086 36 143 3,603 774	928 82 186 3,347 906	1,067 93 161 3,640 808	1,158 73 156 3,405 923	1,185 135 159 4,152 1,185	1,259 141 183 5,250 1,366	1,127 153 216 5,225 1,180	1,194 201 226 6,162 1,711	1,261 199 270 7,398 2,084	1,149 210 253 7,672 2,249	1,246 205 278 7,693 2,286	1,333 255 302 7,935 2,538	1,411 247 291 7,939 2,828	1,407 247 336 8,302 3,039	1,561 272 312 8,053 3,116	1,526 245 323 7,939 3,325	1,561 291 349 8,087 3,328	1,496 250 335 8,222 3,338
Communication, journalism, and related programs Communications technologies Computer and information sciences Education Engineering	145 0 128 6,041 3,687	196 8 244 7,202 2,872	171 11 252 7,279 2,598	212 6 344 6,610 3,444	259 13 676 6,189 5,316	338 7 869 6,246 6,304	368 2 768 6,284 5,485	461 3 1,416 7,584 7,243	489 7 1,697 8,496 7,929	570 3 1,599 9,237 7,706	577 1 1,588 9,642 8,369	563 4 1,698 10,118 8,722	612 0 1,834 10,572 9,356	611 3 1,982 10,929 10,010	644 0 1,998 11,772 10,239	629 4 1,989 11,838 10,265	615 0 1,982 12,692 10,371	666 0 2,017 12,780 10,817
Engineering technologies English language and literature/letters Family and consumer sciences/human sciences Foreign languages, literatures, and linguistics Health professions and related programs	1,554 123 1,084 15,988	2 1,514 178 1,245 25,267	10 1,040 247 931 29,595	12 895 307 768 31,922	14 1,056 229 889 29,842	50 1,395 375 1,020 32,678	62 1,330 354 1,078 39,019	75 1,254 340 1,074 45,677	55 1,262 323 1,078 51,655	67 1,334 296 1,091 57,750	56 1,344 320 1,158 60,221	134 1,427 325 1,231 62,097	111 1,377 351 1,304 64,192	107 1,393 335 1,230 67,447	123 1,418 335 1,243 71,004	133 1,402 374 1,278 73,687	152 1,347 317 1,168 77,693	212 1,295 274 1,213 80,305
Homeland security, law enforcement, and firefighting Legal professions and studies Liberal arts and sciences, general studies, and	1 17,441	9 32,369	21 36,391	21 35,898	28 38,035	38 39,919	44 38,190	80 43,569	88 43,699	106 44,627	131 44,853	117 46,836	147 47,246	152 44,169	193 40,329	205 37,034	177 35,123	150 34,544
humanities Library science Mathematics and statistics	32 39 1,199	162 71 856	121 71 728	90 62 742	70 56 978	75 53 1,158	102 58 997	84 44 1,293	76 64 1,360	96 64 1,596	95 50 1,586	93 60 1,669	98 50 1,823	90 52 1,863	96 44 1,801	105 54 1,855	95 42 1,925	93 54 2,010
Multi/interdisciplinary studies Parks, recreation, leisure, and fitness studies Philosophy and religious studies Physical sciences and science technologies Psychology	101 2 555 4,324 2,144	156 15 556 3,388 3,157	236 42 411 3,105 3,576	352 39 480 3,521 3,593	306 28 464 4,248 3,932	549 104 550 4,589 4,141	512 177 600 3,968 5,091	600 194 578 4,642 4,921	660 228 635 4,995 5,296	631 266 667 5,065 5,540	660 257 804 5,295 5,851	727 288 778 5,370 5,936	730 295 794 5,514 6,326	769 317 698 5,806 6,634	840 311 762 5,823 6,583	849 331 750 6,057 6,540	854 319 741 6,027 6,702	850 298 768 6,181 6,275
Public administration and social services Social sciences and history Theology and religious vocations Transportation and materials moving Visual and performing arts Not classified by field of study	174 3,660 312 0 621	292 4,157 1,022 0 620	362 3,122 1,273 0 654 0	382 2,955 1,185 3 722 0	430 3,012 1,076 0 838 747	499 3,760 1,517 0 1,067	574 3,930 1,461 0 1,167 63	704 3,914 1,429 0 1,383	760 4,058 1,615 0 1,453	838 4,238 2,071 0 1,599 0	851 4,390 2,374 0 1,646	890 4,597 2,446 0 1,728	979 4,610 2,174 1 1,814 0	1,047 4,724 2,103 7 1,778	1,123 4,828 1,927 5 1,793	1,066 4,706 1,808 8 1,809	1,116 4,706 1,792 11 1,774 0	1,157 4,676 2,023 16 1,759

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees prior to 2010-11. The new Classification of Instructional Programs was initiated in 2009-10. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related support services and Personal and culinary services; and "Engineering technologies" includes Engineering technologies and engineering-related fields, Construction trades, and Mechanic and repair technologies/technicians. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970–71 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91-99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared November 2019.)

Table 324.20. Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2017-18

				degrees con t residents, a								bution of de and perma			
Year and sex	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races <sup>2</sup>	Non- resident alien	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races <sup>2</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Total</b> 1976–77³ 1980–81⁴ 1990–91 1999–2000 2000–01	91,218 97,281 105,547 118,736 119,585	79,932 84,200 81,791 82,984 82,321	3,575 3,893 4,429 7,078 7,035	1,533 1,924 3,210 5,042 5,204	1,674 2,267 5,120 10,682 11,587	240 312 356 708 705		4,264 4,685 10,641 12,242 12,733	100.0 100.0 100.0 100.0 100.0	91.9 90.9 86.2 77.9 77.0	4.1 4.2 4.7 6.6 6.6	1.8 2.1 3.4 4.7 4.9	1.9 2.4 5.4 10.0 10.8	0.3 0.3 0.4 0.7 0.7	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	126,087 134,387 138,056 144,694 149,190	84,695 89,763 91,050 94,225 97,701	8,089 8,527 8,523 9,371 9,451	5,795 6,115 6,202 6,576 6,933	12,371 13,176 13,686 14,727 15,170	771 788 929 917 932	  -  -	14,366 16,018 17,666 18,878 19,003	100.0 100.0 100.0 100.0 100.0	75.8 75.8 75.6 74.9 75.0	7.2 7.2 7.1 7.4 7.3	5.2 5.2 5.2 5.2 5.3	11.1 11.1 11.4 11.7 11.7	0.7 0.7 0.8 0.7 0.7	_ _ _ _
2008–09 2009–10 2010–11 2011–12 2012–13	154,564 158,590 163,827 170,217 175,026	101,400 104,419 105,990 109,365 110,759	10,188 10,413 10,934 11,794 12,085	7,497 8,085 8,662 9,223 10,108	15,840 16,560 17,078 17,896 18,406	978 952 947 915 900	 1,251 1,571 2,440	18,661 18,161 18,965 19,453 20,328	100.0 100.0 100.0 100.0 100.0	74.6 74.4 73.2 72.5 71.6	7.5 7.4 7.5 7.8 7.8	5.5 5.8 6.0 6.1 6.5	11.7 11.8 11.8 11.9	0.7 0.7 0.7 0.6 0.6	0.9 1.0 1.6
2013–14 2014–15 2015–16 2016–17 2017–18	177,587 178,548 178,134 181,357 184,074	110,157 108,914 107,235 107,444 107,415	12,621 13,272 13,377 14,070 14,241	10,665 11,263 11,781 12,493 13,253	19,118 19,186 19,614 20,345 20,762	861 884 811 747 707	2,966 3,670 3,782 4,166 4,497	21,199 21,359 21,534 22,092 23,199	100.0 100.0 100.0 100.0 100.0	70.4 69.3 68.5 67.5 66.8	8.1 8.4 8.5 8.8 8.9	6.8 7.2 7.5 7.8 8.2	12.2 12.2 12.5 12.8 12.9	0.6 0.6 0.5 0.5 0.4	1.9 2.3 2.4 2.6 2.8
Males 1976–77³ 1980–81⁴ 1990–91 1999–2000 2000–01	71,709 68,853 64,242 64,930 64,171	62,977 59,574 48,812 45,308 44,131	2,338 2,206 1,991 2,762 2,655	1,216 1,338 1,835 2,602 2,564	1,311 1,589 3,038 5,467 5,759	182 223 196 333 346		3,685 3,923 8,370 8,458 8,716	100.0 100.0 100.0 100.0 100.0	92.6 91.8 87.4 80.2 79.6	3.4 3.4 3.6 4.9 4.8	1.8 2.1 3.3 4.6 4.6	1.9 2.4 5.4 9.7 10.4	0.3 0.3 0.4 0.6 0.6	_ _ _ _
2003–04 2004–05 2005–06 2006–07 2007–08	63,981 67,257 68,912 71,311 73,340	43,014 44,749 45,476 46,215 48,118	2,888 2,904 2,949 3,223 3,291	2,731 2,863 2,850 3,037 3,139	5,620 5,913 5,977 6,449 6,516	357 370 429 421 447		9,371 10,458 11,231 11,966 11,829	100.0 100.0 100.0 100.0 100.0	78.8 78.8 78.8 77.9 78.2	5.3 5.1 5.1 5.4 5.4	5.0 5.0 4.9 5.1 5.1	10.3 10.4 10.4 10.9 10.6	0.7 0.7 0.7 0.7 0.7	_ _ _ _
2008–09 2009–10 2010–11 2011–12 2012–13	75,674 76,610 79,672 82,670 85,080	49,880 50,707 51,688 53,488 54,196	3,531 3,609 3,838 4,121 4,310	3,388 3,642 3,990 4,218 4,473	6,914 7,184 7,545 7,792 8,190	460 430 454 418 400	 557 701 1,085	11,501 11,038 11,600 11,932 12,426	100.0 100.0 100.0 100.0 100.0	77.7 77.3 75.9 75.6 74.6	5.5 5.5 5.6 5.8 5.9	5.3 5.6 5.9 6.0 6.2	10.8 11.0 11.1 11.0 11.3	0.7 0.7 0.7 0.6 0.6	0.8 1.0 1.5
2013–14 2014–15 2015–16 2016–17 2017–18	85,585 84,922 84,240 84,649 85,568	53,374 52,069 50,694 50,002 49,649	4,510 4,464 4,564 4,794 4,957	4,788 5,011 5,122 5,421 5,856	8,270 8,330 8,632 8,906 9,004	365 410 371 307 309	1,297 1,678 1,718 1,780 1,869	12,981 12,960 13,139 13,439 13,924	100.0 100.0 100.0 100.0 100.0	73.5 72.4 71.3 70.2 69.3	6.2 6.2 6.4 6.7 6.9	6.6 7.0 7.2 7.6 8.2	11.4 11.6 12.1 12.5 12.6	0.5 0.6 0.5 0.4 0.4	1.8 2.3 2.4 2.5 2.6
Females 1976–77³ 1980–81⁴ 1990–91 1999–2000 2000–01	19,509 28,428 41,305 53,806 55,414	16,955 24,626 32,979 37,676 38,190	1,237 1,687 2,438 4,316 4,380	317 586 1,375 2,440 2,640	363 678 2,082 5,215 5,828	58 89 160 375 359		579 762 2,271 3,784 4,017	100.0 100.0 100.0 100.0 100.0	89.6 89.0 84.5 75.3 74.3	6.5 6.1 6.2 8.6 8.5	1.7 2.1 3.5 4.9 5.1	1.9 2.5 5.3 10.4 11.3	0.3 0.3 0.4 0.7 0.7	_ _ _ _
2003-04 2004-05 2005-06 2006-07 2007-08	62,106 67,130 69,144 73,383 75,850	41,681 45,014 45,574 48,010 49,583	5,201 5,623 5,574 6,148 6,160	3,064 3,252 3,352 3,539 3,794	6,751 7,263 7,709 8,278 8,654	414 418 500 496 485		4,995 5,560 6,435 6,912 7,174	100.0 100.0 100.0 100.0 100.0	73.0 73.1 72.7 72.2 72.2	9.1 9.1 8.9 9.2 9.0	5.4 5.3 5.3 5.3 5.5	11.8 11.8 12.3 12.5 12.6	0.7 0.7 0.8 0.7 0.7	_ _ _
2008–09 2009–10 2010–11 2011–12 2012–13	78,890 81,980 84,155 87,547 89,946	51,520 53,712 54,302 55,877 56,563	6,657 6,804 7,096 7,673 7,775	4,109 4,443 4,672 5,005 5,635	8,926 9,376 9,533 10,104 10,216	518 522 493 497 500	694 870 1,355	7,160 7,123 7,365 7,521 7,902	100.0 100.0 100.0 100.0 100.0	71.8 71.8 70.7 69.8 68.9	9.3 9.1 9.2 9.6 9.5	5.7 5.9 6.1 6.3 6.9	12.4 12.5 12.4 12.6 12.5	0.7 0.7 0.6 0.6 0.6	 0.9 1.1 1.7
2013–14 2014–15 2015–16 2016–17 2017–18	92,002 93,626 93,894 96,708 98,506	56,783 56,845 56,541 57,442 57,766	8,111 8,808 8,813 9,276 9,284	5,877 6,252 6,659 7,072 7,397	10,848 10,856 10,982 11,439 11,758	496 474 440 440 398	1,669 1,992 2,064 2,386 2,628	8,218 8,399 8,395 8,653 9,275	100.0 100.0 100.0 100.0 100.0	67.8 66.7 66.1 65.2 64.7	9.7 10.3 10.3 10.5 10.4	7.0 7.3 7.8 8.0 8.3	12.9 12.7 12.8 13.0 13.2	0.6 0.6 0.5 0.5 0.4	2.0 2.3 2.4 2.7 2.9

<sup>-</sup>Not available

years, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised

from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 and 1980–81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90–99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared October 2019.)

Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were classified as first-professional degrees

prior to 2010–11.
<sup>2</sup>For years prior to 2010–11, the survey did not yet include the "Two or more races" category,

ror years prior 02010–11, the survey dain to yet include the 1 wo or hioferaces category, and each student could be counted in only one race category.

Rexcludes 500 males and 12 females whose racial/ethnic group was not available.

Rexcludes 714 males and 21 females whose racial/ethnic group was not available.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989–90 and later

Table 324.25. Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2016-17 and 2017-18

					2016-	-17									2017-	-18				
					Asian	/Pacific Isla	ander	American							Asian	/Pacific Isla	nder	American		
							<b>5</b>	Indian/	Two or	Non-							5	Indian/	Two or	Non-
Field of study	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	Alaska Native	more races	resident alien	Total	White	Black	Hispanic	Total	Asian	Pacific Islander	Alaska Native	more races	resident alien
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
All fields, total	181,357	107,444	14,070	12,493	20,345	20,017	328	747	4,166	22,092	184,074	107,415	14,241	13,253	20,762	20,447	315	707	4,497	23,199
Agriculture and natural resources Architecture and related services Area, ethnic, cultural, gender, and	1,561 291	722 103	49 7	56 15	51 36	51 33	0 3	3 1	20 9	660 120	1,496 250	726 81	49 14	52 13	45 25	43 24	1	5 1	20 9	599 107
group studies Biological and biomedical sciences Business	349 8,087 3,328	153 4,246 1,411	58 303 721	42 467 206	18 769 238	18 758 231	0 11 7	25 14	9 210 43	2,067 695	335 8,222 3,338	139 4,427 1,467	55 322 726	35 479 148	28 733 217	26 727 206	2 6 11	13 13 11	12 179 64	53 2,069 705
Communication, journalism, and related programs	615	357	49	30	35	35	0	2	12	130	666	385	34	19	28	27	1	2	13	184
Communications technologies Computer and information sciences	1,982	0 617	0 85	0 54	0 116	0 115	0	<u> </u>	0 19	1,089	0	0	0 76	0 58	0 122	0 122	0	0	0 27	0
Construction trades	0	0	0	0	0	0	0	2 0	0	0	2,017	572 0	0	0	0	0	0 31	0	0	1,158 0
Education Engineering	12,692 10,371	7,582 3.076	2,639 187	1,009	444 749	407 744	37 5	90	219 117	709 5,911	12,780 10,817	7,582 3,190	2,491 179	1,156 303	462 720	431 720	0	79 11	260 143	750 6,271
Engineering technologies and	,	-,				11	0	0	0	,	, i	´		7			0	0	3	,
engineering-related fields¹ English language and literature/	152	65	13	6	11		ľ		-	57	212	92	33	<i>'</i>	20	20	4	-		57
letters Family and consumer sciences/	1,347	994	54	97	49	47	2	10	32	111	1,295	946	65	74	64	63	1	1	25	114
human sciences Foreign languages, literatures, and	317	172	30	18	21	21	0	1	5	70	274	141	25	15	16	16	0	0	6	71
linguistics	1,168	604	12	121	50	50	0	4	13	364	1,213	565	20	147	49	48	1	3	21	408
Health professions and related programs Homeland security, law enforcement,	77,693	49,286	5,031	4,851	13,715	13,536	179	260	1,949	2,601	80,305	50,069	5,345	5,322	14,325	14,146	179	274	2,186	2,784
and firefighting Legal professions and studies	177 35,123	107 23,319	30 3,006	16 3,730	2,594	2,537	0 57	1 231	0 1,022	21 1,221	150 34,544	88 22,601	20 3,073	16 3,946	5 2,385	2,333	1 52	1 198	3 1,007	17 1,334
Liberal arts and sciences, general studies, and humanities Library science	95 42	74 21	3 4	5	4 4	3	1 1	1 0	3	5 10	93 54	67 27	3 4	4 2	4 6	4 6	0	1 0	2 1	12 14
Mathematics and statistics	1,925	739	22	50	138	138	0	3	30	943	2,010	753	35	62	124	122	2	1	32	1,003
Mechanic and repair technologies/ technicians Military technologies and applied	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
sciences Multi/interdisciplinary studies Parks, recreation, leisure, and fitness	0 854	0 462	0 82	0 40	0 44	0 44	0 0	0 5	0 20	0 201	0 850	0 462	0 79	0 51	0 49	0 47	0 2	0 4	0 12	0 193
studies	319	208	20	11	6	6	0	1	7	66	298	189	21	7	10	10	0	1	8	62
Philosophy and religious studies Physical sciences and science	741	509	42	29	31	31	0	2	18	110	768	526	57	28	23	23	0	2	12	120
technologies	6,027	2,910	110 0	227	327	326	1	14	85 0	2,354	6,181	2,910	120	226	367 0	359 0	8	9	109	2,440
Precision production Psychology	6,702	4,525	623	597	388	373	15	25	162	382	6,275	4,231	515	576	386	380	6	30	166	371
Public administration and social services	1,116	575	238	67	54	54	0	5	26	151	1,157	596	223	75	42	40	2	9	30	182
Social sciences and history Social sciences	4,706 3,781	2,564 1,909	238 197	259 184	215 189	211 185	4 4	19 13	88 71	1,323 1,218	4,676 3,765	2,472 1,827	218 170	259 190	247 221	243 218	4 3	17 15	96 85	1,367 1,257
History Theology and religious vocations	925 1,792	655 950	41 364	75 71	26 143	26 140	0 3	6 4	17 12	105 248	911 2,023	645 1,070	48 385	69 90	26 148	25 146	1 2	2 6	11 22	110 302
Transportation and materials moving Visual and performing arts Other and not classified	11 1,774 0	1,086 0	0 50 0	0 97 0	0 93 0	0 92 0	0 1 0	0 8 0	0 36 0	4 404 0	1,759 0	1,032 0	0 54 0	0 83 0	110 0	109 0	0 1 0	0 4 0	0 29 0	5 447 <u>0</u>

'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System

(IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017 and Fall 2018, Completions component. (This table was prepared October 2019.)

Table 324.40. Number of postsecondary institutions conferring doctor's degrees in dentistry, medicine, and law, and number of such degrees conferred, by sex of student: Selected years, 1949–50 through 2017–18

		Dentistry (D.D.	S. or D.M.D.)			Medicin	e (M.D.)			Law (LL.B	. or J.D.)	
	Number of institutions	Number	of degrees co	nferred	Number of institutions	Number	of degrees co	nferred	Number of institutions	Number	of degrees co	nferred
Voor	conferring	Total	Malaa	Famalaa	conferring	Total	Moles	Famalaa	conferring	Total	Malaa	Famalaa
Year 1	degrees 2	Total 3	Males 4	Females 5	degrees 6	Total 7	Males 8	Females 9	degrees 10	Total 11	Males 12	Females 13
1949–50 1951–52 1953–54 1955–56 1957–58	40 41 42 42 43	2,579 2,918 3,102 3,009 3,065	2,561 2,895 3,063 2,975 3,031	18 23 39 34 34	72 72 73 73 75	5,612 6,201 6,712 6,810 6,816	5,028 5,871 6,377 6,464 6,469	584 330 335 346 347	  131 131	8,262 9,394	7,974 9,122	288 272
1959–60 1961–62 1963–64 1964–65 1965–66 1967–68 1968–69	45 46 46 46 47 48	3,247 3,183 3,180 3,108 3,178 3,422 3,408	3,221 3,166 3,168 3,086 3,146 3,375 3,376	26 17 12 22 32 47 32	79 81 82 81 84 85	7,032 7,138 7,303 7,304 7,673 7,944 8,025	6,645 6,749 6,878 6,832 7,170 7,318 7,415	387 389 425 472 503 626 610	134 134 133 137 136 138	9,240 9,364 10,679 11,583 13,246 16,454 17,053	9,010 9,091 10,372 11,216 12,776 15,805 16,373	230 273 307 367 470 649 680
1969–70	48	3,718	3,684	34	86	8,314	7,615	699	145	14,916	14,115	801
1970–71	48	3,745	3,703	42	89	8,919	8,110	809	147	17,421	16,181	1,240
1971–72	48	3,862	3,819	43	92	9,253	8,423	830	147	21,764	20,266	1,498
1972–73	51	4,047	3,992	55	97	10,307	9,388	919	152	27,205	25,037	2,168
1973–74	52	4,440	4,355	85	99	11,356	10,093	1,263	151	29,326	25,986	3,340
1974–75	52	4,773	4,627	146	104	12,447	10,818	1,629	154	29,296	24,881	4,415
1975–76	56	5,425	5,187	238	107	13,426	11,252	2,174	166	32,293	26,085	6,208
1976–77	57	5,138	4,764	374	109	13,461	10,891	2,570	169	34,104	26,447	7,657
1977–78	57	5,189	4,623	566	109	14,279	11,210	3,069	169	34,402	25,457	8,945
1978–79	58	5,434	4,794	640	109	14,786	11,381	3,405	175	35,206	25,180	10,026
1979–80	58	5,258	4,558	700	112	14,902	11,416	3,486	179	35,647	24,893	10,754
1980–81	58	5,460	4,672	788	116	15,505	11,672	3,833	176	36,331	24,563	11,768
1981–82	59	5,282	4,467	815	119	15,814	11,867	3,947	180	35,991	23,965	12,026
1982–83	59	5,585	4,631	954	118	15,484	11,350	4,134	177	36,853	23,550	13,303
1983–84	60	5,353	4,302	1,051	119	15,813	11,359	4,454	179	37,012	23,382	13,630
1984–85	59	5,339	4,233	1,106	120	16,041	11,167	4,874	181	37,491	23,070	14,421
1985–86	59	5,046	3,907	1,139	120	15,938	11,022	4,916	181	35,844	21,874	13,970
1986–87	58	4,741	3,603	1,138	121	15,428	10,431	4,997	179	36,056	21,561	14,495
1987–88	57	4,477	3,300	1,177	122	15,358	10,278	5,080	180	35,397	21,067	14,330
1988–89	58	4,265	3,124	1,141	124	15,460	10,310	5,150	182	35,634	21,069	14,565
1989–90	57	4,100	2,834	1,266	124	15,075	9,923	5,152	182	36,485	21,079	15,406
1990–91	55	3,699	2,510	1,189	121	15,043	9,629	5,414	179	37,945	21,643	16,302
1991–92	52	3,593	2,431	1,162	120	15,243	9,796	5,447	177	38,848	22,260	16,588
1992–93	55	3,605	2,383	1,222	122	15,531	9,679	5,852	184	40,302	23,182	17,120
1993–94	53	3,787	2,330	1,457	121	15,368	9,544	5,824	185	40,044	22,826	17,218
1994–95	53	3,897	2,480	1,417	119	15,537	9,507	6,030	183	39,349	22,592	16,757
1995–96	53	3,697	2,374	1,323	119	15,341	9,061	6,280	183	39,828	22,508	17,320
1996–97	52	3,784	2,387	1,397	118	15,571	9,121	6,450	184	40,079	22,548	17,531
1997–98	53	4,032	2,490	1,542	117	15,424	9,006	6,418	185	39,331	21,876	17,455
1998–99	53	4,143	2,673	1,470	118	15,566	8,972	6,594	185	38,297	21,102	17,195
1999–2000	54	4,250	2,547	1,703	118	15,286	8,761	6,525	190	38,152	20,638	17,514
2000–01	54	4,391	2,696	1,695	118	15,403	8,728	6,675	192	37,904	19,981	17,923
2001–02	53	4,239	2,608	1,631	118	15,237	8,469	6,768	192	38,981	20,254	18,727
2002–03	53	4,345	2,654	1,691	118	15,034	8,221	6,813	194	39,067	19,916	19,151
2003–04	53	4,335	2,532	1,803	118	15,442	8,273	7,169	195	40,209	20,332	19,877
2004–05	53	4,454	2,505	1,949	120	15,461	8,151	7,310	198	43,423	22,297	21,126
2005–06	54	4,389	2,435	1,954	119	15,455	7,900	7,555	197	43,440	22,597	20,843
2006–07	55	4,596	2,548	2,048	120	15,730	7,987	7,743	200	43,485	22,777	20,708
2007–08	55	4,795	2,661	2,134	120	15,646	7,935	7,711	201	43,588	23,110	20,478
2008–09	55	4,918	2,637	2,281	120	15,987	8,164	7,823	203	44,045	23,860	20,185
2009–10 2010–11 2011–12 2012–13 2013–14	55 55 55 56 57	5,062 5,071 5,109 5,219 5,407	2,745 2,764 2,748 2,707 2,839	2,317 2,307 2,361 2,512 2,568	120 120 120 120 122 124	16,356 16,863 16,927 17,264 17,604	8,468 8,701 8,809 8,976 9,232	7,888 8,162 8,118 8,288 8,372	205 206 207 209 210	44,346 44,421 46,445 46,811 43,772	23,384 23,481 24,576 25,087 23,278	20,962 20,940 21,869 21,724 20,494
2014–15	60	5,816	3,030	2,786	127	18,302	9,558	8,744	212	40,024	20,810	19,214
2015–16	61	5,951	3,032	2,919	128	18,409	9,852	8,557	214	36,798	18,935	17,863
2016–17	63	6,388	3,328	3,060	131	18,698	9,834	8,864	214	34,894	17,579	17,315
2017–18	63	6,441	3,258	3,183	133	19,142	10,049	9,093	211	34,128	17,161	16,967

<sup>-</sup>Not available.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Earned Degrees Conferred*, 1949–50 through 1964–65; Higher Education General Information

Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1965–66 through 1985–86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87–99); and IPEDS Fall 2000 through Fall 2018, Completions component. (This table was prepared April 2020.)

Table 326.15. Percentage distribution of first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions 6 years after entry, by completion and enrollment status at first institution attended, sex, race/ethnicity, control of institution, and percentage of applications accepted: Cohort entry years 2007 and 2012

	Percer	tage distribu	ition of 2007	entry cohort	6 years afte	r entry	Percei	ntage distribi	ution of 2012	entry cohor	t 6 years afte	r entry
		Completed first instituti	an award at on attended		not complete d at first insti				an award at ion attended		not complete d at first insti	
Sex, race/ethnicity, control of institution, and percent of applications accepted	Total	Bachelor's degree	Award below bachelor's degree level	Trans- ferred out <sup>1</sup>	Remained enrolled	No longer enrolled, status unknown²	Total	Bachelor's degree	Award below bachelor's degree level	Trans- ferred out <sup>1</sup>	Remained enrolled	No longer enrolled, status unknown²
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	100.0	59.4	0.3	9.3	2.5	28.4	100.0	62.4	0.4	12.4	2.2	22.6
Sex Male Female	100.0 100.0	56.5 61.9	0.3 0.4	9.3 9.3	3.0 2.1	30.9 26.3	100.0 100.0	59.0 65.3	0.3 0.5	12.5 12.3	2.7 1.8	25.6 20.2
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 100.0 100.0 100.0 100.0 100.0	62.9 40.7 52.5 70.5 49.5 40.6 67.8	0.3 0.3 0.2 0.5 0.9	9.2 12.9 9.3 7.0 3.9 12.4 6.1	2.0 3.5 4.6 3.1 4.0 3.7 2.8	25.6 42.6 33.2 19.2 42.2 42.4 23.0	100.0 100.0 100.0 100.0 100.0 100.0	65.9 42.4 56.7 75.5 49.1 40.6 57.7	0.4 0.4 0.4 0.2 1.5 1.0 0.4	12.0 19.0 12.8 7.9 10.9 15.7 12.7	1.7 3.0 3.8 2.7 2.8 3.1 2.4	19.9 35.3 26.3 13.7 35.7 39.6 26.8
Sex and race/ethnicity Male White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 100.0 100.0 100.0 100.0 100.0 100.0	60.0 35.3 48.6 67.1 50.0 37.3 64.9	0.3 0.3 0.3 0.1 0.3 1.0 0.3	9.2 12.4 9.4 7.6 3.5 11.6 6.0	2.5 3.8 5.3 3.8 4.3 4.1 3.2	28.0 48.2 36.5 21.4 41.8 45.9 25.5	100.0 100.0 100.0 100.0 100.0 100.0 100.0	62.7 36.2 51.9 72.4 48.0 36.6 53.8	0.4 0.3 0.4 0.1 1.4 1.1 0.4	12.2 18.9 13.4 8.6 11.1 16.1 12.5	2.2 3.4 4.5 3.4 2.6 3.3 2.8	22.5 41.2 29.9 15.4 36.9 43.0 30.4
Female White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 100.0 100.0 100.0 100.0 100.0 100.0	65.4 44.5 55.5 73.6 49.1 43.1 69.9	0.4 0.4 0.2 0.5 0.9 0.1	9.1 13.2 9.3 6.4 4.2 12.9 6.1	1.6 3.2 4.1 2.5 3.7 3.4 2.6	23.5 38.7 30.7 17.3 42.4 39.7 21.2	100.0 100.0 100.0 100.0 100.0 100.0 100.0	68.6 46.9 60.4 78.3 50.1 43.8 60.7	0.5 0.4 0.4 0.2 1.6 0.9 0.4	11.8 19.1 12.3 7.3 10.7 15.4 12.8	1.4 2.7 3.3 2.1 3.0 2.9 2.0	17.7 30.8 23.6 12.1 34.5 37.0 24.1
Control of institution and percent of applications accepted Public institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	100.0 100.0 100.0 100.0 100.0 100.0 100.0	57.7 32.8 46.9 53.7 61.4 64.4 84.8 49.3	0.2 1.4 0.6 0.3 0.1 # 0.0 0.2	11.6 17.1 13.1 13.2 9.7 13.1 4.2 17.8	3.4 6.5 3.4 3.4 3.3 2.9 0.3 4.6	27.1 42.3 36.0 29.5 25.5 19.6 10.8 28.0	100.0 100.0 100.0 100.0 100.0 100.0 100.0	61.2 32.5 48.4 56.8 63.3 70.6 80.0 45.0	0.3 2.4 0.8 0.3 0.2 # 0.0 0.2	13.8 18.7 18.2 12.2 14.3 12.6 2.5 20.0	2.9 4.6 3.8 3.0 2.7 2.8 1.0 5.6	21.8 41.9 28.8 27.7 19.6 14.0 16.5 29.2
Nonprofit institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	100.0 100.0 100.0 100.0 100.0 100.0 100.0	65.3 38.2 48.2 59.9 62.5 76.6 90.6 54.9	0.4 2.0 1.0 0.5 0.3 0.2 # 0.8	5.2 8.8 10.9 5.4 6.0 3.0 2.0 6.6	0.8 2.0 1.9 0.8 0.8 0.6 0.6 1.2	28.2 48.9 37.9 33.5 30.5 19.5 6.8 36.6	100.0 100.0 100.0 100.0 100.0 100.0 100.0	67.2 39.5 46.2 63.0 64.1 74.7 92.5 49.5	0.4 2.0 1.6 0.3 0.3 0.2 0.1 3.1	9.9 11.0 15.2 13.7 10.9 7.4 1.2 18.8	0.8 1.9 2.1 0.6 0.7 0.7 0.6 2.6	21.7 45.6 34.9 22.4 24.0 16.9 5.5 25.9
For-profit institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	100.0 100.0 100.0 100.0 100.0 100.0 100.0	31.9 32.7 28.3 27.2 37.7 33.6 37.9 24.9	1.8 0.7 8.1 4.5 4.0 1.5 0.0	1.6 0.8 2.0 5.8 5.6 1.3 0.0 0.1	2.2 2.7 0.7 0.6 1.4 2.8 0.0 1.9	62.4 63.1 60.9 61.8 51.3 60.8 62.1 72.0	100.0 100.0 100.0 100.0 100.0 100.0 100.0	25.4 27.9 7.3 35.2 37.2 32.2 28.6 21.2	4.6 6.3 8.1 2.3 1.1 0.3 0.0 0.5	5.9 3.3 15.2 4.1 6.3 0.2 42.9 7.1	2.2 2.5 0.8 2.2 2.1 1.9 0.0 2.8	62.0 60.1 68.6 56.2 53.2 65.4 28.6 68.4

Detail may not sum to totals because of rounding. Totals include data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2013–14 and Winter 2018–19 Graduation Rates component; and IPEDS Fall 2007 and Fall 2012, Institutional Characteristics component. (This table was prepared October 2019.)

<sup>#</sup>Rounds to zero.

¹Transfer out data are required to be reported only by those institutions for which preparation for transfers is a substantial part of the institutional mission.

<sup>&</sup>lt;sup>2</sup>Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.

NOTE: Data are for first-time full-time bachelor's degree-seeking students at 4-year degree-

granting postsecondary institutions participating in Title IV federal financial aid programs.

Table 326.25. Percentage distribution of first-time, full-time degree/certificate-seeking students at 2-year postsecondary institutions 3 years after entry, by completion and enrollment status at first institution attended, sex, race/ethnicity, and control of institution: Cohort entry years 2010 and 2015

	Per	centage dis	tribution of	2010 entry	cohort 3 ye	ears after e	ntry	Pero	entage dis	tribution of	2015 entry	cohort 3 y	ears after e	ntry
			oleted a pro nstitution a			complete a First institut				oleted a pro nstitution a			complete a first institut	
Sex, race/ethnicity, and control of institution	Total	Total, any program	Program of less than 2 years	Program of 2 to 4 years	Trans- ferred out <sup>1</sup>	Re- mained enrolled	No longer enrolled, status un- known <sup>2</sup>	Total	Total, any program	Program of less than 2 years	Program of 2 to 4 years	Trans- ferred out <sup>1</sup>	Re- mained enrolled	No longer enrolled, status un- known <sup>2</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	100.0	29.4	15.0	14.4	13.8	11.5	45.2	100.0	32.6	12.3	20.3	14.8	11.4	41.2
Sex Male Female	100.0 100.0	26.2 32.1	12.0 17.6	14.2 14.5	14.7 13.1	11.1 11.8	48.0 42.9	100.0 100.0	29.7 35.1	9.9 14.4	19.8 20.6	15.4 14.3	11.0 11.8	43.9 38.8
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 100.0 100.0 100.0 100.0 100.0	29.4 23.7 33.8 35.1 37.9 23.9 25.9	12.1 16.2 22.4 11.6 27.1 14.7 12.4	17.3 7.5 11.4 23.6 10.8 9.2 13.6	15.3 14.6 10.1 14.9 10.6 12.1	11.4 8.6 14.2 17.4 7.7 9.6 11.8	43.9 53.2 41.9 32.5 43.8 54.4 47.3	100.0 100.0 100.0 100.0 100.0 100.0 100.0	34.9 27.7 30.7 38.7 30.3 29.5 27.2	10.9 17.9 12.4 7.5 16.7 15.8 9.0	24.0 9.9 18.2 31.2 13.7 13.7 18.2	16.6 14.9 11.2 16.1 13.6 11.8 16.6	10.1 8.2 16.0 17.1 9.7 9.5 11.3	38.5 49.1 42.2 28.1 46.4 49.2 44.9
Sex and race/ethnicity Male White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 100.0 100.0 100.0 100.0 100.0	27.5 19.5 27.7 31.5 31.8 21.4 22.3	10.9 12.2 16.4 8.9 19.9 13.5 9.3	16.6 7.3 11.3 22.6 11.9 7.9 13.0	15.7 15.7 11.3 15.6 13.1 12.4 15.4	10.5 8.1 14.5 18.6 8.1 8.8 12.1	46.2 56.7 46.5 34.3 46.9 57.4 50.2	100.0 100.0 100.0 100.0 100.0 100.0	33.1 21.9 26.7 35.4 25.5 27.4 23.9	9.6 12.1 10.2 6.0 12.0 13.2 6.8	23.5 9.8 16.5 29.4 13.6 14.2 17.1	16.7 17.2 11.7 16.5 15.0 11.4 17.3	9.4 8.2 15.4 17.5 9.3 8.2 11.5	40.8 52.7 46.1 30.6 50.1 53.0 47.3
Female White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	100.0 100.0 100.0 100.0 100.0 100.0 100.0	31.1 26.7 38.2 38.9 43.2 26.0 28.9	13.3 19.1 26.7 14.3 33.4 15.7 14.8	17.9 7.6 11.5 24.6 9.9 10.3 14.0	14.8 13.7 9.2 14.1 8.3 11.8 14.6	12.1 8.9 13.9 16.2 7.3 10.3 11.6	41.9 50.7 38.7 30.7 41.1 51.9 44.9	100.0 100.0 100.0 100.0 100.0 100.0 100.0	36.5 31.9 33.9 42.3 34.8 31.1 30.1	12.1 22.0 14.3 9.1 21.1 17.7 10.9	24.4 9.9 19.6 33.2 13.7 13.3 19.1	16.5 13.3 10.8 15.7 12.3 12.1 16.0	10.7 8.3 16.4 16.7 10.0 10.4 11.1	36.3 46.6 38.9 25.3 42.9 46.4 42.9
Control of institution Public Nonprofit For-profit	100.0 100.0 100.0	19.5 53.4 62.8	3.7 37.7 53.5	15.8 15.8 9.2	17.8 6.8 0.5	14.7 1.8 0.9	48.0 37.9 35.8	100.0 100.0 100.0	27.0 62.3 61.5	4.5 54.9 52.2	22.5 7.4 9.3	17.4 2.8 0.5	13.3 0.9 1.8	42.3 34.0 36.2

<sup>&</sup>lt;sup>1</sup>Transfer out data are required to be reported only by those institutions for which preparation

Detail may not sum to totals because of rounding. Totals include data for persons whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2013–14 and Winter 2018–19 Graduation Rates component. (This table was prepared October 2019.)

of transfers is a substantial part of the institutional mission.

Includes students who dropped out of the reporting institution and students who transferred to another institution without notifying the reporting institution.

NOTE: Data are for first-time full-time certificate/degree-seeking students at 2-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs.

HAPTER 3: Postsecondary Education :
Completion and Retention Rates

Table 326.30. Retention of first-time degree-seeking undergraduates at degree-granting postsecondary institutions, by attendance status, level and control of institution, and percentage of applications accepted: Selected years, 2006 to 2018

	F	irst-time deç	gree-seekers	s (adjusted ei	ntry cohort),	by entry ye	ar		Students fro	m adjusted	cohort return	ning in the fo	llowing year			Percent o	of first-tim	e underg	raduates	retained	
Attendance status, level, control, and															2006 to	2009 to	2013 to	2014 to	2015 to	2016 to	2017 to
percent of applications accepted	2006	2009	2013	2014	2015	2016	2017	2007	2010	2014	2015	2016	2017	2018	2007	2010	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Full-time students All institutions	2,170,504	2,371,220	2,222,085	2,211,406	2,180,675	2,177,194	2,180,170	1,541,201	1,705,242	1,642,567	1,647,295	1,640,963	1,643,904	1,648,776	71.0	71.9	73.9	74.5	75.3	75.5	75.6
Public institutions Nonprofit institutions For-profit institutions	1,522,928 466,078 181,498	1,732,822 478,755 159,643	1,646,902 483,617 91,566	1,639,875 489,834 81,697	1,619,768 491,898 69,009	1,620,387 491,742 65,065	1,624,433 505,768 49,969	1,071,986 368,783 100,432	1,222,688 381,364 101,190	1,193,200 392,080 57,287	1,200,374 396,659 50,262	1,198,609 399,434 42,920	1,203,750 399,354 40,800	1,206,993 409,821 31,962	70.4 79.1 55.3	70.6 79.7 63.4	72.5 81.1 62.6	73.2 81.0 61.5	74.0 81.2 62.2	74.3 81.2 62.7	74.3 81.0 64.0
4-year institutions	1,457,745	1,452,575	1,483,526	1,501,582	1,524,088	1,534,945	1,553,162	1,114,923	1,146,534	1,194,097	1,212,464	1,231,920	1,242,850	1,257,978	76.5	78.9	80.5	80.7	80.8	81.0	81.0
Public institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	911,509 61,832 68,835 244,177 417,093 103,118 7,716 8,738	936,840 45,458 63,453 212,573 462,554 131,241 14,326 7,235	978,041 34,706 55,188 261,763 461,551 147,849 15,315 1,669	995,110 31,477 60,160 281,422 456,622 145,622 14,947 4,860	1,018,253 26,888 71,117 317,658 435,275 150,981 15,563 771	1,028,968 26,839 69,603 288,854 468,321 156,438 15,951 2,962		711,200 38,383 49,274 185,457 336,365 88,908 7,048 5,765	745,703 28,675 46,280 163,639 376,021 112,209 13,649 5,230	790,227 21,547 40,116 203,517 381,607 127,595 14,651 1,194	807,687 19,618 43,559 221,245 376,587 128,568 14,336 3,774	825,885 16,689 51,533 251,113 357,438 133,668 14,959 485	836,675 16,671 50,537 228,127 383,791 139,838 15,330 2,381	846,079 17,278 60,453 241,826 354,792 148,465 21,999 1,266	78.0 62.1 71.6 76.0 80.6 86.2 91.3 66.0	79.6 63.1 72.9 77.0 81.3 85.5 95.3 72.3	80.8 62.1 72.7 77.7 82.7 86.3 95.7 71.5	81.2 62.3 72.4 78.6 82.5 88.3 95.9 77.7	81.1 62.1 72.5 79.1 82.1 88.5 96.1 62.9	81.3 62.1 72.6 79.0 82.0 89.4 96.1 80.4	81.2 62.8 73.1 78.9 81.8 88.9 96.7 90.6
Nonprofit institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	457,505 26,565 13,632 102,358 190,079 93,560 26,696 4,615	470,795 22,613 15,135 80,301 218,072 98,312 32,980 3,382	476,437 12,549 22,841 86,040 207,431 98,202 45,222 4,152	476,823 11,792 22,225 94,830 199,677 95,164 48,076 5,059	481,241 13,289 28,503 80,940 199,442 102,823 54,573 1,671	484,334 13,378 23,596 91,372 203,979 98,053 51,642 2,314	92,986	363,459 16,019 9,543 78,424 148,681 81,880 25,639 3,273	376,668 14,349 10,953 62,196 170,232 84,941 31,790 2,207	387,685 7,653 16,881 68,481 162,937 85,484 43,522 2,727	388,745 7,414 16,188 74,984 157,866 82,511 46,054 3,728	392,330 8,499 20,247 63,872 157,181 89,426 51,699 1,406	394,415 8,795 16,897 71,328 162,016 84,421 49,508 1,450	402,106 7,873 23,971 72,983 158,256 82,935 53,162 2,926	79.4 60.3 70.0 76.6 78.2 87.5 96.0 70.9	80.0 63.5 72.4 77.5 78.1 86.4 96.4 65.3	81.4 61.0 73.9 79.6 78.5 87.0 96.2 65.7	81.5 62.9 72.8 79.1 79.1 86.7 95.8 73.7	81.5 64.0 71.0 78.9 78.8 87.0 94.7 84.1	81.4 65.7 71.6 78.1 79.4 86.1 95.9 62.7	81.2 65.0 72.6 78.5 78.7 86.5 96.6 61.4
For-profit institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	88,731 45,240 6,285 3,703 12,845 18,142 0 2,516	44,940 16,826 3,722 3,224 12,061 6,098 3 3,006	29,048 19,206 717 2,920 3,690 419 0 2,096	29,649 21,732 591 5,265 1,489 463 0	24,594 16,511 770 3,253 3,000 1,020 8 32	21,643 13,943 1,108 1,174 4,577 672 1 168	16,387 10,036 803 2,874 2,344 300 0	40,264 18,720 3,454 2,081 6,536 8,036 0 1,437	24,163 9,260 1,311 1,549 6,839 3,423 2 1,779	16,185 10,053 509 1,865 2,472 293 0	16,032 10,827 308 3,459 994 353 0	13,705 8,270 472 2,159 1,973 802 8	11,760 6,706 559 885 3,108 363 1	9,793 5,490 560 1,839 1,642 240 0	45.4 41.4 55.0 56.2 50.9 44.3 † 57.1	53.8 55.0 35.2 48.0 56.7 56.1 66.7 59.2	55.7 52.3 71.0 63.9 67.0 69.9 †	54.1 49.8 52.1 65.7 66.8 76.2 † 83.5	55.7 50.1 61.3 66.4 65.8 78.6 100.0 65.6	54.3 48.1 50.5 75.4 67.9 54.0 100.0 82.1	59.8 54.7 69.7 64.0 70.1 80.0 †
2-year institutions Public institutions Nonprofit institutions For-profit institutions	712,759 611,419 8,573 92,767	918,645 795,982 7,960 114,703	738,559 668,861 7,180 62,518	709,824 644,765 13,011 52,048	656,587 601,515 10,657 44,415	642,249 591,419 7,408 43,422	627,008 582,684 10,742 33,582	426,278 360,786 5,324 60,168	558,708 476,985 4,696 77,027	448,470 402,973 4,395 41,102	434,831 392,687 7,914 34,230	409,043 372,724 7,104 29,215	401,054 367,075 4,939 29,040	390,798 360,914 7,715 22,169	59.8 59.0 62.1 64.9	60.8 59.9 59.0 67.2	60.7 60.2 61.2 65.7	61.3 60.9 60.8 65.8	62.3 62.0 66.7 65.8	62.4 62.1 66.7 66.9	62.3 61.9 71.8 66.0
Part-time students All institutions	461.574	545,635	490,124	470,772	429,109	411.269	404.081	190,547	229,566	213,235	205,366	192,527	186.683	182.838	41.3	42.1	43.5	43.6	44.9	45.4	45.2
Public institutions Nonprofit institutions For-profit institutions	417,314 14,618 29,642	497,453 10,359 37,823	461,943 9,340 18,841	445,495 8,885 16,392	404,279 10,446 14,384	390,075 8,825 12,369	380,256 13,902 9,923	170,682 7,027 12,838	209,164 4,892 15,510	202,243 3,883 7,109	195,147 3,681 6,538	181,993 4,951 5,583	177,878 3,893 4,912	172,830 5,968 4,040	40.9 48.1 43.3	42.0 47.2 41.0	43.8 41.6 37.7	43.8 41.4 39.9	45.0 47.4 38.8	45.6 44.1 39.7	45.5 42.9 40.7
4-year institutions	81,423	72,046	49,304	46,606	48,716	46,515	50,441	37,988	32,344	22,269	21,818	23,845	22,669	24,771	46.7	44.9	45.2	46.8	48.9	48.7	49.1
Public institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	47,377 19,247 3,745 8,969 11,599 3,373 65 379	33,327 8,356 4,004 6,493 11,254 3,046 44 130	26,473 5,250 2,098 7,424 9,042 2,553 51 55	25,833 4,605 1,951 6,663 10,343 2,040 58 173	28,096 4,412 2,931 8,722 9,815 2,112 48 56	29,746 5,403 2,326 9,007 10,729 2,103 65 113	4,176 2,509 9,649 10,891 2,177 58	23,337 8,004 1,909 4,196 6,766 2,223 50 189	16,944 3,586 1,959 3,268 6,053 1,982 35 61	13,862 2,098 1,063 3,964 5,065 1,617 33 22	13,917 1,791 880 3,591 6,107 1,395 49 104	15,374 1,873 1,382 4,972 5,654 1,433 38 22	16,029 2,136 1,013 4,925 6,458 1,392 57 48	16,158 1,654 1,089 5,324 6,630 1,413 44	49.3 41.6 51.0 46.8 58.3 65.9 76.9 49.9	50.8 42.9 48.9 50.3 53.8 65.1 79.5 46.9	52.4 40.0 50.7 53.4 56.0 63.3 64.7 40.0	53.9 38.9 45.1 53.9 59.0 68.4 84.5 60.1	54.7 42.5 47.2 57.0 57.6 67.9 79.2 39.3	53.9 39.5 43.6 54.7 60.2 66.2 87.7 42.5	54.8 39.6 43.4 55.2 60.9 64.9 75.9 40.0

Table 326.30. Retention of first-time degree-seeking undergraduates at degree-granting postsecondary institutions, by attendance status, level and control of institution, and percentage of applications accepted: Selected years, 2006 to 2018—Continued

	Cir	ret timo doa	roo cookore	(adjusted en	itry cohort) 1	hy ontry you	r		Studente fre	m adjusted s	ohort roturn	ing in the foll	owing year			Dorcont o	of firet tim	o undora	raduates i	rotainad	
	ГІ	st-unit uty	ICC-SCEKEIS	(aujusteu ei	iu y collolt),	by citaly yea			Juucillo IIU	ii aujusteu t	JOHOI E TELLIH	ing in the lon	owning year			FEIGHILL	וווסנ־נווו	e underg	iauuales i	Ciaiileu	
Attendance status, level, control, and percent of applications accepted	2006	2009	2013	2014	2015	2016	2017	2007	2010	2014	2015	2016	2017	2018	2006 to 2007	2009 to 2010	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Nonprofit institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	12,861 5,419 523 2,459 3,131 853 112 364	9,599 3,821 393 1,164 3,256 715 93 157	8,501 2,434 1,159 1,332 1,515 606 115 1,340	8,093 1,450 494 1,903 2,231 815 136 1,064	9,686 1,540 3,769 874 1,812 866 640 185	7,962 1,583 1,990 938 2,358 587 458 48	13,356 1,757 911 4,522 1,985 1,030 99 3,052	6,054 2,558 237 1,047 1,406 452 86 268	4,491 1,693 199 550 1,531 366 78 74	3,448 848 468 622 701 305 101 403	3,322 486 204 811 928 394 123 376	4,612 673 1,882 422 839 381 302 113	3,553 660 887 465 1,018 263 238 22	5,758 758 566 1,967 871 430 84 1,082	47.1 47.2 45.3 42.6 44.9 53.0 76.8 73.6	46.8 44.3 50.6 47.3 47.0 51.2 83.9 47.1	40.6 34.8 40.4 46.7 46.3 50.3 87.8 30.1	41.0 33.5 41.3 42.6 41.6 48.3 90.4 35.3	47.6 43.7 49.9 48.3 46.3 44.0 47.2 61.1	44.6 41.7 44.6 49.6 43.2 44.8 52.0 45.8	43.1 43.1 62.1 43.5 43.9 41.7 84.8 35.5
For-profit institutions Open admissions 90.0 percent or more accepted 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted Less than 25.0 percent accepted Information not available	21,185 10,514 2,212 2,838 2,774 2,033 0 814	29,120 10,926 1,372 3,151 4,591 1,099 0 7,981	14,330 10,395 126 1,232 2,471 73 0 33	12,680 10,089 123 1,794 586 9 0	10,934 8,822 246 1,027 753 81 0	8,807 6,384 453 109 812 1,043 0	7,615 5,667 204 1,065 668 6	8,597 4,121 639 1,342 1,134 627 0 734	10,909 4,299 375 1,093 2,249 342 0 2,551	4,959 3,751 59 353 756 25 0	4,579 3,863 30 492 158 2 0 34	3,859 3,183 85 259 282 45 0	3,087 2,388 115 29 328 227 0	2,855 2,227 47 382 196 3 0	40.6 39.2 28.9 47.3 40.9 30.8 †	37.5 39.3 27.3 34.7 49.0 31.1 † 32.0	34.6 36.1 46.8 28.7 30.6 34.2 † 45.5	36.1 38.3 24.4 27.4 27.0 22.2 †	35.3 36.1 34.6 25.2 37.5 55.6 †	35.1 37.4 25.4 26.6 40.4 21.8 †	37.5 39.3 23.0 35.9 29.3 50.0 †
2-year institutions Public institutions Nonprofit institutions For-profit institutions	380,151 369,937 1,757 8,457	473,589 464,126 760 8,703	440,820 435,470 839 4,511	424,166 419,662 792 3,712	380,393 376,183 760 3,450	364,754 360,329 863 3,562	353,640 350,786 546 2,308	152,559 147,345 973 4,241	197,222 192,220 401 4,601	190,966 188,381 435 2,150	183,548 181,230 359 1,959	168,682 166,619 339 1,724	164,014 161,849 340 1,825	158,067 156,672 210 1,185	40.1 39.8 55.4 50.1	41.6 41.4 52.8 52.9	43.3 43.3 51.8 47.7	43.3 43.2 45.3 52.8	44.3 44.6 50.0	45.0 44.9 39.4 51.2	44.7 44.7 38.5 51.3

†Not applicable

<sup>1</sup>Adjusted entry cohort counts exclude students who died or were totally and permanently disabled, served in the armed forces (including those called to active duty), served with a foreign aid service of the federal government (e.g., Peace Corps), or served on official church missions. For 4-year institutions, the adjusted entry cohort is based on first-time bachelor's degree-seeking students.

NOTE: Returning students data for 2-year institutions include returning students, plus students who completed their program. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2018, Fall Enrollment component; and IPEDS Fall 2006 through Fall 2017, Institutional Characteristics component. (This table was prepared October 2019.)

Table 329.10 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017

— — — — — — — — — — — — — — — — — — —									f incidents							
					Total, in	residence	halls and	at other I	ocations						2017	
Control and level of institution and type of incident	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	In resi- dence halls	At other loca-
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All institutions Selected crimes against persons and property Murder¹ Negligent manslaughter² Sex offenses—forcible³ Rape Fondling Sex offenses—nonforcible⁴ Robbery⁵ Aggravated assault⁵ Burglary² Motor vehicle theft⁵ Arson⁵	41,596 17 2 2,201 — 461 1,663 2,947 26,904 6,221 1,180	42,710 11 2 2,674 — 42 1,551 2,656 29,256 5,531 987	44,492 8 0 2,670 — 43 1,547 2,817 31,260 5,231 916	41,829 44 3 2,694 — 40 1,561 2,604 29,488 4,619 776	40,296 12 3 2,639 — 35 1,576 2,495 28,737 4,104 695	34,054 16 0 2,544 — 65 1,409 2,327 23,083 3,977 633	32,097 15 1 2,927 — 33 1,392 2,221 21,335 3,441 732	30,407 16 1 3,375 — 46 1,285 2,239 19,472 3,334 639	29,766 12 1 4,015 — 46 1,368 2,423 18,183 3,013 705	27,236 23 0 4,977 — 45 1,317 2,044 15,232 2,971 627	26,818 11 2 6,751 4,431 2,320 53 1,041 2,048 13,419 2,890 603	27,532 28 2 8,022 5,119 2,903 1,044 2,258 12,320 3,218 577	28,376 15 2 8,931 5,853 3,078 60 1,097 2,181 11,965 3,528 597	28,873 21 3 10,398 6,521 3,877 80 1,040 2,216 11,053 3,450 612	14,671 2 1 7,517 5,386 2,131 57 230 699 5,810 26 329	14,202 19 2 2,881 1,135 1,746 23 810 1,517 5,243 3,424 283
Weapons-, drug-, and liquor-related arrests and referrals Arrestst <sup>10</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>10</sup> Illegal weapons possession Drug law violations Liquor law violations	1,277 23,900	49,024 1,316 13,707 34,001 202,816 1,882 25,356 175,578	1,871 27,251		50,639 1,190 15,146 34,303 217,526 1,455 32,469 183,602	1,275 36,344	51,519 1,112 18,589 31,818 230,269 1,314 42,022 186,933	54,285 1,023 20,729 32,533 249,694 1,282 51,562 196,850	52,325 1,023 21,212 30,090 251,402 1,404 53,959 196,039	46,975 1,018 19,799 26,158 244,985 1,410 53,439 190,136	44,531 990 19,172 24,369 253,315 1,425 56,575 195,315	40,299 1,183 19,431 19,685 241,687 1,425 56,037 184,225	39,018 1,200 19,239 18,579 229,589 1,405 55,768 172,416	37,626 1,245 19,568 16,813 216,379 1,309 58,079 156,991	18,527 317 9,441 8,769 198,302 923 49,700 147,679	19,099 928 10,127 8,044 18,077 386 8,379 9,312
Public 4-year Selected crimes against persons and property Murder¹ Negligent manslaughter² Sex offenses—forcible³ Rape Fondling Sex offenses—nonforcible⁴ Robbery⁵ Aggravated assault⁶ Burglary² Motor vehicle theft⁶ Arsonී	18,710 9 2 1,245 — 207 584 1,434 11,520 3,072 637	19,582 4 1 1,398 — 25 696 1,280 12,935 2,667 576	20,648 5 0 1,400 — 15 680 1,338 14,027 2,662 521	19,579 42 2 1,425 — 23 722 1,258 13,371 2,266 470	18,695 9 1 1,317 — 12 750 1,182 12,970 2,027 427	15,975 8 0 1,214 — 40 647 1,134 10,708 1,824 400	15,503 9 0 1,461 — 15 662 1,076 10,219 1,604 457	14,675 10 1 1,638 — 17 612 1,076 9,373 1,592 356	14,510 7 1 1,973 — 17 657 1,200 8,821 1,406 428	13,127 10 0 2,264 — 18 635 1,000 7,258 1,537 405	13,346 3 1 3,211 2,118 1,093 28 550 1,016 6,678 1,500 359	13,592 13 1 3,960 2,541 1,419 37 580 1,144 5,782 1,770	14,189 8 2 4,421 2,945 1,476 30 590 1,153 5,599 2,049 337	14,814 12 3 5,252 3,379 1,873 63 525 1,139 5,429 2,036 355	7,138 1 1 3,674 2,728 946 49 125 394 2,688 8 198	7,676 11 2 1,578 651 927 14 400 745 2,741 2,028 157
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>10</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>10</sup> Illegal weapons possession Drug law violations Liquor law violations	31,077 692 9,125 21,260 79,152 678 13,179 65,295	38,051 878 10,606 26,567 100,211 1,097 13,020 86,094	39,900 859 10,850 28,191 107,289 972 13,798 92,519	39,570 825 10,693 28,052 106,148 867 14,458 90,823	40,607 759 11,714 28,134 104,585 792 16,656 87,137	40,780 659 12,186 27,935 108,756 669 18,260 89,827	41,992 669 14,362 26,961 116,029 664 21,451 93,914	44,891 629 16,323 27,939 129,667 610 27,339 101,718	644 28,880	38,073 637 15,571 21,865 127,155 604 28,259 98,292	36,249 619 15,119 20,511 134,310 646 30,376 103,288	32,717 721 15,509 16,487 127,315 569 30,599 96,147	31,606 759 15,545 15,302 119,009 602 29,759 88,648	30,062 813 15,610 13,639 112,112 530 31,990 79,592	14,455 226 7,624 6,605 102,052 388 26,769 74,895	15,607 587 7,986 7,034 10,060 142 5,221 4,697
Nonprofit 4-year Selected crimes against persons and property Murder¹ Negligent manslaughter² Sex offenses—forcible³ Rape Fondling Sex offenses—nonforcible⁴ Robbery⁵ Aggravated assault⁶ Burglary² Motor vehicle theft⁶ Arsonց	14,844 5 0 820 — — 113 649 882 10,471 1,471 433	15,574 5 1 1,088 — 6 500 744 11,657 1,248 325	16,864 3 0 1,080 — 10 502 834 13,051 1,077 307	15,452 2 1 1,065 — 8 460 768 11,941 984 223	14,892 1 0 1,083 — 16 437 754 11,551 859	11,964 6 0 1,102 — 111 366 661 8,810 834 174	11,202 5 0 1,225 — 8 319 641 8,138 641 225	10,740 3 0 1,431 — 13 320 631 7,421 704 217	10,790 2 0 1,741 — 10 386 667 7,046 711 227	10,290 5 0 2,379 — 12 373 681 5,999 667 174	9,995 5 0 3,105 2,152 953 7 263 655 5,020 754 186	10,460 2 1 3,510 2,366 1,144 155 280 727 4,894 821 210	11,062 4 0 3,961 2,704 1,257 11 330 673 5,035 836 212	10,954 6 0 4,497 2,876 1,621 8 352 756 4,284 847 204	6,748 0 0 3,580 2,469 1,111 6 90 249 2,695 7	4,206 6 0 917 407 510 2 262 507 1,589 840 83
Weapons-, drug-, and liquor-related arrests and referrals Arrests¹¹¹ Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action¹¹0 Illegal weapons possession Drug law violations Liquor law violations	6,329 167 1,628 4,534 71,293 443 9,688 61,162	7,406 150 1,691 5,565 96,646 590 11,208 84,848	622 12,114	103,254 545 12,685	457 14,157	358 15,845	5,459 137 2,248 3,074 104,939 393 17,841 86,705	417 21,240	5,477 127 2,415 2,935 110,268 498 22,168 87,602	535 22,116	4,950 129 2,258 2,563 110,150 481 23,000 86,669	4,583 168 2,237 2,178 105,567 569 22,180 82,818	4,505 195 2,199 2,111 102,444 573 22,931 78,940	4,216 188 2,281 1,747 95,840 535 22,867 72,438	2,423 61 1,298 1,064 89,287 428 20,645 68,214	1,793 127 983 683 6,553 107 2,222 4,224

Table 329.10 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

								Number of	f incidents	3						
					Total, in	residence	halls and	at other I	ocations						2017	
Control and level of institution and type of incident	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	In resi- dence halls	At other loca- tions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For-profit 4-year Selected crimes against persons and property Murder¹ Negligent manslaughter² Sex offenses—forcible³ Rape Fondling Sex offenses—nonforcible⁴ Robbery⁵ Aggravated assault⁶ Burglary² Motor vehicle theft⁶ Arson³	505 0 0 4 — 13 64 23 347 52 2	829 0 0 4 — 1 43 59 607 110	641 0 0 12 — 0 25 31 489 78 6	612 0 0 12 — 2 31 31 446 89	574 0 0 9 — 0 38 63 385 79 0	525 0 0 9 — 1 86 43 299 85 2	561 0 0 22 — 1 70 51 350 65 2	446 1 0 26 — 0 74 36 249 58	364 0 0 18 — 3 51 43 195 53	511 1 0 18 — 2 86 58 276 68	442 0 0 43 26 17 2 52 33 251 59	295 0 0 34 11 23 0 24 27 162 47	293 0 0 32 18 14 1 26 41 126 64 3	317 0 0 56 33 23 0 23 32 147 56 3	130 0 0 42 28 14 0 1 3 72 11	187 0 0 14 5 9 0 22 29 75 45 2
Weapons-, drug-, and liquor-related arrests and referrals Arrests¹0 Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action¹0 Illegal weapons possession Drug law violations Liquor law violations	11 2 4 5 316 11 92 213	28 2 16 10 529 42 128 359	52 5 14 33 513 138 362	28 3 16 9 519 11 132 376	40 8 14 18 566 13 159 394	54 6 22 26 882 23 231 628	165 13 66 86 760 9 221 530	152 11 41 100 718 16 233 469	126 10 49 67 668 23 254 391	74 12 48 14 1,161 18 537 606	117 9 68 40 935 16 403 516	102 14 78 10 804 11 330 463	116 11 83 22 747 8 298 441	132 7 114 11 1,035 12 334 689	57 0 54 3 883 10 241 632	75 7 60 8 152 2 93 57
Public 2-year Selected crimes against persons and property Murder¹ Negligent manslaughter² Sex offenses—forcible³ Rape Fondling Sex offenses—nonforcible⁴ Robbery⁵ Aggravated assault⁶ Burglary² Motor vehicle theft⁶ Arson³	6,817 2 0 118 — 119 245 545 4,132 1,552 1,552	5,981 2 0 175 — 10 248 501 3,541 1,428 76	5,669 0 0 167 — 16 284 546 3,261 1,319 76	5,381 0 0 181 — 7 279 462 3,202 1,174 76	5,464 2 0 210 — 7 285 401 3,430 1,059 70	4,984 2 0 205 — 12 251 431 2,920 1,109 54	4,396 1 1 210 — 8 8 298 409 2,398 1,028 43	4,141 2 0 262 — 16 262 406 2,235 899 59	3,749 3 0 263 — 13 244 437 1,964 776	3,075 7 0 303 — 11 197 278 1,583 651 45	2,845 3 1 385 132 253 16 148 305 1,383 548 56	3,014 13 0 495 197 298 11 149 335 1,411 541	2,660 3 0 492 176 316 18 138 281 1,135 549 44	2,643 2 0 575 222 353 9 129 261 1,147 471 49	628 1 0 209 153 56 2 14 52 342 0 8	2,015 1 0 366 69 297 7 115 209 805 471 41
Weapons-, drug-, and liquor-related arrests and referrals Arrests¹0 Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action¹0 Illegal weapons possession Drug law violations Liquor law violations	2,660 198 989 1,473 3,529 127 761 2,641	3,416 278 1,326 1,812 4,688 133 819 3,736	3,993 300 1,378 2,315 5,897 238 908 4,751	4,124 304 1,563 2,257 5,987 218 1,006 4,763	3,764 258 1,490 2,016 6,425 183 1,302 4,940	3,335 256 1,507 1,572 7,241 210 1,745 5,286	3,811 282 1,866 1,663 8,017 242 2,336 5,439	3,723 248 1,892 1,583 8,174 228 2,573 5,373	3,464 253 1,885 1,326 7,586 224 2,468 4,894	3,060 230 1,588 1,242 6,845 243 2,304 4,298	3,121 220 1,671 1,230 7,240 269 2,548 4,423	2,840 268 1,568 1,004 7,292 271 2,626 4,395	2,701 215 1,373 1,113 6,868 214 2,575 4,079	3,146 227 1,505 1,414 6,816 220 2,661 3,935	1,571 27 447 1,097 5,555 89 1,853 3,613	1,575 200 1,058 317 1,261 131 808 322
Nonprofit 2-year Selected crimes against persons and property Murder¹ Negligent manslaughter² Sex offenses—forcible³ Rape Fondling Sex offenses—nonforcible⁴ Robbery⁵ Aggravated assault⁶ Burglary³ Motor vehicle theft⁶ Arson⁵	248 1 0 2 — 2 54 23 142 23 1	314 0 0 8 — 0 9 22 266 7 2	250 0 0 3 — 1 7 35 187 14 3	258 0 0 9 — 0 2 52 178 14	272 0 1 16 — 0 13 66 160 9	147 0 0 8 — 0 9 5 120 4	120 0 0 7 — 0 5 9 95 2 2	148 0 0 11 — 0 1 53 74 7	107 0 0 8  0 2 46 47 4 0	66 0 0 4 — 2 3 13 41 3 0	64 0 0 3 2 1 0 0 27 29 5	53 0 0 11 1 10 0 2 7 7 27 4 2	57 0 0 16 8 8 0 5 8 24 3 1	60 0 0 13 9 4 0 2 12 20 12	25 0 0 12 8 4 0 0 1 11 0	35 0 0 1 1 0 0 2 11 9
Weapons-, drug-, and liquor-related arrests and referrals Arrests¹0 Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action¹0 Illegal weapons possession Drug law violations Liquor law violations	108 1 21 86 624 2 91 531	76 5 32 39 514 12 47 455	67 3 34 30 537 19 74 444	59 4 27 28 519 10 73 436	93 33 57 413 6 85 322	58 4 35 19 348 7 100 241	49 6 18 25 377 4 105 268	52 5 34 13 360 1 109 250	52 5 31 16 300 6 103 191	66 5 49 12 320 7 129 184	39 5 28 6 448 11 155 282	32 9 20 3 546 2 214 330	56 12 21 23 420 3 163 254	47 9 37 1 488 7 185 296	18 2 16 0 462 7 165 290	29 7 21 1 26 0 20 6

Table 329.10 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

							-	Number of	incidents	3						
					Total, in	residence	halls and	at other l	ocations						2017	
Control and level of institution and type of incident	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	In resi- dence halls	At other loca- tions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For-profit 2-year Selected crimes against persons and property Murder¹ Negligent manslaughter² Sex offenses—forcible³ Rape Fondling Sex offenses—nonforcible⁴ Robbery⁵ Aggravated assault⁵ Burglary² Motor vehicle theft⁵ Arson³	472 0 0 12 — 7 67 40 292 51 3	430 0 0 1 — 0 55 50 250 71 3	420 0 0 8  1 49 33 245 81 3	547 0 0 2 — — 0 67 33 350 92 3	399 0 1 4 — 0 53 29 241 71 0	459 0 0 6 — 1 50 53 226 121 2	315 0 0 2 — 1 38 35 135 101 3	257 0 0 7 — — 0 16 37 120 74 3	246 0 0 12 — 3 28 30 110 63 0	167 0 0 9 — 0 23 14 75 45	126 0 0 4 1 3 0 28 12 58 24 0	118 0 0 12 3 9 0 9 18 44 35 0	115 0 0 9 2 7 0 8 25 46 27 0	85 1 0 5 2 3 3 9 16 26 28 0	2 0 0 0 0 0 0 0 0 0 0 0 0	83 1 0 5 2 3 0 9 16 24 28 0
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>10</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>10</sup> Illegal weapons possession Drug law violations Liquor law violations	163 13 87 63 287 16 89 182	47 3 36 8 228 8 134 86	41 3 26 12 320 7 219 94	45 4 32 9 173 7 122 44	23 4 12 7 248 4 110 134	62 4 41 17 303 8 163 132	43 5 29 9 147 2 68 77	23 1 14 8 168 10 68 90	51 7 40 4 217 9 86 122	60 3 40 17 206 3 94 109	55 8 28 19 232 2 93 137	25 3 19 3 163 3 88 72	34 8 18 8 101 5 42 54	23 1 21 1 88 5 42 41	3 1 2 0 63 1 27 35	20 0 19 1 25 4 15 6

<sup>-</sup>Not available.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2017, Institutional Characteristics component. (This table was prepared September 2019.)

<sup>&</sup>lt;sup>1</sup>Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).

<sup>&</sup>lt;sup>2</sup>Killing of another person through gross negligence (excludes traffic fatalities).

<sup>&</sup>lt;sup>3</sup>Any sexual act directed against another person forcibly and/or against that person's will. <sup>4</sup>Includes only statutory rape or incest.

<sup>&</sup>lt;sup>5</sup>Taking or attempting to take anything of value using actual or threatened force or violence. <sup>6</sup>Attack upon a person for the purpose of inflicting severe or aggravated bodily injury. <sup>7</sup>Unlawful entry of a structure to commit a felony or theft.

<sup>8</sup>Theft or attempted theft of a motor vehicle.

<sup>&</sup>lt;sup>9</sup>Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.

<sup>1</sup>ºIf an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.

Table 329.20 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017

Incident: Sei	Colou y	cars, Z		ougii 2		Nı	ımbor of in	cidonte no	r 10 000 E	TE student	to1					
					Total, inst	itutions wi			-	TE Student					2017	
Control and level of institution and type of incident	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Institu- tions with resi- dence halls	Institu- tions without resi- dence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All institutions Selected crimes against persons and property Murder <sup>2</sup> Negligent manslaughter <sup>3</sup> Sex offenses—forcible <sup>4</sup> Rape Fondling Sex offenses—nonforcible <sup>5</sup> Robbery <sup>6</sup> Aggravated assault <sup>7</sup> Burglary <sup>6</sup> Motor vehicle theft <sup>6</sup> Arson <sup>10</sup>	35.619 0.015 0.002 1.885 — 0.395 1.424 2.524 23.038 5.327 1.010	32.864 0.008 0.002 2.058 — 0.032 1.193 2.044 22.511 4.256 0.759	33.350 0.006 0.000 2.001 — 0.032 1.160 2.112 23.432 3.921 0.687	30.559 0.032 0.002 1.968 — 0.029 1.140 1.902 21.543 3.375 0.567	28.993 0.009 0.002 1.899 — 0.025 1.134 1.795 20.676 2.953 0.500	22.955 0.011 0.000 1.715 — 0.044 0.950 1.569 15.559 2.681 0.427	20.869 0.010 0.001 1.903 — 0.021 0.905 1.444 13.872 2.237 0.476	20.027 0.011 0.001 2.223 — 0.030 0.846 1.475 12.825 2.196 0.421	19.983 0.008 0.001 2.695 — 0.031 0.918 1.627 12.207 2.023 0.473	18.461 0.016 0.000 3.374 — 0.031 0.893 1.385 10.325 2.014 0.425	18.069 0.007 0.001 4.549 2.985 1.563 0.036 0.701 1.380 9.041 1.947 0.406	18.694 0.019 0.001 5.447 3.476 1.971 0.043 0.709 1.533 8.365 2.185 0.392	19.258 0.010 0.001 6.061 3.972 2.089 0.041 0.745 1.480 8.120 2.394 0.405	19.605 0.014 0.002 7.060 4.428 2.633 0.054 0.706 1.505 7.505 2.343 0.416	25.065 0.018 0.003 9.529 6.157 3.371 0.068 0.820 1.788 9.621 2.682 0.536	6.211 0.005 0.000 1.006 0.185 0.821 0.021 0.427 0.809 2.314 1.510 0.120
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations	34.550 0.919 10.151 23.481 132.899 1.093 20.466 111.340	37.722 1.013 10.547 26.163 156.060 1.448 19.511 135.101	37.619 0.986 10.458 26.175 163.438 1.402 20.427 141.609	36.936 0.963 10.327 25.647 158.241 1.211 20.804 136.226	36.435 0.856 10.898 24.681 156.511 1.047 23.362 132.103	33.748 0.726 10.698 22.324 148.959 0.859 24.498 123.602	33.497 0.723 12.086 20.687 149.716 0.854 27.322 121.540	35.755 0.674 13.653 21.428 164.460 0.844 33.961 129.654	35.127 0.687 14.240 20.200 168.772 0.943 36.224 131.606	31.841 0.690 13.420 17.730 166.056 0.956 36.222 128.878	30.004 0.667 12.917 16.419 170.675 0.960 38.118 131.597	27.362 0.803 13.193 13.366 164.100 0.968 38.048 125.084	26.481 0.814 13.057 12.609 155.818 0.954 37.849 117.016	25.549 0.845 13.287 11.416 146.925 0.889 39.437 106.600	34.570 0.995 17.764 15.811 205.702 1.141 54.950 149.610	3.419 0.478 2.305 0.635 2.741 0.270 1.381 1.090
Public 4-year Selected crimes against persons and property Murder <sup>2</sup> Negligent manslaughter <sup>3</sup> Sex offenses—forcible <sup>4</sup> Rape Fondling Sex offenses—nonforcible <sup>5</sup> Robbery <sup>6</sup> Aggravated assault <sup>7</sup> Burglary <sup>8</sup> Motor vehicle theft <sup>9</sup> Arson <sup>10</sup>	36.191 0.017 0.004 2.408 — 0.400 1.130 2.774 22.283 5.942 1.232	34.295 0.007 0.002 2.448 — 0.044 1.219 2.242 22.654 4.671 1.009	35.531 0.009 0.000 2.409 — 0.026 1.170 2.302 24.138 4.581 0.897	32.846 0.070 0.003 2.391 — 0.039 1.211 2.110 22.432 3.802 0.788	30.535 0.015 0.002 2.151 — 0.020 1.225 1.931 21.184 3.311 0.697	24.898 0.012 0.000 1.892 — 0.062 1.008 1.767 16.689 2.843 0.623	23.448 0.014 0.000 2.210 — 0.023 1.001 1.627 15.456 2.426 0.691	21.958 0.015 0.001 2.451 — 0.025 0.916 1.610 14.025 2.382 0.533	21.669 0.010 0.001 2.946 — 0.025 0.981 1.792 13.173 2.100 0.639	19.553 0.015 0.000 3.372 — 0.027 0.946 1.490 10.811 2.289 0.603	19.545 0.004 0.001 4.702 3.102 1.601 0.805 1.488 9.780 2.197 0.526	19.655 0.019 0.001 5.726 3.674 2.052 0.054 0.839 1.654 8.361 2.560 0.441	19.811 0.011 0.003 6.173 4.112 2.061 0.042 0.824 1.610 7.817 2.861 0.471	20.411 0.017 0.004 7.236 4.656 2.581 0.087 0.723 1.569 7.480 2.805 0.489	21.899 0.017 0.005 7.916 5.158 2.759 0.093 0.761 1.673 7.999 2.913 0.522	7.014 0.014 0.000 1.116 0.138 0.978 0.028 0.386 0.634 2.811 1.833 0.193
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations	60.113 1.339 17.651 41.123 153.104 1.311 25.492 126.301	66.641 1.538 18.575 46.529 175.506 1.921 22.803 150.782	68.660 1.478 18.671 48.511 184.622 1.673 23.744 159.206	66.384 1.384 17.939 47.061 178.077 1.455 24.255 152.367	66.324 1.240 19.133 45.952 170.820 1.294 27.204 142.322	63.558 1.027 18.993 43.539 169.503 1.043 28.459 140.001	63.512 1.012 21.722 40.778 175.490 1.004 32.444 142.042	67.169 0.941 24.424 41.804 194.017 0.913 40.907 152.198	64.447 0.927 25.077 38.443 197.669 0.962 43.129 153.578	56.711 0.949 23.194 32.569 189.403 0.900 42.093 146.410	53.086 0.907 22.142 30.038 196.696 0.946 44.485 151.264	47.311 1.043 22.427 23.842 184.108 0.823 44.249 139.036	44.128 1.060 21.704 21.365 166.160 0.841 41.549 123.770	41.420 1.120 21.508 18.792 154.470 0.730 44.076 109.663	45.437 1.180 23.554 20.702 171.440 0.779 48.877 121.784	5.264 0.579 3.087 1.598 1.722 0.289 0.868 0.565
Nonprofit 4-year Selected crimes against persons and property Murder <sup>2</sup> Negligent manslaughter <sup>3</sup> Sex offenses—forcible <sup>4</sup> Rape Fondling Sex offenses—nonforcible <sup>5</sup> Robbery <sup>6</sup> Aggravated assault <sup>7</sup> Burglary <sup>8</sup> Motor vehicle theft <sup>9</sup> Arson <sup>10</sup>	57.358 0.019 0.000 3.169 — 0.437 2.508 3.408 40.460 5.684 1.673	54.165 0.017 0.003 3.784 — 0.021 1.739 2.588 40.542 4.340 1.130	57.679 0.010 0.000 3.694 — 0.034 1.717 2.853 44.638 3.684 1.050	52.036 0.007 0.003 3.586 — 0.027 1.549 2.586 40.212 3.314 0.751	49.337 0.003 0.000 3.588 — 0.053 1.448 2.498 38.269 2.846 0.633	38.613 0.019 0.000 3.557 — 0.036 1.181 2.133 28.434 2.692 0.562	35.193 0.016 0.000 3.848 — 0.025 1.002 2.014 25.567 2.014 0.707	33.154 0.009 0.000 4.417 — 0.040 0.988 1.948 22.908 2.173 0.670	33.198 0.006 0.000 5.357 — 0.031 1.188 2.052 21.679 2.188 0.698	31.205 0.015 0.000 7.214 — 0.036 1.131 2.065 18.192 2.023 0.528	30.156 0.015 0.000 9.368 6.493 2.875 0.021 0.793 1.976 15.146 2.275 0.561	31.148 0.006 0.003 10.452 7.046 3.407 0.045 0.834 2.165 14.573 2.445 0.625	32.667 0.012 0.000 11.697 7.985 3.712 0.032 0.975 1.987 14.869 2.469 0.626	32.071 0.018 0.000 13.166 8.420 4.746 0.023 1.031 2.213 12.543 2.480 0.597	34.431 0.019 0.000 14.404 9.267 5.138 1.063 2.120 13.555 2.591 0.653	9.294 0.000 0.000 1.216 0.250 0.967 0.000 0.717 3.119 2.776 1.403 0.062

Table 329.20 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

						Nı.	ımber of in	cidents pe	r 10,000 F	TE studen	ts <sup>1</sup>					
					Total, inst	titutions wi	th and with	nout reside	nce halls						2017	
Control and level of institution and type of incident	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Institu- tions with resi- dence halls	Institu- tions without resi- dence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations	24.456 0.645 6.291 17.520 275.480 1.712 37.435 236.333	25.758 0.522 5.881 19.355 336.127 2.052 38.981 295.095	20.980 0.499 5.643 14.837 353.943 2.127 41.433 310.383	22.670 0.599 6.075 15.996 347.714 1.835 42.718 303.161	20.249 0.523 6.238 13.487 348.824 1.514 46.902 300.408	18.645 0.478 6.713 11.454 333.904 1.155 51.139 281.609	17.150 0.430 7.062 9.657 329.679 1.235 56.050 272.395	16.805 0.398 7.486 8.921 341.437 1.287 65.567 274.583	16.851 0.391 7.430 9.030 339.263 1.532 68.205 269.526	17.110 0.397 7.590 9.122 331.451 1.622 67.068 262.761	14.935 0.389 6.813 7.733 332.331 1.451 69.393 261.487	13.647 0.500 6.661 6.486 314.359 1.694 66.048 246.617	13.304 0.576 6.494 6.234 302.523 1.692 67.717 233.115	12.344 0.550 6.678 5.115 280.603 1.566 66.951 212.086	13.477 0.598 7.251 5.629 308.611 1.725 73.680 233.205	1.403 0.094 1.154 0.156 10.261 0.031 1.996 8.234
For-profit 4-year Selected crimes against persons and property Murder <sup>2</sup> Negligent manslaughter <sup>3</sup> Sex offenses—forcible <sup>4</sup> Rape Fondling Sex offenses—nonforcible <sup>5</sup> Robbery <sup>6</sup> Aggravated assault <sup>7</sup> Burglary <sup>8</sup> Motor vehicle theft <sup>9</sup> Arson <sup>10</sup>	19.109 0.000 0.000 0.151 — 0.492 2.422 0.870 13.130 1.968 0.076	17.049 0.000 0.000 0.082 — 0.021 0.884 1.213 12.484 2.262 0.103	9.552 0.000 0.000 0.179 — 0.000 0.373 0.462 7.287 1.162 0.089	8.092 0.000 0.000 0.159 — 0.026 0.410 0.410 5.897 1.177 0.013	10.334 0.000 0.000 0.162 — 0.000 0.684 1.134 6.931 1.422 0.000	7.513 0.000 0.000 0.129 — 0.014 1.231 0.615 4.279 1.216 0.029	6.499 0.000 0.000 0.255 — 0.012 0.811 0.591 4.055 0.753 0.023	6.003 0.013 0.000 0.350 — 0.000 0.996 0.485 3.351 0.781 0.027	5.531 0.000 0.000 0.274 — 0.046 0.775 0.653 2.963 0.805 0.015	8.553 0.017 0.000 0.301 — 0.033 1.440 0.971 4.620 1.138 0.033	5.763 0.000 0.000 0.561 0.339 0.222 0.026 0.678 0.430 3.273 0.769 0.026	4.371 0.000 0.500 0.163 0.341 0.000 0.356 0.400 2.401 0.696 0.015	4.489 0.000 0.490 0.276 0.215 0.015 0.398 0.628 1.931 0.981 0.046	5.277 0.000 0.000 0.932 0.549 0.383 0.000 0.383 0.533 2.447 0.932 0.050	19.368 0.000 0.000 5.151 3.194 1.957 0.000 0.515 1.030 9.993 2.369 0.309	2.561 0.000 0.000 0.119 0.040 0.079 0.000 0.357 0.437 0.993 0.655 0.000
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations	0.416 0.076 0.151 0.189 11.957 0.416 3.481 8.060	0.576 0.041 0.329 0.206 10.880 0.864 2.632 7.383	0.775 0.075 0.209 0.492 7.645 0.194 2.056 5.394	0.370 0.040 0.212 0.119 6.862 0.145 1.745 4.971	0.720 0.144 0.252 0.324 10.190 0.234 2.863 7.093	0.773 0.086 0.315 0.372 12.623 0.329 3.306 8.988	1.911 0.151 0.765 0.996 8.804 0.104 2.560 6.140	2.046 0.148 0.552 1.346 9.663 0.215 3.136 6.312	1.915 0.152 0.745 1.018 10.150 0.349 3.860 5.941	1.239 0.201 0.803 0.234 19.433 0.301 8.989 10.143	1.526 0.117 0.887 0.522 12.191 0.209 5.255 6.728	1.511 0.207 1.156 0.148 11.914 0.163 4.890 6.861	1.777 0.169 1.272 0.337 11.446 0.123 4.566 6.757	2.197 0.117 1.898 0.183 17.230 0.200 5.560 11.470	11.847 0.309 10.508 1.030 103.125 1.030 31.525 70.570	0.338 0.079 0.238 0.020 0.675 0.040 0.556 0.079
Public 2-year Selected crimes against persons and property Murder <sup>2</sup> Negligent manslaughter <sup>3</sup> Sex offenses—forcible <sup>4</sup> Rape Fondling Sex offenses—nonforcible <sup>5</sup> Robbery <sup>6</sup> Aggravated assault <sup>7</sup> Burglary <sup>8</sup> Motor vehicle theft <sup>9</sup> Arson <sup>10</sup>	19.867 0.006 0.000 0.344 — 0.347 0.714 1.588 12.042 4.523 0.303	16.389 0.005 0.000 0.480 — 0.027 0.680 1.373 9.703 3.913 0.208	15.430 0.000 0.000 0.455 — 0.044 0.773 1.486 8.876 3.590 0.207	14.365 0.000 0.000 0.483 — 0.019 0.745 1.233 8.548 3.134 0.203	13.990 0.005 0.000 0.538 — 0.018 0.730 1.027 8.782 2.712 0.179	11.745 0.005 0.000 0.483 — 0.028 0.591 1.016 6.881 2.613 0.127	10.195 0.002 0.002 0.487 — 0.019 0.691 0.949 5.561 2.384 0.100	9.998 0.005 0.000 0.633 — 0.039 0.633 0.980 5.396 2.171 0.142	9.379 0.008 0.000 0.658 — 0.033 0.610 1.093 4.914 1.941 0.123	7.912 0.018 0.000 0.780 — 0.028 0.507 0.715 4.073 1.675 0.116	7.682 0.008 0.003 1.040 0.356 0.643 0.400 0.824 3.734 1.480 0.151	8.415 0.036 0.000 1.382 0.550 0.832 0.031 0.416 0.935 3.940 1.511 0.165	7.973 0.009 0.000 1.475 0.528 0.947 0.054 0.414 0.842 3.402 1.645 0.132	8.155 0.006 0.000 1.774 0.685 1.089 0.028 0.398 0.805 3.539 1.453 0.151	14.371 0.014 0.000 3.852 2.300 1.552 0.028 0.374 1.497 7.372 1.039 0.194	6.374 0.004 0.000 1.179 0.222 0.957 0.028 0.405 0.607 2.441 1.572 0.139
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations	7.752 0.577 2.882 4.293 10.284 0.370 2.218 7.697	9.360 0.762 3.633 4.965 12.846 0.364 2.244 10.237	10.868 0.817 3.751 6.301 16.051 0.648 2.471 12.932	11.009 0.812 4.172 6.025 15.983 0.582 2.686 12.715	9.638 0.661 3.815 5.162 16.451 0.469 3.334 12.649	7.859 0.603 3.551 3.704 17.063 0.495 4.112 12.456	8.838 0.654 4.328 3.857 18.592 0.561 5.417 12.614	8.989 0.599 4.568 3.822 19.735 0.550 6.212 12.972	8.666 0.633 4.716 3.317 18.979 0.560 6.174 12.244	7.874 0.592 4.086 3.196 17.613 0.625 5.928 11.059	8.427 0.594 4.512 3.321 19.549 0.726 6.880 11.942	7.930 0.748 4.378 2.803 20.360 0.757 7.332 12.271	8.095 0.644 4.115 3.336 20.585 0.641 7.718 12.226	9.706 0.700 4.643 4.363 21.030 0.679 8.210 12.141	30.030 1.025 11.460 17.544 85.420 1.815 31.139 52.466	3.886 0.607 2.691 0.587 2.588 0.353 1.643 0.591

Table 329.20 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degreegranting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

		Total, institutions with and without residence halls													2017	
Control and level of institution and type of incident	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Institu- tions with resi- dence halls	Institu- tions without resi- dence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Nonprofit 2-year Selected crimes against persons and property Murder <sup>2</sup> Negligent manslaughter <sup>3</sup> Sex offenses—forcible <sup>4</sup> Rape Fondling Sex offenses—nonforcible <sup>5</sup> Robbery <sup>6</sup> Aggravated assault <sup>7</sup> Burglary <sup>8</sup> Motor vehicle theft <sup>9</sup> Arson <sup>10</sup>	63.955 0.258 0.000 0.516 — 0.516 13.926 5.931 36.620 5.931 0.258	91.263 0.000 0.000 2.325 — 0.000 2.616 6.394 77.312 2.035 0.581	81.948 0.000 0.000 0.983 — 0.328 2.295 11.473 61.297 4.589 0.983	103.794 0.000 0.000 3.621 — 0.000 0.805 20.920 71.610 5.632 1.207	99.274 0.000 0.365 5.840 — 0.000 4.745 24.088 58.396 3.285 2.555	55.883 0.000 0.000 3.041 — 0.000 3.421 1.901 45.619 1.521 0.380	48.448 0.000 0.000 2.826 — 0.000 2.019 3.634 38.354 0.807 0.807	45.531 0.000 0.000 3.384 — 0.000 0.308 16.305 22.766 2.154 0.615	35.148 0.000 0.000 2.628 	26.993 0.000 0.000 1.636 — 0.818 1.227 5.317 16.768 1.227 0.000	27.354 0.000 0.000 1.282 0.855 0.427 0.000 11.540 12.395 2.137 0.000	20.036 0.000 0.000 4.158 0.378 3.780 0.000 0.756 2.646 10.207 1.512 0.756	21.920 0.000 0.000 6.153 3.076 3.076 0.000 1.923 3.076 9.229 1.154 0.385	14.389 0.000 0.000 3.118 2.158 0.959 0.000 0.480 2.878 4.796 2.878 0.240	37.843 0.000 0.000 14.191 9.461 4.730 0.000 0.000 4.730 16.556 1.183 1.183	8.423 0.000 0.000 0.301 0.000 0.000 0.602 2.407 1.805 3.309 0.000
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations	27.852 0.258 5.416 22.178 160.920 0.516 23.468 136.937	22.089 1.453 9.301 11.335 149.393 3.488 13.660 132.244	21.962 0.983 11.145 9.834 176.025 6.228 24.257 145.540	23.736 1.609 10.862 11.264 208.794 4.023 29.368 175.403	33.943 1.095 12.044 20.804 150.735 2.190 31.023 117.523	22.049 1.521 13.305 7.223 132.294 2.661 38.016 91.618	19.783 2.422 7.267 10.093 152.206 1.615 42.392 108.200	15.998 1.538 10.460 3.999 110.752 0.308 33.533 76.911	17.081 1.642 10.183 5.256 98.545 1.971 33.834 62.740	26.993 2.045 20.040 4.908 130.874 2.863 52.759 75.253	16.669 2.137 11.967 2.564 191.478 4.701 66.248 120.528	12.097 3.402 7.561 1.134 206.404 0.756 80.898 124.750	21.535 4.615 8.076 8.845 161.514 1.154 62.683 97.677	11.271 2.158 8.873 0.240 117.029 1.679 44.366 70.985	37.843 8.278 28.382 1.183 570.009 8.278 212.867 348.865	4.512 0.602 3.911 0.000 1.805 0.000 1.504 0.301
For-profit 2-year Selected crimes against persons and property Murder² Negligent manslaughter³ Sex offenses—forcible⁴ Rape Fondling Sex offenses—nonforcible⁵ Robbery⁵ Aggravated assault7 Burglary⁵ Motor vehicle theft⁴ Arson¹⁰	25.385 0.000 0.000 0.645 — 0.376 3.603 2.151 15.704 2.743 0.161	17.851 0.000 0.000 0.042 — 0.000 2.283 2.076 10.378 2.947 0.125	18.237 0.000 0.000 0.347 — 0.043 2.128 1.433 10.638 3.517 0.130	23.731 0.000 0.000 0.087 — 0.000 2.907 1.432 15.185 3.991 0.130	14.825 0.000 0.037 0.149 — 0.000 1.969 1.078 8.954 2.638 0.000	13.033 0.000 0.000 0.170 — 0.028 1.420 1.505 6.417 3.436 0.057	8.167 0.000 0.000 0.052 — 0.026 0.985 0.907 3.500 2.619 0.078	7.503 0.000 0.000 0.204 — 0.000 0.467 1.080 3.503 2.160 0.088	9.325 0.000 0.000 0.455 — 0.1161 1.137 4.170 2.388 0.000	7.141 0.000 0.000 0.385 — 0.000 0.983 0.599 3.207 1.924 0.043	6.140 0.000 0.000 0.195 0.049 0.146 0.000 1.364 0.585 2.826 1.170 0.000	6.867 0.000 0.000 0.698 0.175 0.524 0.000 0.524 1.048 2.561 2.037 0.000	6.736 0.000 0.000 0.527 0.117 0.410 0.060 1.464 2.695 1.582 0.000	4.993 0.059 0.000 0.294 0.117 0.176 0.000 0.529 0.940 1.527 1.645 0.000	7.426 1.238 0.000 0.000 0.000 0.000 0.000 0.000 3.713 2.475 0.000	4.871 0.000 0.000 0.308 0.123 0.185 0.000 0.555 0.987 1.418 1.603 0.000
Weapons-, drug-, and liquor-related arrests and referrals Arrests <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations Referrals for disciplinary action <sup>11</sup> Illegal weapons possession Drug law violations Liquor law violations	8.766 0.699 4.679 3.388 15.435 0.861 4.787 9.788	1.951 0.125 1.495 0.332 9.465 0.332 5.563 3.570	1.780 0.130 1.129 0.521 13.894 0.304 9.509 4.082	1.952 0.174 1.388 0.390 7.506 0.304 5.293 1.909	0.855 0.149 0.446 0.260 9.215 0.149 4.087 4.979	1.760 0.114 1.164 0.483 8.603 0.227 4.628 3.748	1.115 0.130 0.752 0.233 3.811 0.052 1.763 1.996	0.671 0.029 0.409 0.234 4.905 0.292 1.985 2.627	1.933 0.265 1.516 0.152 8.225 0.341 3.260 4.624	2.565 0.128 1.710 0.727 8.808 0.128 4.019 4.661	2.680 0.390 1.364 0.926 11.305 0.097 4.532 6.676	1.455 0.175 1.106 0.175 9.486 0.175 5.122 4.190	1.992 0.469 1.054 0.469 5.916 0.293 2.460 3.163	1.351 0.059 1.233 0.059 5.169 0.294 2.467 2.408	3.713 1.238 2.475 0.000 80.446 3.713 33.416 43.317	1.233 0.000 1.172 0.062 1.418 0.123 0.925 0.370

<sup>—</sup>Not available.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2018; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2018, Fall Enrollment component. (This table was prepared September 2019.)

<sup>&</sup>lt;sup>1</sup>Although crimes, arrests, and referrals include incidents involving students, staff, and campus guests, they are expressed as a ratio to FTE students because comprehensive FTE counts of all these groups are not available.

<sup>&</sup>lt;sup>2</sup>Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).

3killing of another person through gross negligence (excludes traffic fatalities).

4Any sexual act directed against another person forcibly and/or against that person's will.

<sup>&</sup>lt;sup>5</sup>Includes only statutory rape or incest.
<sup>6</sup>Taking or attempting to take anything of value using actual or threatened force or violence.

<sup>&</sup>lt;sup>7</sup>Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.

<sup>&</sup>lt;sup>8</sup>Unlawful entry of a structure to commit a felony or theft. <sup>9</sup>Theft or attempted theft of a motor vehicle.

<sup>10</sup>Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.

"If an individual is both arrested and referred to college officials for disciplinary action for

a single offense, only the arrest is counted.

Table 329.30. On-campus hate crimes at degree-granting postsecondary institutions, by level and control of institution, type of crime, and category of bias motivating the crime: Selected years, 2010 through 2017

									2016							2017			
								4-year			2-year				4-year			2-year	
Type of crime and category of bias motivating the crime <sup>1</sup>	Total, 2010	Total, 2012	Total, 2013	Total, 2014	Total, 2015	Total	Public	Non- profit	For- profit	Public	Non- profit	For- profit	Total	Public	Non- profit	For- profit	Public	Non- profit	For- profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		18	19	20
All on-campus hate crimes Murder <sup>2</sup>	<b>928</b>	<b>784</b>	<b>778</b>	<b>794</b>	<b>859</b>	<b>1,072</b>	<b>483</b>	<b>395</b>	<b>7</b>	<b>183</b>	<b>0</b>	<b>4</b> 0	<b>958</b>	<b>416</b>	<b>405</b>	0	<b>136</b>	<b>0</b>	<b>0</b>
Sex offenses—forcible³ Race Ethnicity Religion Sexual orientation Gender Gender identity Disability	7 0 0 0 4 3 —	4 1 0 0 2 1 —	7 2 0 0 1 4 —	4 1 0 0 1 2 0	7 0 0 1 3 1 2	8 1 0 0 1 5 1 0	1 1 0 0 0 0 0	1 0 0 0 1 0 0	0 0 0 0 0 0	6 0 0 0 5 1	0 0 0 0 0 0	0 0 0 0 0 0	6 0 0 0 0 4 2	1 0 0 0 0 0 1 0	3 0 0 0 0 1 2 0	0 0 0 0 0 0	2 0 0 0 0 0 2 0	0 0 0 0 0 0 0	0 0 0 0 0 0
Sex offenses—nonforcible <sup>4</sup> Robbery <sup>5</sup>	0 2	0 5	0 1	0	0	0 2	0 1	0	0 0	0 1	0	0 0	0 2	0	0	0	0	0	0
Aggravated assault <sup>6</sup> Race Ethnicity Religion Sexual orientation Gender Gender identity Disability	17 6 1 1 9 0 —	14 6 0 1 5 1 —	7 5 1 0 1 0 —	18 5 4 1 7 1 0	18 5 4 0 7 1 1 0	35 8 15 1 8 1 2 0	26 5 14 1 6 0 0	2 0 0 0 1 0 1	0 0 0 0 0 0	7 3 1 0 1 1 1 0	0 0 0 0 0 0	0 0 0 0 0 0	15 6 5 1 2 0 0	6 2 1 1 2 0 0	3 3 0 0 0 0 0	0 0 0 0	6 1 4 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0
Burglary <sup>7</sup> Race Ethnicity Religion Sexual orientation Gender Gender identity Disability	11 7 0 0 2 1 —	5 0 0 1 0 4 —	4 1 0 1 0 2 —	28 24 0 3 1 0 0	4 0 0 0 0 0 0 4 0	6 1 0 0 2 3 0 0	0 0 0 0 0 0	4 1 0 0 2 1 0 0	0 0 0 0 0 0	2 0 0 0 0 2 0	0 0 0 0 0 0	0 0 0 0 0 0	3 1 1 0 0 1 0	0 0 0 0 0 0 0	2 1 0 0 0 1 0	0 0 0 0	1 0 1 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0
Motor vehicle theft <sup>8</sup> Arson <sup>9</sup>	0	0 0	0	0 1	1 2	0 2	0 2	0	0	0 0	0	0 0	1 1	0	1 0	0	0	0	0
Simple assault <sup>10</sup> Race Ethnicity Religion Sexual orientation Gender Gender identity Disability	67 25 5 4 23 9	79 36 5 9 21 5 —	91 36 5 6 27 17 —	63 14 11 2 23 9 3 1	80 36 9 18 2 5	98 42 14 12 16 11 2	64 27 10 9 9 8 1	26 13 2 2 5 2 1	0 0 0 0 0 0	7 2 2 1 2 0 0	0 0 0 0 0 0	1 0 0 0 0 1 0	83 40 8 9 18 3 5	41 18 3 7 9 1 3 0	23 15 1 2 3 0 2	0 0 0 0	19 7 4 0 6 2 0	0 0 0 0 0 0 0	0 0 0 0 0 0
Larceny <sup>11</sup> Race Ethnicity Religion Sexual orientation Gender Gender identity Disability	9 1 3 1 1 3 —	9 2 2 2 3 0 —	15 5 2 3 3 2 —	17 5 1 3 1 7 0	25 1 0 19 1 3 1 0	33 12 4 5 5 3 3	3 1 0 2 0 0 0	16 5 0 3 5 0 2	3 3 0 0 0 0 0	10 2 4 0 0 3 1	0 0 0 0 0 0	1 1 0 0 0 0 0	24 6 3 1 6 7 1	4 1 2 0 1 0 0 0	19 5 1 1 4 7 1	0 0 0 0 0 0	1 0 0 0 1 0 0	0 0 0 0 0 0	0 0 0 0 0 0
Intimidation <sup>12</sup> Race Ethnicity Religion Sexual orientation Gender Gender identity Disability	260 79 17 38 87 37 —	265 120 22 28 70 21 — 4	296 111 49 25 68 37 —	339 111 32 35 78 63 13	355 141 37 48 77 34 11 7	425 170 48 67 83 28 20 9	183 81 19 35 32 9 4 3	169 62 22 22 35 16 11	1 0 0 0 1 0 0	70 27 7 10 14 3 4 5	0 0 0 0 0 0	2 0 0 0 1 0 1	385 172 45 48 66 26 19		147 63 19 18 25 12 6 4	0 0 0 0	47 17 6 4 12 3 4	0 0 0 0 0 0	0 0 0 0 0 0
Destruction, damage, and vandalism <sup>13</sup> Race Ethnicity Religion Sexual orientation Gender Gender identity Disability	555 257 43 103 135 17 —	403 186 34 70 104 9 —	357 147 38 48 108 14 —	322 116 29 67 89 13 6 2	364 151 25 108 61 10 8	463 175 30 134 67 35 22 0	203 82 17 54 33 14 3 0	177 56 11 51 27 15 17 0	3 1 0 0 2 0 0 0	80 36 2 29 5 6 2	0 0 0 0 0 0	0 0 0 0 0 0	437 186 33 111 61 22 24 0	16 34 30 5	59 21 16 17	0 1 0 0	60 28 2 17 10 1 2	0 0 0 0 0 0	0 0 0 0 0 0

-Not available.

<sup>12</sup>Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

<sup>13</sup>Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.

control of it.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2010 through 2017. (This table was prepared September 2019.)

<sup>—</sup>Not available.

Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, gender identity, or disability).

Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).

Any sexual act directed against another person forcibly and/or against that person's will.

Includes only statutory rape or incest.

Taking or attempting to take anything of value using actual or threatened force or violence.

Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.

Turlawful entry of a structure to commit a felony or theft.

<sup>&</sup>lt;sup>8</sup>Theft or attempted theft of a motor vehicle.

<sup>&</sup>lt;sup>9</sup>Willful or malicious burning or attempt to burn a dwelling house, public building, motor

vehicle, or personal property of another.

1ºA physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss

of consciousness.

The unlawful taking, carrying, leading, or riding away of property from the possession of another.

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963–64 through 2018–19

					Con	stant 201	8–19 dolla	rs¹										Current	dollars					
		I tuition, form, and boo	· ·	Tuition a	and require	ed fees <sup>2</sup>	Dorr	mitory roo	ms		Board <sup>3</sup>			tuition, fe	· /	Tuition a	nd require	d fees²	Dori	mitory roo	ms		Board <sup>3</sup>	
Year and control of institution	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All Insti- insti-							4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year
1	2	3	4	5	6	7	7 8 9 10 11 12 13 14					15	16	17	18	19	20	21	22	23	24	25		
All institutions 1963–64 1968–69 1969–70 1970–71 1971–72 1972–73 1973–74	\$10,248	\$10,561	\$6,368	\$4,174	\$4,538	\$1,406	\$2,319	\$2,288	\$1,717	\$3,756	\$3,736	\$3,244	\$1,248	\$1,286	\$775	\$508	\$553	\$171	\$282	\$279	\$209	\$457	\$455	\$395
	10,357	10,973	7,477	4,234	4,852	1,778	2,558	2,557	2,321	3,565	3,564	3,378	1,459	1,545	1,053	596	683	250	360	360	327	502	502	476
	10,460	11,227	7,304	4,325	5,062	1,659	2,610	2,627	2,326	3,524	3,537	3,319	1,560	1,674	1,089	645	755	247	389	392	347	526	528	495
	10,537	11,376	7,143	4,387	5,188	1,590	2,670	2,690	2,355	3,480	3,498	3,197	1,653	1,784	1,120	688	814	249	419	422	369	546	549	501
	10,651	11,556	7,212	4,455	5,326	1,544	2,738	2,760	2,406	3,458	3,470	3,262	1,730	1,878	1,172	724	865	251	445	448	391	562	564	530
	10,853	12,015	7,549	4,493	5,623	1,697	2,886	2,913	2,454	3,474	3,479	3,398	1,834	2,031	1,276	759	950	287	488	492	415	587	588	574
	10,337	11,392	7,379	4,322	5,348	1,784	2,691	2,715	2,334	3,324	3,329	3,260	1,903	2,097	1,358	796	985	328	495	500	430	612	613	600
1974–75	9,698	10,693	7,000	3,958	4,930	1,602	2,582	2,605	2,250	3,158	3,158	3,148	1,983	2,187	1,432	809	1,008	328	528	533	460	646	646	644
1975–76	9,605	10,754	6,729	3,786	4,901	1,357	2,598	2,631	2,165	3,221	3,222	3,207	2,103	2,355	1,473	829	1,073	297	569	576	474	705	706	702
1976–77	9,818	11,120	6,895	3,987	5,258	1,491	2,604	2,636	2,169	3,227	3,226	3,235	2,275	2,577	1,598	924	1,218	346	603	611	503	748	748	750
1977–78	9,748	11,019	6,888	3,981	5,222	1,529	2,609	2,644	2,122	3,158	3,153	3,237	2,411	2,725	1,703	984	1,291	378	645	654	525	781	780	801
1978–79	9,564	10,786	6,759	3,966	5,164	1,519	2,544	2,572	2,126	3,054	3,050	3,114	2,587	2,917	1,828	1,073	1,397	411	688	696	575	826	825	842
1979–80	9,164	10,332	6,458	3,794	4,936	1,471	2,450	2,477	2,049	2,920	2,919	2,938	2,809	3,167	1,979	1,163	1,513	451	751	759	628	895	895	900
1980–81	9,067	10,231	6,520	3,768	4,908	1,538	2,445	2,473	2,060	2,855	2,850	2,923	3,101	3,499	2,230	1,289	1,679	526	836	846	705	976	975	1,000
1981–82	9,391	10,633	6,663	3,920	5,133	1,587	2,556	2,587	2,133	2,914	2,912	2,943	3,489	3,951	2,476	1,457	1,907	590	950	961	793	1,083	1,082	1,094
1982–83	10,003	11,369	7,002	4,195	5,520	1,741	2,745	2,781	2,254	3,064	3,067	3,007	3,877	4,406	2,713	1,626	2,139	675	1,064	1,078	873	1,187	1,189	1,165
1983–84	10,369	11,812	7,103	4,436	5,832	1,817	2,849	2,892	2,280	3,084	3,089	3,006	4,167	4,747	2,854	1,783	2,344	730	1,145	1,162	916	1,239	1,242	1,208
1984–85	10,926	12,357	7,613	4,754	6,148	1,966	3,034	3,070	2,533	3,138	3,139	3,114	4,563	5,160	3,179	1,985	2,567	821	1,267	1,282	1,058	1,310	1,311	1,301
1985–86 <sup>4</sup>	11,369	12,811	7,836	5,076	6,481	2,068	3,115	3,153	2,576	3,178	3,177	3,192	4,885	5,504	3,367	2,181	2,784	888	1,338	1,355	1,107	1,365	1,365	1,372
1986–87	11,853	13,580	7,503	5,264	6,927	2,043	3,198	3,248	2,355	3,390	3,405	3,106	5,206	5,964	3,295	2,312	3,042	897	1,405	1,427	1,034	1,489	1,495	1,364
1987–88	12,013	13,713	7,134	5,374	6,998	1,769	3,252	3,315	2,224	3,386	3,400	3,141	5,494	6,272	3,263	2,458	3,201	809	1,488	1,516	1,017	1,549	1,555	1,437
1988–89	12,264	14,055	7,467	5,554	7,256	2,047	3,291	3,362	2,267	3,420	3,437	3,153	5,869	6,725	3,573	2,658	3,472	979	1,575	1,609	1,085	1,636	1,644	1,509
1989–90	12,381	14,384	7,390	5,663	7,580	1,950	3,267	3,340	2,204	3,451	3,464	3,236	6,207	7,212	3,705	2,839	3,800	978	1,638	1,675	1,105	1,730	1,737	1,622
1990–91	12,410	14,376	7,433	5,704	7,582	2,057	3,297	3,370	2,236	3,408	3,425	3,140	6,562	7,602	3,930	3,016	4,009	1,087	1,743	1,782	1,182	1,802	1,811	1,660
1991–92	12,969	15,096	7,499	6,021	8,036	2,179	3,434	3,520	2,218	3,514	3,539	3,101	7,077	8,238	4,092	3,286	4,385	1,189	1,874	1,921	1,210	1,918	1,931	1,692
1992–93	13,243	15,562	7,477	6,250	8,444	2,267	3,445	3,538	2,204	3,548	3,580	3,006	7,452	8,758	4,207	3,517	4,752	1,276	1,939	1,991	1,240	1,996	2,015	1,692
1993–94	13,738	16,103	7,706	6,629	8,867	2,423	3,563	3,656	2,308	3,546	3,580	2,976	7,931	9,296	4,449	3,827	5,119	1,399	2,057	2,111	1,332	2,047	2,067	1,718
1994–95	13,985	16,381	7,802	6,810	9,078	2,505	3,612	3,704	2,351	3,563	3,599	2,946	8,306	9,728	4,633	4,044	5,391	1,488	2,145	2,200	1,396	2,116	2,138	1,750
1995–96	14,426	16,934	7,745	7,111	9,485	2,495	3,711	3,800	2,414	3,604	3,649	2,836	8,800	10,330	4,725	4,338	5,786	1,522	2,264	2,318	1,473	2,199	2,226	1,730
1996–97	14,672	17,278	7,802	7,274	9,752	2,459	3,770	3,860	2,427	3,628	3,667	2,916	9,206	10,841	4,895	4,564	6,118	1,543	2,365	2,422	1,522	2,276	2,301	1,830
1997–98	15,013	17,659	8,130	7,445	9,944	2,653	3,827	3,926	2,502	3,740	3,789	2,975	9,588	11,277	5,192	4,755	6,351	1,695	2,444	2,507	1,598	2,389	2,419	1,900
1998–99	15,509	18,299	8,144	7,716	10,348	2,656	3,936	4,041	2,487	3,857	3,910	3,001	10,076	11,888	5,291	5,013	6,723	1,725	2,557	2,626	1,616	2,506	2,540	1,950
1999–2000	15,604	18,475	8,108	7,812	10,533	2,585	4,018	4,115	2,650	3,774	3,827	2,873	10,430	12,349	5,420	5,222	7,040	1,728	2,686	2,751	1,771	2,523	2,558	1,920
2000–01	15,651	18,692	7,907	7,778	10,663	2,456	4,081	4,184	2,576	3,791	3,845	2,875	10,820	12,922	5,466	5,377	7,372	1,698	2,821	2,893	1,781	2,621	2,658	1,987
2001–02	16,175	19,386	8,127	8,025	11,066	2,558	4,237	4,349	2,627	3,912	3,970	2,942	11,380	13,639	5,718	5,646	7,786	1,800	2,981	3,060	1,848	2,753	2,793	2,070
2002–03	16,708	20,081	8,695	8,348	11,555	2,647	4,421	4,538	2,889	3,939	3,988	3,160	12,014	14,439	6,252	6,002	8,309	1,903	3,179	3,263	2,077	2,832	2,867	2,272
2003–04	17,629	21,103	9,125	8,993	12,288	2,959	4,572	4,693	3,005	4,064	4,122	3,161	12,953	15,505	6,705	6,608	9,029	2,174	3,359	3,448	2,208	2,986	3,028	2,322
2004-05	18,224	21,813	9,374	9,410	12,824	3,089	4,719	4,838	3,110	4,095	4,151	3,176	13,793	16,510	7,095	7,122	9,706	2,338	3,572	3,662	2,354	3,100	3,142	2,404
2005-06	18,625	22,211	9,209	9,675	13,082	3,076	4,849	4,970	3,068	4,101	4,159	3,065	14,634	17,451	7,236	7,601	10,279	2,417	3,810	3,905	2,411	3,222	3,268	2,408
2006-07	19,212	22,918	9,264	10,041	13,561	3,097	4,986	5,107	3,136	4,186	4,250	3,031	15,486	18,473	7,467	8,093	10,931	2,496	4,019	4,116	2,528	3,374	3,426	2,443
2007-08	19,413	23,166	9,137	10,145	13,704	3,010	5,041	5,164	3,151	4,228	4,298	2,975	16,227	19,364	7,637	8,480	11,455	2,516	4,213	4,317	2,634	3,534	3,593	2,487
2008-09	20,111	24,024	9,697	10,492	14,212	3,088	5,246	5,377	3,282	4,374	4,435	3,327	17,045	20,361	8,219	8,892	12,046	2,617	4,446	4,557	2,782	3,707	3,759	2,820
2009-10	20,625	24,687	9,981	10,674	14,495	3,416	5,443	5,591	3,498	4,507	4,601	3,066	17,650	21,126	8,541	9,135	12,404	2,923	4,658	4,785	2,994	3,857	3,937	2,624
2010-11	21,165	25,287	10,159	10,969	14,830	3,505	5,588	5,751	3,521	4,608	4,706	3,133	18,475	22,074	8,868	9,575	12,945	3,060	4,878	5,020	3,074	4,023	4,108	2,734
2011-12	21,593	25,610	10,402	11,328	15,105	3,611	5,659	5,814	3,563	4,605	4,691	3,229	19,401	23,011	9,347	10,179	13,572	3,244	5,085	5,224	3,201	4,138	4,215	2,901
2012-13	22,150	26,132	10,480	11,693	15,435	3,636	5,797	5,948	3,657	4,659	4,749	3,187	20,233	23,871	9,573	10,681	14,099	3,322	5,296	5,433	3,340	4,256	4,338	2,911
2013-14	22,630	26,625	10,662	11,935	15,697	3,632	5,950	6,094	3,817	4,745	4,834	3,213	20,995	24,701	9,891	11,073	14,563	3,369	5,520	5,654	3,541	4,402	4,484	2,981
2014–15	23,252	27,190	10,864	12,293	16,005	3,627	6,120	6,261	3,911	4,840	4,924	3,327	21,729	25,409	10,153	11,487	14,957	3,389	5,719	5,850	3,655	4,523	4,602	3,109
2015–16	23,851	27,777	11,062	12,608	16,309	3,626	6,287	6,423	4,091	4,955	5,046	3,345	22,439	26,132	10,407	11,862	15,343	3,412	5,915	6,043	3,849	4,662	4,747	3,147
2016–17	24,101	27,755	11,061	12,753	16,190	3,673	6,374	6,503	4,104	4,974	5,062	3,285	23,091	26,592	10,597	12,219	15,512	3,519	6,107	6,231	3,932	4,766	4,850	3,147
2017–18	24,327	27,923	10,925	12,874	16,253	3,611	6,452	6,585	4,008	5,001	5,085	3,307	23,833	27,357	10,704	12,613	15,923	3,537	6,321	6,451	3,926	4,899	4,982	3,240
2018–19	24,623	28,123	11,389	13,016	16,318	3,564	6,542	6,675	4,123	5,065	5,131	3,702	24,623	28,123	11,389	13,016	16,318	3,564	6,542	6,675	4,123	5,065	5,131	3,702

CHAPTER 3: Postsecondary Education 365 Student Charges

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963–64 through 2018–19—Continued

	Constant 2018–19 dollars¹  Total tuition, fees,																	Current	dollars					
		I tuition, form, and boo		Tuition a	nd require	d fees <sup>2</sup>	Dorr	nitory roo	ms		Board <sup>3</sup>			I tuition, fe m, and bo		Tuition a	nd require	ed fees²	Dor	mitory roo	oms		Board <sup>3</sup>	
Year and control of institution	All institutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year 18	2-year	All institutions	4-year 21	2-year	All insti- tutions 23	4-year	2-year 25
Public institutions 1963–64 1968–69 1969–70 1970–71 1971–72 1972–73 1973–74	7,493 7,893 8,023 8,135 8,290 8,593 8,229	7,626 8,116 8,300 8,453 8,646 9,191 8,670	5,173 6,270 6,376 6,363 6,604 7,082 6,920	1,922 2,095 2,166 2,238 2,314 2,408 2,379	1,998 2,279 2,403 2,510 2,633 2,974 2,790	797 1,207 1,193 1,192 1,182 1,379 1,488	2,051 2,372 2,453 2,533 2,620 2,789 2,599	2,081 2,393 2,476 2,557 2,645 2,818 2,626	1,412 1,974 2,065 2,155 2,253 2,355 2,222	3,520 3,426 3,404 3,364 3,356 3,396 3,251	3,546 3,443 3,421 3,386 3,368 3,399 3,254	2,964 3,089 3,118 3,016 3,170 3,349 3,210	912 1,112 1,197 1,276 1,347 1,452 1,515	929 1,143 1,238 1,326 1,405 1,553 1,596	630 883 951 998 1,073 1,197 1,274	234 295 323 351 376 407 438	243 321 358 394 428 503 514	97 170 178 187 192 233 274	250 334 366 397 426 471 479	253 337 369 401 430 476 483	172 278 308 338 366 398 409	429 482 508 528 545 574 598	432 485 510 531 547 575 599	361 435 465 473 515 566 591
1974–75	7,634	8,052	6,548	2,113	2,506	1,355	2,470	2,500	2,073	3,051	3,046	3,120	1,561	1,647	1,339	432	512	277	505	511	424	624	623	638
1975–76	7,594	8,127	6,330	1,977	2,476	1,119	2,481	2,520	2,019	3,136	3,131	3,192	1,663	1,780	1,386	433	542	245	543	552	442	687	686	699
1976–77	7,720	8,350	6,432	2,065	2,661	1,223	2,514	2,554	2,006	3,141	3,136	3,203	1,789	1,935	1,491	479	617	283	582	592	465	728	727	742
1977–78	7,633	8,240	6,428	2,069	2,647	1,239	2,511	2,552	1,965	3,053	3,040	3,224	1,888	2,038	1,590	512	655	306	621	631	486	755	752	797
1978–79	7,371	7,930	6,252	2,007	2,543	1,210	2,421	2,455	1,948	2,943	2,932	3,094	1,994	2,145	1,691	543	688	327	655	664	527	796	793	837
1979–80	7,063	7,593	5,942	1,903	2,406	1,158	2,333	2,366	1,872	2,827	2,821	2,913	2,165	2,327	1,822	583	738	355	715	725	574	867	865	893
1980–81	6,939	7,457	5,927	1,856	2,350	1,144	2,335	2,371	1,876	2,748	2,736	2,907	2,373	2,550	2,027	635	804	391	799	811	642	940	936	994
1981–82	7,166	7,726	5,985	1,921	2,448	1,169	2,448	2,491	1,893	2,798	2,788	2,923	2,663	2,871	2,224	714	909	434	909	925	703	1,039	1,036	1,086
1982–83	7,599	8,247	6,166	2,060	2,662	1,221	2,607	2,659	1,948	2,932	2,927	2,997	2,945	3,196	2,390	798	1,031	473	1,010	1,030	755	1,136	1,134	1,162
1983–84	7,853	8,542	6,305	2,218	2,856	1,314	2,705	2,761	1,992	2,930	2,925	2,999	3,156	3,433	2,534	891	1,148	528	1,087	1,110	801	1,178	1,175	1,205
1984–85	8,161	8,816	6,722	2,325	2,940	1,398	2,864	2,914	2,205	2,973	2,962	3,119	3,408	3,682	2,807	971	1,228	584	1,196	1,217	921	1,241	1,237	1,302
1985–86 <sup>4</sup>	8,312	8,981	6,938	2,432	3,067	1,492	2,890	2,940	2,234	2,991	2,974	3,212	3,571	3,859	2,981	1,045	1,318	641	1,242	1,263	960	1,285	1,278	1,380
1986–87	8,664	9,421	6,805	2,519	3,219	1,504	2,962	3,012	2,229	3,183	3,191	3,073	3,805	4,138	2,989	1,106	1,414	660	1,301	1,323	979	1,398	1,401	1,349
1987–88	8,854	9,627	6,702	2,664	3,361	1,543	3,013	3,082	2,061	3,178	3,184	3,098	4,050	4,403	3,066	1,218	1,537	706	1,378	1,410	943	1,454	1,456	1,417
1988–89	8,932	9,777	6,651	2,685	3,440	1,526	3,044	3,126	2,016	3,203	3,210	3,110	4,274	4,678	3,183	1,285	1,646	730	1,457	1,496	965	1,533	1,536	1,488
1989–90	8,983	9,924	6,581	2,705	3,550	1,508	3,018	3,106	1,919	3,260	3,268	3,154	4,504	4,975	3,299	1,356	1,780	756	1,513	1,557	962	1,635	1,638	1,581
1990–91	8,996	9,915	6,558	2,750	3,571	1,559	3,049	3,133	1,985	3,198	3,211	3,014	4,757	5,243	3,467	1,454	1,888	824	1,612	1,657	1,050	1,691	1,698	1,594
1991–92	9,416	10,433	6,639	2,983	3,879	1,716	3,172	3,270	1,969	3,261	3,283	2,954	5,138	5,693	3,623	1,628	2,117	936	1,731	1,785	1,074	1,780	1,792	1,612
1992–93	9,558	10,697	6,751	3,166	4,174	1,822	3,121	3,228	1,965	3,271	3,295	2,963	5,379	6,020	3,799	1,782	2,349	1,025	1,756	1,816	1,106	1,841	1,854	1,668
1993–94	9,863	11,025	6,921	3,364	4,394	1,948	3,244	3,350	2,061	3,256	3,282	2,912	5,694	6,365	3,996	1,942	2,537	1,125	1,873	1,934	1,190	1,880	1,895	1,681
1994–95	10,044	11,232	6,966	3,464	4,514	2,008	3,299	3,406	2,074	3,282	3,312	2,883	5,965	6,670	4,137	2,057	2,681	1,192	1,959	2,023	1,232	1,949	1,967	1,712
1995–96	10,255	11,498	6,912	3,572	4,668	2,032	3,373	3,477	2,125	3,311	3,353	2,755	6,256	7,014	4,217	2,179	2,848	1,239	2,057	2,121	1,297	2,020	2,045	1,681
1996–97	10,407	11,689	7,019	3,620	4,761	2,033	3,423	3,528	2,134	3,364	3,400	2,851	6,530	7,334	4,404	2,271	2,987	1,276	2,148	2,214	1,339	2,111	2,133	1,789
1997–98	10,669	12,016	7,061	3,696	4,869	2,058	3,484	3,602	2,193	3,488	3,544	2,810	6,813	7,673	4,509	2,360	3,110	1,314	2,225	2,301	1,401	2,228	2,263	1,795
1998–99	10,939	12,355	7,087	3,741	4,970	2,042	3,586	3,708	2,232	3,613	3,677	2,813	7,107	8,027	4,604	2,430	3,229	1,327	2,330	2,409	1,450	2,347	2,389	1,828
1999–2000	10,933	12,378	7,076	3,745	5,010	2,016	3,650	3,769	2,317	3,537	3,600	2,743	7,308	8,274	4,730	2,504	3,349	1,348	2,440	2,519	1,549	2,364	2,406	1,834
2000–01	10,973	12,517	7,000	3,706	5,063	1,928	3,716	3,839	2,315	3,552	3,614	2,757	7,586	8,653	4,839	2,562	3,501	1,333	2,569	2,654	1,600	2,455	2,499	1,906
2001–02	11,401	13,071	7,302	3,838	5,309	1,961	3,870	4,003	2,448	3,693	3,759	2,893	8,022	9,196	5,137	2,700	3,735	1,380	2,723	2,816	1,722	2,598	2,645	2,036
2002–03	11,824	13,612	7,790	4,037	5,627	2,063	4,075	4,212	2,717	3,712	3,772	3,010	8,502	9,787	5,601	2,903	4,046	1,483	2,930	3,029	1,954	2,669	2,712	2,164
2003–04	12,585	14,527	8,182	4,517	6,242	2,316	4,227	4,372	2,843	3,841	3,914	3,023	9,247	10,674	6,012	3,319	4,587	1,702	3,106	3,212	2,089	2,822	2,876	2,221
2004-05	13,033	15,096	8,423	4,795	6,641	2,443	4,366	4,517	2,872	3,873	3,938	3,108	9,864	11,426	6,375	3,629	5,027	1,849	3,304	3,418	2,174	2,931	2,981	2,353
2005-06	13,306	15,411	8,262	4,930	6,810	2,463	4,512	4,664	2,865	3,863	3,937	2,935	10,454	12,108	6,492	3,874	5,351	1,935	3,545	3,664	2,251	3,035	3,093	2,306
2006-07	13,711	15,880	8,456	5,089	7,030	2,503	4,661	4,812	2,988	3,961	4,038	2,965	11,051	12,799	6,815	4,102	5,666	2,017	3,757	3,878	2,408	3,192	3,255	2,390
2007-08	13,842	16,066	8,347	5,130	7,110	2,463	4,727	4,883	2,997	3,986	4,072	2,888	11,570	13,429	6,977	4,288	5,943	2,058	3,951	4,082	2,505	3,332	3,404	2,414
2008-09	14,405	16,768	8,906	5,323	7,447	2,520	4,943	5,110	3,143	4,138	4,211	3,244	12,209	14,212	7,549	4,512	6,312	2,136	4,190	4,331	2,664	3,507	3,569	2,749
2009–10	14,980	17,570	9,007	5,566	7,849	2,668	5,143	5,334	3,335	4,271	4,388	3,004	12,819	15,036	7,708	4,763	6,717	2,283	4,401	4,564	2,854	3,655	3,755	2,571
2010–11	15,540	18,237	9,255	5,814	8,170	2,796	5,322	5,535	3,385	4,405	4,532	3,073	13,566	15,919	8,079	5,075	7,132	2,441	4,646	4,832	2,955	3,845	3,956	2,683
2011–12	15,980	18,683	9,590	6,192	8,585	2,951	5,397	5,599	3,450	4,392	4,499	3,189	14,359	16,787	8,617	5,563	7,713	2,651	4,849	5,031	3,100	3,946	4,042	2,866
2012–13	16,444	19,130	9,773	6,457	8,835	3,056	5,541	5,738	3,555	4,446	4,557	3,162	15,021	17,475	8,927	5,899	8,070	2,792	5,062	5,241	3,247	4,061	4,163	2,888
2013–14	16,846	19,509	10,006	6,597	8,959	3,105	5,717	5,906	3,716	4,532	4,644	3,185	15,628	18,100	9,283	6,120	8,312	2,881	5,304	5,479	3,448	4,205	4,308	2,955
2014–15	17,323	19,938	10,257	6,817	9,142	3,162	5,890	6,075	3,808	4,616	4,721	3,287	16,188	18,632	9,585	6,370	8,543	2,955	5,504	5,677	3,559	4,313	4,412	3,072
2015–16	17,821	20,413	10,538	7,028	9,331	3,229	6,043	6,219	3,995	4,750	4,863	3,314	16,766	19,204	9,914	6,612	8,778	3,038	5,686	5,850	3,759	4,469	4,576	3,118
2016–17	17,992	20,341	10,531	7,116	9,189	3,294	6,115	6,281	3,990	4,761	4,870	3,247	17,238	19,488	10,090	6,818	8,804	3,156	5,859	6,018	3,823	4,562	4,666	3,111
2017–18	18,163	20,464	10,493	7,198	9,223	3,309	6,186	6,356	3,914	4,780	4,885	3,271	17,794	20,049	10,280	7,051	9,036	3,242	6,060	6,227	3,834	4,682	4,785	3,204
2018–19	18,383	20,598	10,950	7,250	9,212	3,313	6,290	6,459	4,055	4,843	4,927	3,581	18,383	20,598	10,950	7,250	9,212	3,313	6,290	6,459	4,055	4,843	4,927	3,581

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963–64 through 2018–19—Continued

					Cor	nstant 201	8–19 dollai	rs <sup>1</sup>										Current	dollars					
		tuition, fo	/	Tuition a	and require	ed fees²	Dorr	nitorv roo	ms		Board <sup>3</sup>			l tuition, for	,	Tuition a	nd require	ed fees²	Dor	mitory roo	ms		Board <sup>3</sup>	
Year and control of institution	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- ar tutions 4-year 2-year tutions 4-year 2-year tutions 4-year 2-year 11 12 13							4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year
1	2	3	4	5	6	7	8	8 9 10 11 12 13 1					14	15	16	17	18	19	20	21	22	23	24	25
Private nonprofit and for-profit institutions 1963-64 1968-69 1969-70 1970-71 1971-72 1972-73 1973-74	14,904 16,481 16,946 17,399 17,863 17,963 17,178	14,861 16,731 17,156 17,561 17,963 18,289 17,501	10,782 13,321 13,362 13,408 13,454 13,448 13,091	8,310 9,821 10,278 10,736 11,202 11,229 10,804	8,300 10,063 10,472 10,879 11,276 11,527 11,106	5,272 6,788 6,933 7,070 7,213 7,224 7,078	2,595 2,869 2,911 2,948 2,988 3,094 2,890	2,568 2,872 2,920 2,959 3,002 3,116 2,906	2,004 2,776 2,769 2,767 2,763 2,704 2,624	3,999 3,792 3,757 3,715 3,673 3,640 3,484	3,993 3,795 3,764 3,724 3,685 3,646 3,489	3,506 3,756 3,661 3,570 3,477 3,520 3,390	1,815 2,321 2,527 2,729 2,902 3,036 3,162	1,810 2,356 2,559 2,754 2,919 3,091 3,222	1,313 1,876 1,993 2,103 2,186 2,273 2,410	1,012 1,383 1,533 1,684 1,820 1,898 1,989	1,011 1,417 1,562 1,706 1,832 1,948 2,045	642 956 1,034 1,109 1,172 1,221 1,303	316 404 434 462 486 523 532	313 405 436 464 488 527 535	244 391 413 434 449 457 483	487 534 560 583 597 615 641	486 534 561 584 599 616 642	427 529 546 560 565 595 624
1974–75	16,568	16,647	12,670	10,352	10,418	6,685	2,826	2,830	2,758	3,389	3,398	3,227	3,388	3,404	2,591	2,117	2,130	1,367	578	579	564	693	695	660
1975–76	16,643	16,754	12,381	10,376	10,464	6,517	2,856	2,871	2,612	3,410	3,420	3,252	3,644	3,669	2,711	2,272	2,291	1,427	625	629	572	747	749	712
1976–77	16,855	17,161	12,820	10,644	10,935	6,870	2,800	2,811	2,621	3,411	3,415	3,329	3,906	3,977	2,971	2,467	2,534	1,592	649	651	607	790	791	772
1977–78	16,815	17,145	12,729	10,609	10,919	6,896	2,823	2,839	2,553	3,382	3,387	3,279	4,158	4,240	3,148	2,624	2,700	1,706	698	702	631	836	838	811
1978–79	16,691	17,043	12,532	10,602	10,936	6,769	2,802	2,814	2,589	3,287	3,292	3,174	4,514	4,609	3,389	2,867	2,958	1,831	758	761	700	889	890	858
1979–80	16,026	16,353	12,238	10,211	10,521	6,726	2,699	2,711	2,500	3,116	3,121	3,012	4,912	5,013	3,751	3,130	3,225	2,062	827	831	766	955	957	923
1980–81	15,993	16,354	12,580	10,227	10,575	7,055	2,683	2,691	2,548	3,083	3,088	2,978	5,470	5,594	4,303	3,498	3,617	2,413	918	921	871	1,054	1,056	1,019
1981–82	16,593	17,035	12,774	10,637	11,070	7,010	2,792	2,795	2,752	3,163	3,170	3,012	6,166	6,330	4,746	3,953	4,113	2,605	1,038	1,039	1,022	1,175	1,178	1,119
1982–83	17,856	18,388	13,842	11,454	11,970	7,762	3,048	3,049	3,038	3,354	3,369	3,042	6,920	7,126	5,364	4,439	4,639	3,008	1,181	1,181	1,177	1,300	1,306	1,179
1983–84	18,683	19,308	13,862	12,070	12,673	7,711	3,179	3,183	3,118	3,434	3,452	3,034	7,508	7,759	5,571	4,851	5,093	3,099	1,278	1,279	1,253	1,380	1,387	1,219
1984–85	19,641	20,236	14,854	12,726	13,304	8,345	3,414	3,415	3,410	3,500	3,517	3,099	8,202	8,451	6,203	5,315	5,556	3,485	1,426	1,426	1,424	1,462	1,469	1,294
1985–86 <sup>4</sup>	20,678	21,478	15,156	13,473	14,245	8,546	3,616	3,623	3,491	3,590	3,610	3,119	8,885	9,228	6,512	5,789	6,121	3,672	1,553	1,557	1,500	1,542	1,551	1,340
1986–87	22,032	22,859	14,535	14,380	15,161	8,387	3,776	3,810	2,882	3,875	3,888	3,265	9,676	10,039	6,384	6,316	6,658	3,684	1,658	1,673	1,266	1,702	1,708	1,434
1987–88	22,982	23,305	15,475	15,279	15,558	9,097	3,821	3,848	3,018	3,882	3,898	3,360	10,512	10,659	7,078	6,988	7,116	4,161	1,748	1,760	1,380	1,775	1,783	1,537
1988–89	23,384	23,979	16,649	15,592	16,137	10,068	3,864	3,894	3,218	3,928	3,948	3,363	11,189	11,474	7,967	7,461	7,722	4,817	1,849	1,863	1,540	1,880	1,889	1,609
1989–90	23,972	24,502	17,294	16,251	16,748	10,365	3,836	3,859	3,317	3,885	3,895	3,612	12,018	12,284	8,670	8,147	8,396	5,196	1,923	1,935	1,663	1,948	1,953	1,811
1990–91	24,415	25,035	17,593	16,590	17,177	10,534	3,902	3,929	3,298	3,923	3,928	3,761	12,910	13,237	9,302	8,772	9,083	5,570	2,063	2,077	1,744	2,074	2,077	1,989
1991–92	25,458	26,127	17,652	17,261	17,884	10,545	4,071	4,106	3,277	4,126	4,136	3,830	13,892	14,258	9,632	9,419	9,759	5,754	2,221	2,241	1,788	2,252	2,257	2,090
1992–93	26,004	26,672	17,598	17,666	18,292	10,767	4,172	4,197	3,501	4,165	4,183	3,331	14,634	15,009	9,903	9,942	10,294	6,059	2,348	2,362	1,970	2,344	2,354	1,875
1993–94	26,840	27,547	18,025	18,312	18,971	11,034	4,313	4,341	3,580	4,216	4,235	3,412	15,496	15,904	10,406	10,572	10,952	6,370	2,490	2,506	2,067	2,434	2,445	1,970
1994–95	27,290	27,956	18,810	18,709	19,332	11,643	4,357	4,380	3,761	4,224	4,243	3,406	16,207	16,602	11,170	11,111	11,481	6,914	2,587	2,601	2,233	2,509	2,520	2,023
1995–96	28,209	28,870	18,956	19,449	20,070	11,630	4,488	4,510	3,887	4,272	4,290	3,439	17,208	17,612	11,563	11,864	12,243	7,094	2,738	2,751	2,371	2,606	2,617	2,098
1996–97	28,750	29,393	19,053	19,919	20,530	11,533	4,586	4,604	4,044	4,245	4,259	3,476	18,039	18,442	11,954	12,498	12,881	7,236	2,878	2,889	2,537	2,663	2,672	2,181
1997–98	28,994	29,861	20,233	20,044	20,895	11,688	4,625	4,642	4,185	4,325	4,324	4,360	18,516	19,070	12,921	12,801	13,344	7,464	2,954	2,964	2,672	2,762	2,761	2,785
1998–99	29,812	30,675	20,501	20,669	21,507	12,088	4,732	4,758	3,973	4,411	4,410	4,440	19,368	19,929	13,319	13,428	13,973	7,854	3,075	3,091	2,581	2,865	2,865	2,884
1999–2000	30,240	31,023	21,012	21,094	21,866	12,305	4,841	4,850	4,589	4,304	4,308	4,118	20,213	20,737	14,045	14,100	14,616	8,225	3,236	3,242	3,067	2,877	2,879	2,753
2000–01	30,916	31,614	21,563	21,698	22,378	13,115	4,892	4,907	4,348	4,326	4,330	4,100	21,373	21,856	14,907	15,000	15,470	9,067	3,382	3,392	3,006	2,991	2,993	2,834
2001–02	31,857	32,542	22,493	22,375	23,041	14,322	5,070	5,083	4,429	4,412	4,419	3,742	22,413	22,896	15,825	15,742	16,211	10,076	3,567	3,576	3,116	3,104	3,109	2,633
2002–03	32,461	33,082	24,690	22,784	23,401	14,813	5,218	5,235	4,495	4,458	4,447	5,382	23,340	23,787	17,753	16,383	16,826	10,651	3,752	3,764	3,232	3,206	3,197	3,870
2003–04	33,513	34,120	26,619	23,565	24,175	15,713	5,369	5,379	4,873	4,578	4,565	6,032	24,624	25,070	19,558	17,315	17,763	11,545	3,945	3,952	3,581	3,364	3,354	4,432
2004-05	34,110	34,695	26,817	23,985	24,580	16,016	5,520	5,513	5,913	4,604	4,602	4,888	25,817	26,260	20,297	18,154	18,604	12,122	4,178	4,173	4,475	3,485	3,483	3,700
2005-06	34,247	34,788	27,242	24,007	24,554	15,846	5,600	5,605	5,312	4,640	4,629	6,085	26,908	27,333	21,404	18,862	19,292	12,450	4,400	4,404	4,173	3,645	3,637	4,781
2006-07	35,285	35,879	25,166	24,871	25,454	15,766	5,715	5,723	5,145	4,698	4,702	4,255	28,440	28,919	20,284	20,047	20,517	12,708	4,606	4,613	4,147	3,787	3,790	3,430
2007-08	35,613	36,160	25,944	25,090	25,634	15,705	5,746	5,751	5,364	4,776	4,775	4,874	29,768	30,226	21,686	20,972	21,427	13,128	4,803	4,808	4,484	3,992	3,992	4,074
2008-09	36,298	36,850	26,810	25,456	26,004	16,007	5,929	5,936	5,372	4,913	4,909	5,431	30,764	31,232	22,723	21,575	22,040	13,567	5,025	5,031	4,553	4,164	4,161	4,603
2009-10	36,624	37,215	28,587	25,432	26,023	17,368	6,132	6,133	6,089	5,059	5,059	5,130	31,341	31,847	24,463	21,764	22,269	14,862	5,248	5,248	5,211	4,329	4,329	4,390
2010-11	36,515	37,250	26,464	25,250	25,978	15,680	6,189	6,197	5,658	5,075	5,075	5,127	31,875	32,517	23,101	22,042	22,677	13,687	5,403	5,410	4,939	4,430	4,430	4,475
2011-12	36,792	37,481	26,271	25,431	26,114	15,538	6,257	6,263	5,752	5,104	5,104	4,980	33,058	33,677	23,605	22,850	23,464	13,961	5,622	5,627	5,169	4,586	4,586	4,475
2012-13	37,750	38,394	25,567	26,212	26,846	15,490	6,383	6,390	5,723	5,155	5,158	4,354	34,483	35,071	23,355	23,943	24,523	14,149	5,831	5,837	5,228	4,709	4,712	3,977
2013-14	38,799	39,450	25,730	27,066	27,709	15,274	6,490	6,496	5,916	5,243	5,245	4,539	35,995	36,599	23,870	25,110	25,707	14,170	6,021	6,026	5,489	4,864	4,866	4,211
2014–15	40,045	40,651	26,032	28,017	28,613	15,261	6,657	6,665	5,892	5,371	5,373	4,879	37,422	37,988	24,327	26,182	26,739	14,261	6,221	6,228	5,506	5,019	5,021	4,560
2015–16	41,472	42,021	25,909	29,163	29,700	15,442	6,863	6,871	6,023	5,445	5,450	4,444	39,016	39,534	24,375	27,436	27,942	14,528	6,457	6,464	5,666	5,123	5,128	4,181
2016–17	42,712	43,279	25,976	30,211	30,765	15,227	7,003	7,011	6,209	5,499	5,503	4,540	40,922	41,465	24,888	28,945	29,476	14,589	6,710	6,717	5,949	5,268	5,273	4,350
2017–18	43,557	44,025	26,126	30,902	31,359	15,203	7,106	7,113	6,182	5,550	5,553	4,742	42,673	43,131	25,596	30,274	30,723	14,894	6,961	6,968	6,057	5,437	5,440	4,645
2018–19	44,306	44,662	28,627	31,519	31,875	15,727	7,171	7,179	5,967	5,616	5,608	6,933	44,306	44,662	28,627	31,519	31,875	15,727	7,171	7,179	5,967	5,616	5,608	6,933

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: Selected years, 1963–64 through 2018–19—Continued

					Cor	nstant 201	ant 2018–19 dollars¹											Current	dollars					
		I tuition, form, and bo	,	Tuition a	and requir	ed fees²	Dorr	nitory roo	ıms		Board <sup>3</sup>			I tuition, form, and bo	,	Tuition a	nd require	ed fees²	Dorr	mitory rooi	ms		Board <sup>3</sup>	
Year and control of institution	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All institutions 4-year 2-year tutions 4			4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	All insti- tutions	4-year	2-year	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Nonprofit 1999–2000 2000–01 2001–02 2002–03 2003–04	31,401 31,727 32,804 33,763 34,957	31,763 32,068 33,056 33,998 35,185	17,486 16,948 18,435 20,085 21,190	22,307 22,559 23,367 24,142 25,081	22,637 22,871 23,599 24,363 25,293	10,312 10,079 11,550 12,387 13,047	4,793 4,842 5,025 5,177 5,317	4,818 4,868 5,038 5,189 5,328	3,164 2,905 3,275 3,680 3,884	4,301 4,326 4,412 4,443 4,558	4,308 4,330 4,419 4,447 4,565	4,010 3,964 3,610 4,018 4,259	20,989 21,934 23,080 24,276 25,685	21,231 22,170 23,257 24,446 25,853	11,688 11,717 12,970 14,442 15,569	14,911 15,596 16,440 17,359 18,429	15,131 15,811 16,604 17,517 18,584	6,893 6,968 8,126 8,907 9,587	3,204 3,347 3,536 3,723 3,907	3,221 3,365 3,544 3,731 3,915	2,115 2,008 2,304 2,646 2,853	2,875 2,991 3,104 3,195 3,349	2,879 2,993 3,109 3,197 3,354	2,680 2,740 2,540 2,889 3,129
2004-05	35,783	36,010	21,016	25,762	25,965	13,093	5,434	5,443	3,870	4,588	4,602	4,053	27,083	27,255	15,906	19,498	19,652	9,910	4,113	4,119	2,929	3,472	3,483	3,067
2005-06	36,299	36,518	20,783	26,178	26,387	13,132	5,492	5,502	3,839	4,629	4,629	3,811	28,520	28,692	16,329	20,568	20,732	10,318	4,315	4,323	3,017	3,637	3,637	2,994
2006-07	37,425	37,618	21,937	27,097	27,287	13,568	5,623	5,629	4,436	4,705	4,702	3,933	30,166	30,321	17,682	21,841	21,994	10,936	4,532	4,537	3,576	3,793	3,790	3,170
2007-08	38,188	38,343	22,559	27,757	27,909	14,103	5,653	5,659	4,541	4,779	4,775	3,915	31,921	32,050	18,857	23,201	23,329	11,789	4,725	4,730	3,796	3,994	3,992	3,272
2008-09	39,685	39,833	23,906	28,910	29,069	14,869	5,848	5,854	4,589	4,926	4,909	4,448	33,635	33,761	20,261	24,503	24,638	12,602	4,957	4,962	3,889	4,175	4,161	3,770
2009–10	40,806	40,949	24,254	29,676	29,839	14,766	6,046	6,051	4,810	5,084	5,059	4,678	34,920	35,042	20,756	25,396	25,535	12,636	5,173	5,178	4,116	4,351	4,329	4,004
2010–11	41,588	41,717	23,016	30,290	30,451	14,512	6,184	6,191	4,559	5,114	5,075	3,945	36,304	36,416	20,092	26,441	26,581	12,668	5,398	5,404	3,980	4,464	4,430	3,444
2011–12	41,964	42,108	25,515	30,543	30,735	15,668	6,263	6,269	4,765	5,158	5,104	5,083	37,705	37,835	22,926	27,443	27,616	14,078	5,628	5,633	4,281	4,634	4,586	4,567
2012–13	42,881	43,022	24,246	31,272	31,466	15,090	6,391	6,397	4,822	5,217	5,158	4,333	39,171	39,299	22,148	28,566	28,743	13,785	5,838	5,844	4,405	4,766	4,712	3,958
2013–14	43,802	43,903	24,793	31,983	32,146	15,093	6,507	6,512	5,166	5,312	5,245	4,533	40,636	40,731	23,001	29,671	29,823	14,003	6,037	6,042	4,793	4,928	4,866	4,206
2014–15	44,911	45,012	25,235	32,789	32,947	15,295	6,687	6,692	5,391	5,434	5,373	4,550	41,969	42,063	23,582	30,641	30,789	14,293	6,249	6,254	5,038	5,078	5,021	4,252
2015–16	45,787	45,921	25,882	33,386	33,565	15,651	6,900	6,905	5,718	5,502	5,450	4,513	43,077	43,202	24,349	31,409	31,578	14,724	6,491	6,497	5,379	5,176	5,128	4,246
2016–17	46,496	46,654	26,373	33,977	34,148	15,970	6,997	7,003	5,860	5,522	5,503	4,543	44,548	44,699	25,268	32,553	32,717	15,301	6,704	6,709	5,615	5,291	5,273	4,352
2017–18	46,961	47,100	27,079	34,294	34,448	16,116	7,095	7,099	6,141	5,572	5,553	4,823	46,008	46,144	26,530	33,598	33,748	15,789	6,951	6,955	6,016	5,459	5,440	4,725
2018–19	47,419	47,541	27,962	34,621	34,758	16,629	7,173	7,174	6,686	5,625	5,608	4,647	47,419	47,541	27,962	34,621	34,758	16,629	7,173	7,174	6,686	5,625	5,608	4,647
For-profit 1999–2000 2000–01 2001–02 2002–03 2003–04	24,123 25,585 26,403 27,390 29,699	24,756 26,355 28,103 27,870 29,782	23,538 24,679 24,101 26,987 30,446	13,026 14,743 15,435 15,729 16,711	12,957 15,059 15,733 15,864 16,874	13,114 14,386 15,108 15,478 16,364	6,353 6,519 6,580 6,367 6,930	6,929 7,175 7,670 7,487 7,831	5,852 5,720 5,087 4,909 5,433	4,744 4,323 4,388 5,293 6,058	4,870 4,121 4,700 4,518 5,077	4,572 4,573 3,905 6,600 8,650	16,124 17,688 18,576 19,694 21,822	16,547 18,220 19,772 20,039 21,883	15,734 17,061 16,956 19,404 22,371	8,707 10,192 10,860 11,310 12,278	8,661 10,411 11,069 11,407 12,398	8,766 9,945 10,629 11,129 12,024	4,247 4,507 4,629 4,578 5,092	4,631 4,960 5,396 5,384 5,754	3,912 3,955 3,579 3,530 3,992	3,171 2,988 3,087 3,806 4,451	3,255 2,849 3,307 3,249 3,730	3,056 3,161 2,748 4,746 6,355
2004-05	30,518	30,937	29,533	17,223	17,437	16,657	7,472	7,746	6,803	5,823	5,753	6,072	23,098	23,415	22,353	13,036	13,197	12,607	5,655	5,863	5,149	4,407	4,355	4,596
2005-06	29,983	29,560	32,672	16,847	16,946	16,493	7,745	8,253	6,079	5,390	4,361	10,100	23,557	23,225	25,670	13,237	13,315	12,959	6,085	6,485	4,776	4,235	3,426	7,935
2006-07	29,785	30,659	26,365	17,713	18,105	16,234	7,698	8,235	5,541	4,374	4,319	4,591	24,007	24,712	21,251	14,277	14,593	13,084	6,205	6,638	4,466	3,525	3,481	3,701
2007-08	29,605	30,007	28,143	17,238	17,519	15,989	7,711	8,112	5,863	4,656	4,376	6,291	24,746	25,083	23,524	14,409	14,643	13,365	6,445	6,781	4,901	3,892	3,658	5,258
2008-09	28,683	28,833	29,081	16,888	17,022	16,201	7,330	7,600	5,805	4,466	4,211	7,075	24,311	24,437	24,648	14,313	14,427	13,731	6,212	6,441	4,920	3,785	3,569	5,997
2009–10	28,184	27,911	30,351	16,394	16,090	17,682	7,294	7,400	6,641	4,496	4,421	6,027	24,118	23,885	25,973	14,029	13,769	15,132	6,242	6,332	5,683	3,847	3,783	5,158
2010–11	26,327	26,204	29,540	15,739	15,725	15,800	6,254	6,276	6,102	4,334	4,203	7,638	22,982	22,875	25,787	13,739	13,727	13,792	5,460	5,479	5,327	3,783	3,669	6,668
2011–12	25,567	25,512	26,138	15,304	15,261	15,519	6,186	6,178	6,262	4,077	4,074	4,357	22,972	22,923	23,486	13,751	13,712	13,944	5,558	5,551	5,627	3,663	3,660	3,915
2012–13	25,360	25,276	26,291	15,075	14,988	15,558	6,284	6,291	6,206	4,001	3,996	4,527	23,165	23,088	24,016	13,770	13,691	14,212	5,740	5,747	5,669	3,655	3,651	4,135
2013–14	24,939	24,842	26,242	14,863	14,782	15,302	6,255	6,246	6,349	3,820	3,813	4,591	23,137	23,047	24,346	13,789	13,714	14,196	5,803	5,795	5,891	3,544	3,538	4,260
2014–15	25,011	24,908	27,426	14,951	14,901	15,255	6,202	6,204	6,185	3,858	3,803	5,986	23,373	23,277	25,629	13,972	13,924	14,256	5,796	5,798	5,780	3,605	3,554	5,594
2015–16	25,273	25,215	25,840	15,086	15,041	15,388	6,217	6,209	6,301	3,970	3,965	4,151	23,777	23,722	24,310	14,193	14,150	14,477	5,849	5,842	5,928	3,735	3,731	3,905
2016–17	26,543	26,648	26,121	15,050	15,053	15,028	7,190	7,302	6,563	4,304	4,293	4,530	25,431	25,531	25,027	14,419	14,423	14,399	6,889	6,996	6,288	4,123	4,113	4,340
2017–18	26,797	26,951	25,584	14,973	14,982	14,908	7,418	7,565	6,229	4,406	4,404	4,447	26,253	26,404	25,065	14,669	14,677	14,606	7,268	7,411	6,102	4,317	4,315	4,357
2018–19	27,040	26,575	30,052	14,780	14,715	15,360	7,118	7,410	5,305	5,143	4,450	9,387	27,040	26,575	30,052	14,780	14,715	15,360	7,118	7,410	5,305	5,143	4,450	9,387

<sup>&</sup>lt;sup>1</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.

NOTE: Data are for the entire academic year and are average charges for full-time students. Tuition and fees were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect student residency. Room and board

are based on full-time students. Data through 1995-96 are for institutions of higher education, while later data are for degreegranting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 1986–87*; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1969–70 through 1985–86; "Fall Enrollment in Institutions of Higher Education" surveys, 1963 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99) and "Institutional Characteristics Survey" (IPEDS-IC:86–99); IPEDS Spring 2001 through Spring 2019, Fall Enrollment component; and IPEDS Fall 2000 through Fall 2018, Institutional Characteristics component. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>For public institutions, in-state tuition and required fees are used.

<sup>&</sup>lt;sup>3</sup>Data for 1986–87 and later years reflect a basis of 20 meals per week, while data for earlier years are for meals served 7 days a week (the number of meals per day was not specified). Because of this revision in data collection and tabulation procedures, data are not entirely comparable with figures for previous years. In particular, data on board rates are somewhat higher than in earlier years because they reflect the basis of 20 meals per week rather than meals served 7 days a week. Since many institutions serve fewer than 3 meals each day, the 1986-87 and later data reflect a more accurate accounting of total board costs.

<sup>&</sup>lt;sup>4</sup>Room and board data are estimated.

Table 330.20. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2017–18 and 2018–19

[In current dollars]

			F	Public 4-year	r					Private	4-year			Public	2-year, tuiti	on and
	In-state,	2017–18		In-state, 2	2018–19		Out-of- state	2017	7–18		2018	<b>–</b> 19			equired fee	
State or jurisdiction	Total	Tuition and required fees	Total	Tuition and required fees	Room	Board	tuition and required fees,	Total	Tuition and required fees	Total	Tuition and required fees	Room	Board	In-state, 2017–18	In-state, 2018–19	Out-of- state, 2018–19
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	\$20,049	\$9,036	\$20,598	\$9,212	\$6,459	\$4,927	\$26,382	\$43,131	\$30,723	\$44,662	\$31,875	\$7,179	\$5,608	\$3,242	\$3,313	\$7,917
Alabama	19,673	9,827	19,982	10,138	5,543	4,301	25,782	26,165	16,321	26,195	16,119	5,005	5,071	4,403	4,770	9,612
Alaska	18,373	7,221	19,563	8,396	6,226	4,941	24,454	26,887	19,360	26,788	19,315	3,720	3,753	†	†	†
Arizona	22,629	10,557	23,105	10,666	7,199	5,240	26,383	22,939	13,487	22,419	12,711	5,330	4,378	2,152	2,161	8,516
Arkansas	17,479	8,187	17,977	8,391	5,310	4,276	20,825	30,828	22,610	31,564	23,179	4,255	4,130	3,292	3,291	4,698
California	22,075	8,014	22,664	8,118	8,147	6,399	31,423	47,411	33,485	49,860	35,524	7,976	6,360	1,268	1,271	7,849
Colorado	21,514	9,540	21,867	9,394	6,323	6,149	30,140	35,152	22,873	36,285	23,560	7,482	5,243	3,638	3,655	7,967
Connecticut	25,182	12,355	26,203	12,959	7,254	5,990	33,709	54,819	40,410	56,549	41,807	8,527	6,215	4,312	4,434	13,202
Delaware	22,371	9,999	23,447	10,607	7,661	5,179	30,405	26,928	15,096	26,709	14,758	6,032	5,920	†	†	†
District of Columbia	†	5,756	†	5,888	†	†	12,416	57,611	41,775	59,233	43,143	10,844	5,246	†	†	†
Florida	14,896	4,455	15,059	4,443	6,173	4,443	18,456	37,275	25,471	38,438	26,317	6,918	5,203	2,506	2,506	9,111
Georgia	17,705	7,206	18,003	7,319	6,346	4,337	22,751	40,377	27,777	41,520	28,839	6,955	5,726	2,901	2,916	8,038
Hawaii	21,201	9,709	21,865	9,952	6,046	5,868	31,581	28,858	16,447	29,781	17,098	5,870	6,813	3,080	3,140	8,277
Idaho	15,455	7,247	16,134	7,586	4,061	4,487	23,850	13,488	5,833	13,157	6,139	2,436	4,583	3,282	3,345	7,971
Illinois	25,089	13,971	25,469	14,259	6,087	5,122	28,522	44,943	32,389	46,552	33,454	7,530	5,568	3,891	3,966	11,480
Indiana	19,297	9,038	19,755	9,225	5,553	4,977	29,092	43,764	32,338	45,382	33,402	6,204	5,775	4,255	4,368	8,402
lowa	18,427	8,767	20,122	9,966	5,709	4,448	24,521	37,379	27,991	43,364	33,821	4,687	4,855	4,923	5,137	6,449
Kansas	17,963	8,737	18,618	8,941	5,062	4,616	23,302	30,262	21,339	31,701	22,571	4,406	4,723	3,384	3,435	4,491
Kentucky	20,745	10,365	21,313	10,674	6,038	4,601	25,430	35,948	26,719	37,081	27,648	4,661	4,773	4,106	4,274	14,418
Louisiana	18,834	9,164	19,206	9,358	5,704	4,144	22,208	49,452	36,715	51,025	37,830	7,315	5,880	4,093	4,143	8,034
Maine	19,500	9,664	20,195	9,930	5,119	5,146	27,735	49,994	37,043	52,527	38,972	6,772	6,783	3,698	3,753	6,614
Maryland	21,176	9,288	21,895	9,521	7,057	5,317	26,883	55,685	41,859	57,222	43,141	8,180	5,901	4,090	4,225	9,990
Massachusetts	25,229	12,778	26,787	13,286	8,337	5,164	30,966	59,540	44,362	61,747	46,016	9,177	6,555	4,991	5,192	10,606
Michigan	22,665	12,435	23,376	12,888	5,262	5,226	35,844	36,660	26,961	38,074	27,936	5,096	5,043	3,469	3,582	6,372
Minnesota	20,420	11,226	20,860	11,381	5,194	4,286	22,780	42,716	32,416	43,677	33,212	5,616	4,850	5,381	5,389	5,947
Mississippi	17,718	7,980	18,391	8,340	5,887	4,164	19,942	25,774	17,625	26,352	17,953	4,352	4,046	3,183	3,262	5,709
Missouri	18,106	8,387	18,121	8,554	5,612	3,956	19,914	34,617	24,608	35,803	25,417	6,021	4,366	3,271	3,358	6,558
Montana	15,800	6,783	16,604	6,972	4,481	5,150	24,481	33,739	24,953	34,988	25,918	4,291	4,779	3,631	3,756	8,394
Nebraska	18,449	8,188	19,551	8,467	6,239	4,845	21,516	34,650	23,711	34,626	25,075	5,502	4,049	3,212	3,174	3,985
Nevada	16,810	5,920	17,503	5,845	6,039	5,619	21,125	36,163	23,261	38,130	24,423	6,711	6,996	3,075	†	†
New Hampshire	27,570	15,949	28,145	16,329	7,258	4,558	29,447	47,030	33,322	46,952	33,364	8,690	4,898	7,337	7,599	16,429
New Jersey	26,542	13,633	27,481	13,963	8,343	5,175	28,669	50,321	36,589	51,045	37,329	7,963	5,753	4,536	4,715	8,257
New Mexico	15,788	6,711	16,256	6,902	4,764	4,590	18,350	33,620	23,865	40,206	30,137	5,645	4,424	1,667	1,705	6,698
New York	22,343	7,938	23,053	8,184	9,746	5,123	22,083	53,658	39,006	55,741	40,527	9,115	6,098	5,229	5,367	9,197
North Carolina	17,343	7,354	17,302	7,174	5,766	4,362	22,968	44,058	32,149	46,268	33,990	6,350	5,928	2,499	2,504	8,655
North Dakota	15,998	7,687	16,668	8,091	3,733	4,844	15,565	22,511	15,256	22,856	15,206	3,099	4,551	4,700	4,895	9,293
Ohio	21,674	10,026	22,153	10,068	6,597	5,488	24,454	42,252	31,240	44,035	32,597	5,942	5,496	3,672	4,082	7,300
Oklahoma	16,263	7,623	16,732	7,866	4,738	4,128	21,526	35,542	26,240	37,447	27,694	4,872	4,882	3,875	4,112	9,393
Oregon	22,710	10,363	22,585	10,286	7,204	5,095	30,929	50,617	38,674	53,036	40,597	6,536	5,903	4,487	4,709	8,779
Pennsylvania	25,795	14,534	26,287	14,812	6,893	4,582	28,527	53,258	40,086	55,248	41,703	7,434	6,111	5,171	5,284	14,111
Rhode Island	24,280	12,239	24,827	12,576	7,666	4,585	29,998	54,877	40,361	57,176	42,108	8,981	6,088	4,564	4,564	12,156
South Carolina	22,132	12,579	23,113	13,013	6,241	3,859	32,174	34,423	24,932	35,174	25,621	4,811	4,743	4,502	4,728	9,874
South Dakota	16,421	8,540	16,847	8,772	3,917	4,159	12,465	32,157	24,219	31,359	23,252	4,002	4,105	6,027	6,170	5,839
Tennessee	18,951	9,574	19,713	9,789	5,205	4,719	26,068	37,162	26,939	38,571	28,080	5,885	4,607	4,148	4,287	16,582
Texas	18,271	8,645	18,779	8,678	5,553	4,548	25,031	43,868	32,484	46,268	34,476	6,580	5,213	2,209	2,259	5,920
Utah	14,174	6,557	14,389	6,731	3,554	4,104	21,557	15,377	7,536	15,804	7,852	4,002	3,950	3,781	3,843	12,206
Vermont Virginia Washington West Virginia Wisconsin Wyoming	27,782 23,427 18,323 17,803 16,544 14,486	16,103 12,637 6,830 7,619 8,475 4,443	28,681 24,492 19,272 18,461 17,172 14,639	16,604 13,413 7,036 8,016 8,697 4,596	7,646 6,242 6,517 5,603 5,407 4,493	4,431 4,838 5,719 4,842 3,068 5,550	39,947 34,890 29,228 21,996 25,063 14,268	56,172 33,662 48,518 21,321 43,332 †	42,637 23,018 36,807 12,361 33,156	58,137 34,470 50,873 21,892 45,269	44,068 23,380 38,754 12,513 34,424 †	7,683 5,890 6,381 4,505 6,183	6,387 5,199 5,739 4,874 4,663	6,414 5,118 4,078 4,077 4,337 3,142	7,120 5,241 4,169 4,276 4,411 3,219	14,090 11,455 5,691 9,834 6,408 7,752

†Not applicable.

NOTE: Data are for the entire academic year and are average charges for full-time students. In-state tuition and fees were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect the number of students who were state residents. Out-of-state tuition and fees were weighted by the number of first-time freshmen attending the institution in fall 2018 from out of state. Institutional room and board rates are weighted by the number of full-time students. Degree-granting institutions grant

associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

Some data have been revised from previously published rightes. Detail his some totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017 and Fall 2018, Institutional Characteristics component; and Spring 2018 and Spring 2019, Fall Enrollment component. (This table was prepared December 2019.)

Table 330.30. Average undergraduate tuition, fees, room, and board charges for full-time students in degree-granting postsecondary institutions, by percentile of charges and control and level of institution: Selected years, 2000–01 through 2018–19

					Current	dollars				-		Constan	t 2018–19	dollars1	
		Tuition, fe	es, room, a	nd board			Tuition	and require	ed fees				and require		
Control and level of institution, and year	10th per- centile	25th per- centile	Median (50th per- centile)	75th per- centile	90th per- centile	10th per- centile	25th per- centile	Median (50th per- centile)	75th per- centile	90th per- centile	10th per- centile	25th per- centile	Median (50th per- centile)	75th per- centile	90th per- centile
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Public institutions <sup>2</sup> 2000–01 2005–06 2010–11 2015–16 2017–18 2018–19	\$5,741 7,700 9,889 13,215 13,965 14,111	\$6,880 9,623 12,856 15,947 16,749 17,281	\$8,279 11,348 15,234 18,648 19,922 20,554	\$9,617 13,543 17,860 21,735 23,093 23,755	\$11,384 16,264 21,593 25,180 26,927 27,960	\$612 990 1,230 1,632 1,632 1,696	\$1,480 2,070 2,626 3,456 3,724 3,843	\$2,403 3,329 4,632 6,452 6,897 7,140	\$3,444 5,322 7,115 9,326 9,952 10,308	\$4,583 6,972 9,420 11,948 12,700 13,110	\$885 1,260 1,409 1,735 1,666 1,696	\$2,141 2,635 3,008 3,673 3,801 3,843	\$3,476 4,237 5,306 6,858 7,040 7,140	\$4,982 6,774 8,151 9,913 10,158 10,308	\$6,629 8,874 10,791 12,700 12,963 13,110
Public 4-year <sup>2</sup> 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	6,503 8,863 12,048 14,733 15,663 15,852	7,347 10,219 13,604 16,559 17,461 18,068	8,468 11,596 15,823 19,217 20,369 20,864	9,816 13,830 18,419 21,979 23,274 24,108	11,611 16,443 22,191 25,658 27,283 28,095	2,118 3,094 4,336 5,360 4,343 4,200	2,520 3,822 5,091 6,691 6,958 7,120	3,314 5,084 6,779 8,256 8,738 8,938	4,094 6,458 8,689 10,509 10,974 11,261	5,085 8,097 11,029 13,431 14,018 14,184	3,064 3,938 4,967 5,697 4,433 4,200	3,645 4,864 5,832 7,112 7,102 7,120	4,794 6,471 7,766 8,776 8,919 8,938	5,922 8,219 9,954 11,170 11,201 11,261	7,355 10,305 12,634 14,276 14,308 14,184
Public 2-year <sup>2</sup> 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	3,321 4,380 5,347 6,474 6,896 7,076	3,804 4,822 6,327 7,503 8,355 8,386	4,627 6,234 7,339 9,337 9,787 10,389	5,750 7,567 9,370 11,854 12,587 12,900	6,871 8,993 11,312 14,978 15,400 15,680	310 691 700 1,182 1,244 1,220	724 1,109 1,412 1,514 1,632 1,661	1,387 1,920 2,537 3,077 3,304 3,375	1,799 2,589 3,315 4,115 4,394 4,530	2,460 3,100 3,840 5,032 5,190 5,300	448 879 802 1,256 1,270 1,220	1,047 1,411 1,618 1,609 1,666 1,661	2,006 2,444 2,906 3,271 3,372 3,375	2,602 3,295 3,798 4,374 4,485 4,530	3,558 3,946 4,399 5,349 5,298 5,300
Private nonprofit institutions 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	13,514 18,243 23,143 25,903 28,232 28,232	17,552 23,258 29,884 36,436 39,206 40,449	22,493 29,497 38,063 45,951 49,182 50,968	27,430 35,918 47,061 57,465 61,550 63,838	32,659 41,707 52,235 63,209 67,643 70,091	7,800 9,981 11,930 11,900 12,300 12,132	11,730 15,375 19,625 23,162 24,695 25,122	15,540 21,070 26,920 32,250 34,440 35,160	19,600 26,265 34,536 42,270 45,548 47,280	24,532 31,690 40,082 48,190 51,992 53,425	11,283 12,703 13,667 12,649 12,555 12,132	16,967 19,569 22,482 24,620 25,207 25,122	22,478 26,817 30,838 34,280 35,154 35,160	28,351 33,429 39,563 44,930 46,492 47,280	35,485 40,334 45,916 51,223 53,069 53,425
Nonprofit 4-year 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	13,972 18,350 23,548 26,315 28,370 28,581	17,714 23,322 30,042 36,537 39,206 40,457	22,554 29,598 38,129 46,094 49,464 51,028	27,476 36,028 47,061 57,465 61,550 63,838	32,659 41,774 52,235 63,209 67,643 70,091	8,450 10,300 12,220 12,240 12,360 12,306	11,920 15,560 19,854 23,748 25,025 25,390	15,746 21,190 27,100 32,400 34,600 35,350	19,730 26,500 34,580 42,288 45,620 47,290	24,532 31,690 40,082 48,190 52,002 53,430	12,223 13,109 13,999 13,010 12,616 12,306	17,242 19,804 22,744 25,243 25,544 25,390	22,776 26,970 31,045 34,439 35,317 35,350	28,539 33,728 39,613 44,949 46,565 47,290	35,485 40,334 45,916 51,223 53,080 53,430
Nonprofit 2-year 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	6,850 8,030 10,393 22,582 14,587 16,334	6,850 15,680 19,718 23,059 26,265 26,181	9,995 16,830 21,186 25,696 29,227 29,520	14,209 20,829 27,386 31,405 33,546 34,694	20,240 28,643 30,758 53,387 59,560 65,073	2,430 4,218 3,840 4,904 4,904 4,593	4,825 8,640 9,730 10,800 9,867 10,439	7,250 9,940 12,000 14,110 15,022 14,539	8,266 12,270 14,640 17,346 18,450 18,971	11,100 14,472 18,965 22,060 23,670 28,432	3,515 5,368 4,399 5,213 5,006 4,593	6,979 10,997 11,146 11,480 10,071 10,439	10,487 12,651 13,747 14,998 15,333 14,539	11,957 15,617 16,771 18,438 18,832 18,971	16,056 18,419 21,726 23,448 24,161 28,432
Private for-profit institutions 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	13,396 17,278 16,097 17,407 25,281 26,278	15,778 19,098 16,097 17,407 26,226 26,302	19,403 25,589 17,484 26,028 26,226 26,302	21,400 26,499 26,175 26,405 27,253 27,274	21,845 31,903 31,639 35,377 37,319 35,986	6,900 7,632 10,194 10,575 10,935 9,552	8,202 10,011 10,194 11,003 11,330 9,552	9,644 12,450 13,520 13,320 13,794 13,380	12,090 14,335 15,750 17,132 17,002 17,076	14,600 17,740 18,048 19,286 21,331 24,030	9,981 9,714 11,678 11,241 11,162 9,552	11,864 12,742 11,678 11,695 11,565 9,552	13,950 15,846 15,488 14,158 14,080 13,380	17,488 18,245 18,043 18,210 17,354 17,076	21,119 22,579 20,675 20,500 21,773 24,030
For-profit 4-year 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	13,396 17,383 16,097 17,407 25,281 26,278	15,818 19,098 16,097 17,407 26,226 26,302	20,417 25,589 17,484 26,028 26,226 26,302	21,400 26,499 26,175 26,405 27,253 27,274	21,400 31,903 31,639 35,377 37,319 39,253	7,206 7,632 10,194 10,607 10,935 9,552	8,305 10,418 10,194 11,003 11,330 9,552	9,675 12,900 13,560 12,975 13,516 13,354	12,800 14,450 16,500 17,132 17,002 17,076	15,090 17,735 18,048 19,459 23,204 24,109	10,423 9,714 11,678 11,275 11,162 9,552	12,013 13,260 11,678 11,695 11,565 9,552	13,995 16,419 15,534 13,792 13,796 13,354	18,515 18,391 18,902 18,210 17,354 17,076	21,827 22,572 20,675 20,684 23,685 24,109
For-profit 2-year 2000-01 2005-06 2010-11 2015-16 2017-18 2018-19	15,778 13,010 23,687 25,732 27,356 30,718	15,778 18,281 23,687 25,732 27,356 30,718	19,403 43,425 25,161 25,732 27,356 30,718	21,845 43,425 25,161 25,732 27,356 30,718	21,845 43,425 25,161 25,732 27,356 30,718	6,025 7,870 10,075 10,510 10,880 11,156	7,365 9,285 12,049 12,678 11,580 12,945	9,644 11,550 13,418 13,975 14,220 14,843	12,000 14,196 15,263 15,760 15,743 16,207	14,255 19,425 17,918 18,048 17,614 18,060	8,715 10,017 11,541 11,171 11,105 11,156	10,653 11,818 13,803 13,476 11,820 12,945	13,950 14,700 15,371 14,854 14,515 14,843	17,358 18,068 17,485 16,752 16,069 16,207	20,620 24,723 20,526 19,184 17,979 18,060

¹Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. ²Average undergraduate tuition and fees are based on in-state students only. NOTE: Data are for the entire academic year and are average charges for full-time students. Student charges were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect student residency. Degree-granting institutions grant

associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2018, Institutional Characteristics component; and Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared December 2019.)

Table 330.40. Average total cost of attendance for first-time, full-time undergraduate students in degree-granting postsecondary institutions, by control and level of institution, living arrangement, and component of student costs: Selected years, 2010–11 through 2018–19

		2010	) <del>-</del> 11			2015	5–16			2016	i–17			2017	7–18			2018	 B–19	
	All		Priv	rate	All		Priv	rate	All		Priv	/ate	All		Priv	rate	All		Priv	ate
Level of institution, living arrangement, and component of student costs	insti- tutions	Public, in-state	Non- profit	For- profit	insti- tutions	Public, in-state	Non- profit	For- profit												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
										Current	dollars									
<b>4-year institutions</b> Average total cost, by living arrangement																				
On campus Off campus, living with family	\$27,589 20,084	\$20,035 12,554	\$39,676 31,689	\$31,897 22,268	\$31,652 22,243	\$23,113 13,907	\$47,300 37,479	\$31,546 21,831	\$32,575 22,748	\$23,765 14,102	\$48,827 38,733	\$32,416 22,096	\$33,495 23,363	\$24,351 14,387	\$50,387 39,996	\$32,876 22,589	\$34,346 23,874	\$24,869 14,589	\$51,874 41,100	\$33,219 22,733
Off campus, not living with family	29,142	21,324	40,033	31,000	31,543	23,416	47,105	29,609	32,165	23,813	48,435	29,680	33,137	24,356	50,370	30,405	33,903	24,925	51,728	30,217
Component of student costs	44.500	7.400	00.007	45.404	40.000	0.500	00.040	40.454	47.440	0.770	00.407	10.010	40.000	0.044	04.050	47.007	10.510	0.040	05 700	47.000
Tuition and required fees Books and supplies	14,596 1,223	7,163 1,196	26,637 1,221	15,191 1,522	16,896 1,255	8,520 1,267	32,312 1,241	16,154 1,149	17,442 1,263	8,776 1,277	33,487 1,247	16,810 1,101	18,000 1,269	9,014 1,281	34,658 1,257	17,207 1,102	18,510 1,272	9,216 1,283	35,769 1,258	17,262 1,148
Room, board, and other expenses On campus																				
Room and board Other	8,912 2.858	8,497 3.179	9,455 2,363	9,304 5.879	10,526 2.976	10,078 3.248	11,186 2.561	9,669	10,826 3.045	10,369 3,343	11,497 2,596	10,005	11,174 3,052	10,720 3,335	11,851 2,621	10,032 4,534	11,486 3,078	11,011 3,359	12,194	10,244 4.565
Off campus, living with family	,	.,	, i	- , -	,	-, -	,	4,574	-,-		•	4,500	,	,	,	,	,	,	2,652	,
Other Off campus, not living with family	4,265	4,195	3,832	5,554	4,092	4,120	3,926	4,528	4,043	4,049	3,999	4,185	4,095	4,091	4,080	4,280	4,093	4,089	4,073	4,324
Room and board Other	8,802 4,521	8,942 4,022	8,202 3,974	8,866 5,421	9,144 4,248	9,658 3,971	8,778 4,773	7,587 4,719	9,269 4,192	9,799 3,960	8,838 4,863	7,339 4,430	9,593 4,275	10,073 3,987	9,231 5,224	7,694 4,402	9,823 4,299	10,366 4,059	9,387 5,314	7,718 4,090
2-vear institutions	4,321	4,022	3,974	3,421	4,240	3,971	4,773	4,719	4,192	3,900	4,003	4,430	4,273	3,967	5,224	4,402	4,299	4,009	3,314	4,090
Average total cost, by living arrangement	40 ===	40.000	05 300	00.470	45.000		04 740	.= ===	45.440	440==	04.000		45.00	44.000		00.400	40.450	45.400		
On campus Off campus, living with family	13,777 8,964	12,336 7,843	25,763 18,931	29,179 19,350	15,096 9,303	14,345 8,838	31,749 22,655	27,776 20,144	15,448 9,482	14,677 8,997	31,828 22,945	28,711 20,078	15,687 9,596	14,972 9,169	32,339 23,453	29,499 20,208	16,153 9,805	15,420 9,369	33,227 23,951	29,958 20,652
Off campus, not living with family	16,389	15,153	27,458	27,366	17,405	16,911	30,901	28,663	17,804	17,310	32,068	28,282	18,162	17,710	31,996	29,206	18,722	18,256	32,935	30,072
Component of student costs Tuition and required fees	3,850	2,748	13,832	13,954	3,893	3,425	17,137	14,779	4,031	3,542	17,429	14,667	4,066	3,637	17,876	14,648	4,177	3,737	18,387	15,021
Books and supplies	1,302	1,295	1,153	1,407	1,444	1,451	1,144	1,291	1,456	1,465	1,127	1,265	1,483	1,489	1,106	1,349	1,516	1,524	1,020	1,339
Room, board, and other expenses On campus																				
Room and board Other	5,654 2.971	5,351 2.941	7,806 2,973	9,961 3.857	6,697 3.062	6,406 3.062	10,359 3,108	8,883 2,822	6,880 3.081	6,551 3,119	10,688 2,585	9,682 3,096	7,046 3,092	6,713 3,132	10,837 2,520	9,920 3,582	7,240 3,220	6,889 3,270	11,272 2,548	9,970 3.628
Off campus, living with family	,-	,-	,	.,	.,	-,	· 1		-,	., .		,	,	-, -	, í	-,	, ,	,		.,.
Other Off campus, not living with family	3,812	3,799	3,947	3,989	3,966	3,962	4,374	4,073	3,995	3,990	4,389	4,146	4,047	4,042	4,471	4,211	4,113	4,107	4,544	4,292
Room and board Other	7,478 3.759	7,412 3.698	7,999 4.475	7,889 4.117	8,200 3.868	8,200 3.834	8,212 4,408	8,195 4,397	8,405 3,913	8,424 3,879	8,864 4.650	7,970 4,380	8,647 3,967	8,652 3.931	8,595 4,418	8,534 4.675	8,955 4,074	8,958 4.036	9,066 4,463	8,867 4.845
		.,	, -	,		-,	,	,		nstant 201	8–19 dolla		-,		, -	, , , , ,	,-	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,	
<b>4-year institutions</b> Average total cost, by living arrangement																				
On campus	\$31,605	\$22,951	\$45,451	\$36,539	\$33,644	\$24,568	\$50,276	\$33,532	\$34,000	\$24,804	\$50,962	\$33,834	\$34,189	\$24,855	\$51,432	\$33,557	\$34,346	\$24,869	\$51,874	\$33,219
Off campus, living with family Off campus, not living with family	23,007 33,384	14,382 24,427	36,302 45,860	25,509 35,512	23,643 33,528	14,783 24,889	39,838 50,069	23,205 31,472	23,743 33,572	14,719 24,854	40,427 50,553	23,063 30,978	23,848 33,823	14,685 24,860	40,824 51,414	23,057 31,035	23,874 33,903	14,589 24,925	41,100 51,728	22,733 30,217
Tuition and required fees	16,721	8,206	30,514	17,403	17,959	9,056	34,345	17,171	18,205	9,160	34,951	17,546	18,373	9,201	35,377	17,563	18,510	9,216	35,769	17,262
<b>2-year institutions</b> Average total cost, by living arrangement																				
On campus	15,782	14,131	29,513	33,426	16,046	15,247	33,747	29,524	16,124	15,319	33,220	29,967	16,012	15,283	33,010	30,110	16,153	15,420	33,227	29,958
Off campus, living with family Off campus, not living with family	10,268 18,774	8,984 17,359	21,686 31,455	22,167 31,349	9,888 18,500	9,394 17,975	24,081 32,846	21,411 30,467	9,897 18,583	9,391 18,067	23,948 33,471	20,956 29,519	9,794 18,538	9,359 18,077	23,939 32,659	20,627 29,811	9,805 18,722	9,369 18,256	23,951 32,935	20,652 30,072
Tuition and required fees	4,410	3,148	15,845	15,985	4,138	3,641	18,216	15,709	4,207	3,697	18,191	15,309	4,150	3,713	18,247	14,952	4,177	3,737	18,387	15,021

<sup>&</sup>lt;sup>1</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.

NOTE: Excludes students who previously attended another postsecondary institution or who began their studies on a part-time basis. Tuition and fees at public institutions are the lower of either in-district or in-state tuition and fees. Data illustrating the average total cost of attendance for all students are weighted by the number of students at the institution receiving Title IV aid. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011 and Winter 2015–16 through Winter 2018–19, Student Financial Aid component; and Fall 2010 through Fall 2018, Institutional Characteristics component. (This table was prepared December 2019.

Table 330.50. Average and percentiles of graduate tuition and required fees in degree-granting postsecondary institutions, by control of institution: 1989-90 through 2018-19

			Average					Perce	ntiles		
			Pr	ivate institution	S	Р	ublic institutions	1	No	nprofit institutio	ns
Year	Total	Public institutions <sup>1</sup>	Total	Nonprofit	For-profit	25th percentile	Median (50th percentile)	75th percentile	25th percentile	Median (50th percentile)	75th percentile
1	2	3	4	5	6	7	8	9	10	11	12
4000 00	<b>A</b> 4.405	<b>*</b> 4.000	<b>*=</b> 004			Current dollars					
1989–90 1990–91 1991–92 1992–93 1993–94	\$4,135 4,488 5,116 5,475 5,973	\$1,999 2,206 2,524 2,791 3,050	\$7,881 8,507 9,592 10,008 10,790		_ _ _	_ _ _			_ _ _ _		_ _ _ _
1994–95 1995–96 1996–97 1997–98 1998–99	6,247 6,741 7,111 7,246 7,685	3,250 3,449 3,607 3,744 3,897	11,338 12,083 12,537 12,774 13,299		_ _ _ _	_ _ _ _			_ _ _ _		_ _ _ _
1999–2000 2000–01 2001–02 2002–03 2003–04	8,069 8,429 8,857 9,226 10,312	4,042 4,243 4,496 4,842 5,544	13,821 14,420 15,165 14,983 16,209	\$14,123 14,457 15,232 15,676 16,807	\$9,611 13,229 13,414 9,644 12,542	\$2,640 2,931 3,226 3,395 3,795	\$3,637 3,822 4,119 4,452 5,103	\$5,163 5,347 5,596 5,927 7,063	\$7,998 8,276 8,583 8,690 9,072	\$12,870 13,200 14,157 14,140 15,030	\$20,487 21,369 22,054 22,700 25,600
2004–05 2005–06 2006–07 2007–08 2008–09	11,004 11,621 12,312 13,001 13,652	6,080 6,493 6,894 7,415 7,999	16,751 17,244 18,109 18,876 19,245	17,551 18,171 19,034 19,896 20,509	13,133 13,432 14,421 14,709 14,414	4,236 4,608 4,909 5,176 5,612	5,663 6,209 6,594 6,990 7,376	7,616 7,977 8,341 9,288 9,912	9,300 9,745 10,346 10,705 11,340	16,060 16,222 17,057 17,647 18,465	26,140 26,958 29,118 30,247 30,514
2009–10 2010–11 2011–12 2012–13 2013–14	14,542 15,017 15,845 16,407 16,948	8,763 9,238 9,978 10,408 10,725	20,078 20,397 21,230 21,907 22,617	21,317 21,993 22,899 23,642 24,482	14,512 13,811 14,285 14,418 14,209	6,074 6,550 7,506 7,706 7,791	7,983 8,788 9,440 9,900 10,242	10,658 10,937 11,954 12,590 12,779	12,290 12,510 12,936 12,960 13,590	19,460 19,586 20,625 21,352 22,018	31,730 33,215 34,680 36,820 36,720
2014–15 2015–16 2016–17 2017–18 2018–19	17,385 17,871 18,417 18,949 19,314	10,979 11,306 11,617 11,929 12,171	23,263 23,917 24,713 25,446 25,929	25,168 25,826 26,555 27,356 27,776	14,264 14,432 14,778 14,304 14,208	7,914 8,242 8,500 8,778 8,875	10,428 10,769 11,097 11,201 11,495	12,829 13,193 13,509 13,982 14,331	13,868 13,878 13,826 14,460 13,990	22,170 22,570 22,913 23,542 23,138	38,948 40,670 42,305 43,848 44,667
1000 00	<b>#0.040</b>	¢2.007	¢1 F 700	ı	Const	ant 2018–19 do	ollars <sup>2</sup>	1			
1989–90 1990–91 1991–92 1992–93 1993–94	\$8,248 8,488 9,375 9,729 10,346	\$3,987 4,172 4,625 4,960 5,283	\$15,720 16,089 17,577 17,784 18,690	_ _ _	_ _ _				_ _ _ _		_ _ _ _
1994–95 1995–96 1996–97 1997–98 1998–99	10,519 11,050 11,334 11,346 11,828	5,473 5,654 5,749 5,863 5,998	19,092 19,807 19,982 20,003 20,470		_ _ _ _				_ _ _ _		_ _ _
1999–2000 2000–01 2001–02 2002–03 2003–04	12,072 12,193 12,589 12,831 14,034	6,047 6,138 6,390 6,733 7,545	20,676 20,858 21,555 20,837 22,060	\$21,129 20,911 21,650 21,802 22,874	\$14,379 19,135 19,065 13,413 17,070	\$3,950 4,240 4,585 4,722 5,165	\$5,441 5,528 5,854 6,192 6,945	\$7,724 7,734 7,954 8,243 9,613	\$11,965 11,971 12,199 12,086 12,347	\$19,254 19,094 20,122 19,665 20,456	\$30,649 30,910 31,346 31,570 34,841
2004–05 2005–06 2006–07 2007–08 2008–09	14,539 14,791 15,275 15,554 16,108	8,033 8,264 8,553 8,871 9,437	22,132 21,947 22,467 22,582 22,707	23,189 23,127 23,615 23,802 24,198	17,352 17,096 17,892 17,597 17,007	5,597 5,865 6,090 6,192 6,621	7,482 7,903 8,181 8,362 8,703	10,062 10,153 10,348 11,112 11,695	12,287 12,403 12,836 12,807 13,380	21,219 20,647 21,162 21,112 21,786	34,537 34,311 36,126 36,186 36,002
2009–10 2010–11 2011–12 2012–13 2013–14	16,993 17,203 17,634 17,962 18,269	10,240 10,583 11,105 11,394 11,560	23,463 23,366 23,628 23,982 24,379	24,910 25,195 25,485 25,882 26,389	16,959 15,821 15,899 15,784 15,316	7,098 7,503 8,354 8,436 8,398	9,329 10,067 10,506 10,838 11,040	12,455 12,529 13,304 13,783 13,774	14,362 14,331 14,397 14,188 14,649	22,740 22,437 22,955 23,375 23,733	37,078 38,050 38,597 40,308 39,580
2014–15 2015–16 2016–17 2017–18 2018–19	18,603 18,996 19,222 19,342 19,314	11,749 12,018 12,125 12,176 12,171	24,894 25,422 25,794 25,973 25,929	26,932 27,451 27,717 27,922 27,776	15,264 15,340 15,425 14,600 14,208	8,469 8,761 8,872 8,960 8,875	11,159 11,447 11,582 11,433 11,495	13,728 14,023 14,100 14,272 14,331	14,840 14,751 14,431 14,760 13,990	23,724 23,990 23,915 24,030 23,138	41,678 43,229 44,155 44,757 44,667

<sup>—</sup>Not available.

Data are based on in-state tuition only.

<sup>&</sup>lt;sup>2</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor

Statistics, U.S. Department of Labor, adjusted to an academic-year basis. NOTE: Average graduate student tuition weighted by fall full-time-equivalent graduate enrollment. Excludes doctoral students in professional practice programs. Data through 1995–96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar

to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have

been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS, Fall Enrollment Survey" (IPEDS-Er:89–99), "Completions Survey" (IPEDS-C:90–99), and "Institutional Characteristics Survey" (IPEDS-IC:89–99); IPEDS Fall 2000 through Fall 2018, Institutional Characteristics component; and IPEDS Spring 2001 through Spring 2019, Fall Enrollment component. (This table was prepared December 2019.)

Table 331.10. Percentage of undergraduates receiving financial aid, by type and source of aid and selected student characteristics: 2015-16

[Standard errors appear in parentheses]

	Number of			Any	aid					Gra	nts					Loa	ns			Work s	tudy
Selected student characteristic	undergraduates <sup>1</sup> (in thousands)		Total <sup>2</sup>		Federal <sup>3</sup>	No	onfederal		Total		Federal	No	nfederal		Total <sup>4</sup>		Federal <sup>4</sup>	No	nfederal		Total <sup>5</sup>
1	2		3		4		5		6		7		8		9		10		11		12
All undergraduates	19,308	72.2	(0.22)	55.9	(0.14)	49.0	(0.31)	63.1	(0.23)	41.2	(0.11)	46.1	(0.33)	38.7	(0.11)	36.7	(0.09)	5.9	(0.11)	5.2	(0.14)
Sex Male Female	8,406 10,903	69.1 74.6	(0.38) (0.28)	52.0 59.0	(0.33) (0.24)	47.8 49.9	(0.41) (0.39)	58.9 66.3	(0.36) (0.31)	37.4 44.1	(0.31) (0.24)	44.9 47.1	(0.42) (0.41)	35.4 41.3	(0.27) (0.23)	33.2 39.3	(0.25) (0.21)	5.7 6.0	(0.17) (0.17)	4.8 5.5	(0.18) (0.18)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	10,276 3,006 3,723 1,399 83 160 661	71.2 80.0 71.4 62.0 69.1 76.7 76.8	(0.42) (0.62) (0.66) (1.09) (3.97) (3.02) (1.50)	53.5 70.6 55.6 40.5 54.2 62.5 59.9	(0.41) (0.71) (0.65) (1.05) (3.95) (3.34) (1.78)	49.3 45.9 49.4 49.9 49.8 44.1 53.6	(0.41) (0.73) (0.75) (1.11) (4.53) (3.07) (1.46)	60.0 72.4 65.5 56.6 60.5 70.8 67.9	(0.40) (0.68) (0.65) (1.12) (4.50) (2.93) (1.46)	34.3 60.1 47.1 32.1 42.7 56.1 45.9	(0.32) (0.70) (0.60) (1.06) (3.98) (3.16) (1.59)	46.0 43.4 47.2 47.6 48.1 42.6 51.2	(0.43) (0.74) (0.76) (1.09) (4.50) (3.00) (1.40)	40.2 50.8 30.7 23.3 31.8 30.9 42.6	(0.37) (0.76) (0.62) (0.85) (3.49) (2.66) (1.59)	37.8 49.4 28.9 20.9 30.9 29.5 39.9	(0.36) (0.76) (0.60) (0.81) (3.44) (2.64) (1.56)	7.1 4.2 4.3 4.7 3.1 2.6 6.1	(0.18) (0.24) (0.26) (0.41) (0.83) (0.68) (0.65)	5.6 5.2 4.4 5.4 2.8! 3.3! 4.7	(0.17) (0.34) (0.41) (0.41) (1.26) (1.15) (0.62)
Age 15 to 23 24 to 29 30 or older	11,368 3,536 4,404	74.7 69.9 67.4	(0.32) (0.63) (0.54)	56.4 58.6 52.7	(0.26) (0.62) (0.61)	56.6 38.5 37.8	(0.41) (0.60) (0.64)	65.8 61.6 57.3	(0.33) (0.66) (0.53)	37.6 50.6 43.0	(0.22) (0.61) (0.54)	53.5 35.9 35.3	(0.43) (0.64) (0.65)	40.5 37.4 35.2	(0.22) (0.53) (0.50)	38.1 35.6 33.9	(0.22) (0.54) (0.49)	7.5 4.0 3.1	(0.15) (0.24) (0.19)	7.6 2.5 1.3	(0.19) (0.24) (0.13)
Marital status Not married <sup>6</sup> Married Separated	16,098 2,940 270	73.5 64.7 75.0	(0.26) (0.67) (2.10)	57.0 49.7 63.6	(0.17) (0.68) (2.29)	51.4 36.8 38.1	(0.34) (0.76) (1.90)	64.8 53.4 68.8	(0.27) (0.69) (2.18)	41.2 39.6 59.1	(0.15) (0.59) (2.19)	48.4 34.4 35.9	(0.36) (0.78) (1.87)	40.2 30.2 41.5	(0.16) (0.53) (2.08)	38.0 28.8 40.6	(0.15) (0.53) (2.05)	6.4 3.0 3.3	(0.13) (0.22) (0.75)	6.0 1.2 2.0	(0.16) (0.18) (0.49)
Attendance status <sup>7</sup> Full-time, full-year Part-time or part-year	7,239 12,069	86.4 63.6	(0.26) (0.33)	69.8 47.6	(0.33) (0.26)	66.9 38.2	(0.40) (0.40)	76.7 54.9	(0.31) (0.33)	46.3 38.2	(0.30) (0.23)	63.8 35.5	(0.41) (0.41)	54.7 29.2	(0.33) (0.23)	52.5 27.1	(0.34) (0.21)	9.2 3.9	(0.21) (0.13)	10.5 2.0	(0.26) (0.15)
Dependency status and family income Dependent Less than \$20,000 \$20,000-\$39,999 \$40,000-\$59,999 \$60,000-\$79,999 \$80,000-\$99,999 \$100,000 or more Independent Less than \$10,000 \$10,000-\$19,999 \$20,000-\$29,999 \$30,000-\$49,999 \$50,000 or more	9,772 1,713 1,644 1,281 1,157 946 3,032 9,536 2,909 1,783 1,372 1,467 2,005	76.9 87.5 84.6 81.4 72.7 69.9 68.6 67.3 69.8 74.6 72.7 65.8 54.5	(0.35) (0.72) (0.75) (0.96) (0.98) (1.20) (0.72) (0.34) (0.64) (0.86) (0.96) (1.00) (0.90)	58.9 80.3 76.3 68.3 50.3 40.5 52.9 56.0 64.7 58.5 53.0 34.1	(0.28) (0.72) (0.80) (1.04) (1.00) (1.03) (0.57) (0.31) (0.72) (0.94) (1.06) (1.09) (0.82)	59.2 60.9 62.4 65.1 58.4 56.7 55.0 39.9 40.6 35.3 34.6	(0.43) (0.93) (0.98) (1.02) (1.09) (1.26) (0.70) (0.47) (0.76) (0.89) (1.08) (1.04) (0.85)	67.1 86.9 83.0 75.5 60.1 53.7 50.7 58.9 66.3 70.1 63.4 53.0 39.5	(0.35) (0.75) (0.76) (1.00) (1.03) (1.29) (0.68) (0.34) (0.69) (0.90) (0.96) (1.02) (0.82)	37.3 79.5 74.4 56.8 19.8 4.9 1.9 45.2 53.8 61.6 48.8 40.0 19.7	(0.24) (0.74) (0.81) (0.98) (0.78) (0.51) (0.17) (0.29) (0.72) (0.91) (0.98) (1.01) (0.61)	56.0 59.2 60.8 61.8 54.9 53.0 436.0 38.7 36.8 38.2 32.8	(0.45) (0.93) (0.99) (1.03) (1.08) (1.28) (0.69) (0.48) (0.77) (0.87) (1.10) (1.03) (0.86)	43.2 40.1 42.1 48.1 44.5 45.4 42.2 35.0 41.0 37.4 33.6 25.1	(0.25) (0.83) (0.81) (1.11) (0.92) (1.02) (0.56) (0.26) (0.26) (0.79) (1.04) (0.81) (0.69)	40.7 38.3 40.7 45.9 42.3 43.1 38.6 32.5 33.2 38.9 36.3 32.3 23.2	(0.24) (0.81) (0.79) (1.09) (0.93) (0.99) (0.54) (0.24) (0.55) (0.75) (1.01) (0.80) (0.69)	8.2 4.1 5.3 8.2 8.6 10.3 11.2 3.5 3.6 4.3 3.1 3.2	(0.17) (0.31) (0.42) (0.52) (0.54) (0.67) (0.38) (0.14) (0.23) (0.34) (0.31) (0.29) (0.33)	8.3 9.5 10.9 10.7 8.1 8.2 5.3 2.0 3.7 2.2 1.7 1.0	(0.21) (0.50) (0.56) (0.65) (0.52) (0.71) (0.29) (0.14) (0.26) (0.24) (0.21) (0.24) (0.09)
Housing status <sup>8</sup> School-owned Off-campus, not with parents With parents	2,756 9,926 4,749	86.8 70.0 66.0	(0.49) (0.39) (0.57)	65.7 54.6 49.8	(0.63) (0.41) (0.54)	76.5 43.4 44.3	(0.61) (0.43) (0.68)	78.6 60.3 58.9	(0.60) (0.36) (0.58)	37.1 42.5 39.4	(0.62) (0.36) (0.48)	73.5 40.3 42.0	(0.67) (0.45) (0.68)	59.5 37.3 26.0	(0.63) (0.36) (0.52)	56.8 35.2 24.2	(0.64) (0.35) (0.50)	12.2 5.0 3.9	(0.51) (0.15) (0.22)	17.1 3.2 2.7	(0.57) (0.15) (0.24)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>7</sup>Full-time, full-year includes students enrolled full time for 9 or more months. Part-time or part-year includes students enrolled part time for 9 or more months and students enrolled less than 9 months either part time or full time.

<sup>8</sup>Excludes students attending more than one institution.

NOTE: Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data include undergraduates in degree-granting and non-degree-granting institutions. Data exclude students attending institutions in Puerto Rico. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16). (This table was prepared June 2018.)

Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any time during the school year. Includes all postsecondary institutions.

<sup>&</sup>lt;sup>2</sup>Includes students who reported they were awarded aid, but did not specify the source or type of aid.

<sup>&</sup>lt;sup>3</sup>Includes Department of Veterans Affairs and Department of Defense benefits.

<sup>&</sup>lt;sup>4</sup>Includes Parent Loans for Undergraduate Students (PLUS).

<sup>&</sup>lt;sup>5</sup>Details on federal and nonfederal work-study participants are not available.

<sup>&</sup>lt;sup>6</sup>Includes students who were single, divorced, or widowed.

Table 331.20. Full-time, first-time degree/certificate-seeking undergraduate students enrolled in degree-granting postsecondary institutions, by participation and average amount awarded in financial aid programs, and control and level of institution: 2000–01 through 2017–18

										Average	award for stud	lents in aid pro	grams <sup>1</sup>		
		Number		Perce	nt of enrolled s	tudents awarded	l aid		Current	dollars			Constant 201	8–19 dollars <sup>2</sup>	
Control and level of institution, and year	Number enrolled	awarded financial aid	Percent awarded aid	Federal grants	State/local grants	Institutional grants	Student loans <sup>3</sup>	Federal grants	State/local grants	Institutional grants	Student Ioans <sup>3</sup>	Federal grants	State/local grants	Institutional grants	Student Ioans <sup>3</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
All institutions 2000-01 2001-02 2002-03 2003-04 2004-05	1,976,600 2,050,016 2,135,613 2,178,517 2,260,590	1,390,527 1,481,592 1,553,024 1,610,967 1,689,910	70.3 72.3 72.7 73.9 74.8	31.6 33.3 34.1 34.6 35.2	31.2 32.5 30.9 31.2 31.3	31.1 31.5 31.5 31.9 31.7	40.1 40.7 41.4 43.1 44.0	\$2,486 2,739 2,947 2,934 2,939	\$2,039 2,057 2,189 2,226 2,343	\$4,740 4,918 5,267 5,648 5,958	\$3,764 3,970 4,331 4,193 4,463	\$3,597 3,893 4,099 3,993 3,883	\$2,949 2,924 3,044 3,030 3,096	\$6,856 6,990 7,325 7,687 7,872	\$5,445 5,643 6,023 5,707 5,896
2005-06 2006-07 2007-08 2008-09 2009-10	2,309,543 2,426,599 2,528,579 2,542,748 2,855,241	1,731,315 1,766,783 1,911,296 1,974,063 2,323,706	75.0 72.8 75.6 77.6 81.4	33.7 32.1 35.4 36.4 46.2	30.8 30.0 30.6 31.7 28.6	32.7 32.2 33.6 34.6 33.3	44.6 43.5 45.5 46.6 51.2	2,959 3,131 3,381 3,927 4,693	2,441 2,526 2,586 2,706 2,771	6,213 6,598 6,808 7,518 7,693	4,831 5,018 6,008 6,723 7,019	3,766 3,885 4,045 4,633 5,485	3,107 3,134 3,094 3,193 3,238	7,908 8,186 8,145 8,871 8,990	6,149 6,226 7,187 7,932 8,202
2010–11 2011–12 2012–13 2013–14 2014–15	2,648,101 2,571,120 2,510,994 2,505,306 2,471,045	2,179,582 2,140,556 2,077,909 2,077,487 2,062,252	82.3 83.3 82.8 82.9 83.5	47.8 47.6 45.5 45.3 44.5	31.0 30.8 31.2 32.2 32.9	35.8 37.9 39.8 41.4 42.8	50.1 51.2 49.4 47.3 47.0	4,758 4,424 4,452 4,533 4,599	2,843 2,912 3,051 3,101 3,214	8,393 8,767 9,223 9,603 10,066	6,624 6,641 6,896 7,015 6,925	5,451 4,924 4,874 4,886 4,922	3,257 3,241 3,340 3,342 3,439	9,615 9,757 10,096 10,351 10,772	7,588 7,391 7,549 7,562 7,410
2015–16 2016–17 2017–18	2,458,068 2,491,341 2,463,084	2,031,557 2,063,481 2,057,247	82.6 82.8 83.5	42.6 42.3 42.6	32.3 31.8 33.6	44.3 44.7 46.6	45.6 46.1 44.4	4,682 4,700 4,926	3,375 3,463 3,684	10,353 10,772 11,236	6,989 7,080 7,082	4,977 4,906 5,028	3,587 3,615 3,760	11,004 11,243 11,469	7,429 7,389 7,228
Public 2000–01 2005–06 2010–11 2013–14 2014–15	1,333,236 1,510,268 1,802,335 1,752,745 1,743,119	872,109 1,066,041 1,421,369 1,410,234 1,412,510	65.4 70.6 78.9 80.5 81.0	30.0 31.1 46.0 44.9 44.2	33.5 34.8 35.9 37.3 38.1	22.7 25.1 27.2 32.4 34.3	30.7 34.2 40.2 39.8 39.6	2,408 2,926 4,765 4,518 4,592	1,707 2,226 2,676 2,961 3,080	2,275 3,162 4,160 4,950 5,165	3,050 3,866 5,780 6,213 6,243	3,483 3,724 5,459 4,870 4,914	2,469 2,834 3,066 3,191 3,296	3,290 4,024 4,766 5,336 5,527	4,412 4,921 6,621 6,696 6,680
2015–16 2016–17 2017–18	1,747,471 1,752,934 1,766,003	1,399,831 1,407,452 1,438,174	80.1 80.3 81.4	42.2 41.6 42.8	37.2 37.2 38.9	35.6 37.2 38.9	38.1 38.2 37.2	4,636 4,641 4,907	3,238 3,332 3,558	5,322 5,498 5,550	6,316 6,440 6,483	4,928 4,844 5,008	3,441 3,478 3,632	5,657 5,738 5,665	6,713 6,721 6,617
<b>4-year</b> 2000-01 2005-06 2010-11 2013-14 2014-15	804,793 906,948 1,039,126 1,076,356 1,095,363	573,430 695,017 858,424 892,192 915,024	71.3 76.6 82.6 82.9 83.5	26.6 26.6 38.9 37.9 37.5	36.5 36.8 38.2 37.4 37.6	29.6 34.2 39.6 45.4 47.2	40.7 44.4 51.5 49.5 49.5	2,569 3,071 4,983 4,597 4,669	2,068 2,752 3,469 3,724 3,842	2,616 3,573 4,634 5,435 5,651	3,212 4,166 6,127 6,658 6,694	3,716 3,908 5,709 4,955 4,997	2,991 3,503 3,974 4,015 4,111	3,784 4,548 5,309 5,858 6,047	4,646 5,302 7,019 7,177 7,163
2015–16 2016–17 2017–18	1,144,409 1,161,684 1,183,447	948,342 965,117 994,201	82.9 83.1 84.0	36.8 36.4 37.9	36.8 36.5 38.3	47.2 48.9 50.3	47.2 47.1 46.0	4,707 4,723 4,958	3,905 3,996 4,250	5,812 5,995 6,091	6,710 6,837 6,862	5,003 4,930 5,060	4,151 4,170 4,338	6,178 6,258 6,218	7,132 7,136 7,004
<b>2-year</b> 2000-01 2005-06 2010-11 2013-14 2014-15	528,443 603,320 763,209 676,389 647,756	298,679 371,024 562,945 518,042 497,486	56.5 61.5 73.8 76.6 76.8	35.2 38.0 55.7 56.0 55.6	28.8 31.9 32.8 37.1 39.0	12.1 11.3 10.3 11.8 12.4	15.3 16.1 15.3 17.5 18.2	2,222 2,774 4,557 4,432 4,504	1,009 1,314 1,418 1,736 1,839	1,004 1,297 1,677 1,983 2,031	2,396 2,812 4,802 4,772 4,595	3,215 3,530 5,221 4,778 4,820	1,460 1,673 1,625 1,871 1,968	1,452 1,651 1,921 2,137 2,174	3,465 3,580 5,501 5,144 4,917
2015–16 2016–17 2017–18	603,062 591,250 582,556	451,489 442,335 443,973	74.9 74.8 76.2	52.4 51.9 53.0	38.0 38.6 40.0	13.5 14.1 15.9	20.7 20.7 19.4	4,542 4,527 4,832	2,010 2,098 2,211	2,066 2,112 2,064	4,610 4,667 4,656	4,828 4,725 4,932	2,137 2,190 2,257	2,196 2,204 2,107	4,900 4,871 4,753
Private nonprofit 2000-01 2005-06 2010-11 2013-14 2014-15	439,369 471,069 517,831 513,574 535,142	363,044 401,908 462,840 458,526 479,437	82.6 85.3 89.4 89.3 89.6	28.4 26.5 36.4 33.7 35.0	31.8 31.3 27.7 26.1 24.9	68.1 73.8 78.4 81.1 78.3	57.7 59.8 64.3 61.1 60.1	2,879 3,426 5,076 4,738 4,763	2,998 3,117 3,556 3,760 3,839	7,368 9,932 14,324 16,832 17,705	4,019 5,270 7,296 8,064 7,940	4,164 4,361 5,815 5,107 5,097	4,336 3,967 4,073 4,053 4,108	10,657 12,641 16,409 18,143 18,946	5,814 6,707 8,358 8,692 8,496
2015–16 2016–17 2017–18	540,835 569,122 550,431	484,705 511,634 496,948	89.6 89.9 90.3	35.2 36.9 35.8	23.8 22.6 23.8	78.7 75.7 79.2	61.0 62.3 60.6	4,998 5,097 5,215	4,013 4,125 4,369	18,452 19,299 20,626	7,925 8,010 8,100	5,312 5,320 5,323	4,266 4,305 4,460	19,613 20,143 21,053	8,424 8,360 8,268

Table 331.20. Full-time, first-time degree/certificate-seeking undergraduate students enrolled in degree-granting postsecondary institutions, by participation and average amount awarded in financial aid programs, and control and level of institution: 2000–01 through 2017–18—Continued

										Average	e award for stud	dents in aid pro	grams <sup>1</sup>		
		Number		Perce	ent of enrolled s	tudents awarde	d aid		Current	dollars			Constant 201	8–19 dollars <sup>2</sup>	
Control and level of institution, and year	Number enrolled	awarded financial aid	Percent awarded aid	Federal grants	State/local grants	Institutional grants	Student Ioans³	Federal grants	State/local grants	Institutional grants	Student loans <sup>3</sup>	Federal grants	State/local grants	Institutional grants	Student loans <sup>3</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
4-year 2000-01 2005-06 2010-11 2013-14 2014-15 2015-16 2016-17	419,499 460,832 504,715 504,584 503,662 505,549 508,494	347,638 393,429 451,012 450,228 450,897 451,276 454,979	82.9 85.4 89.4 89.2 89.5 89.3 89.5	27.4 26.0 35.4 33.1 32.6 31.9 31.5	32.2 31.2 27.7 26.1 25.9 25.0 24.9	70.1 74.6 79.6 81.6 82.3 82.1 82.2	58.1 59.8 64.3 61.0 60.9 59.2 59.4	2,930 3,437 5,105 4,758 4,830 4,931 4,929	3,001 3,121 3,574 3,762 3,838 4,017 4,125	7,458 10,002 14,414 16,966 17,835 18,826 19,774	4,000 5,264 7,305 8,069 7,994 8,002 8,179	4,239 4,375 5,848 5,129 5,169 5,241 5,144	4,342 3,972 4,094 4,055 4,107 4,270 4,305	10,788 12,731 16,513 18,288 19,086 20,011 20,638	5,786 6,700 8,368 8,697 8,554 8,505 8,537
2017–18	516,571	464,446	89.9	32.6	24.9	83.0	58.8	5,146	4,373	20,885	8,187	5,253	4,464	21,318	8,357
2-year 2000-01 2005-06 2010-11 2013-14 2014-15	19,870 10,237 13,116 8,990 31,480	15,406 8,479 11,828 8,298 28,540	77.5 82.8 90.2 92.3 90.7	49.2 51.6 73.3 70.6 74.3	23.9 36.1 26.8 27.3 8.4	25.7 38.5 29.8 49.5 14.4	49.5 55.9 64.3 65.5 48.4	2,269 3,176 4,553 4,216 4,288	2,892 2,974 2,835 3,618 3,881	2,168 3,799 5,059 4,346 5,768	4,509 5,531 6,944 7,818 6,855	3,283 4,043 5,215 4,544 4,588	4,183 3,785 3,248 3,899 4,153	3,135 4,835 5,796 4,685 6,172	6,522 7,040 7,955 8,427 7,336
2015–16 2016–17 2017–18	35,286 60,628 33,860	33,429 56,655 32,502	94.7 93.4 96.0	81.8 81.7 84.1	7.2 3.7 6.3	30.0 21.1 20.0	85.8 86.9 88.5	5,374 5,641 5,624	3,810 4,145 4,130	3,770 3,778 4,235	7,171 7,041 7,220	5,712 5,888 5,740	4,049 4,326 4,215	4,007 3,943 4,323	7,622 7,349 7,369
Private for-profit 2000-01 2005-06 2010-11 2013-14 2014-15	203,995 328,206 327,935 238,987 192,784	155,374 263,366 295,373 208,727 170,305	76.2 80.2 90.1 87.3 88.3	49.3 55.6 75.7 72.8 73.1	15.2 11.4 9.0 8.2 8.6	6.2 8.8 15.5 21.5 20.7	63.5 70.4 82.0 73.3 76.6	2,312 2,725 4,494 4,394 4,421	2,494 2,796 3,028 3,278 3,571	1,540 1,423 1,884 2,489 3,193	5,517 6,454 8,064 8,336 7,906	3,345 3,468 5,148 4,737 4,730	3,607 3,558 3,469 3,534 3,821	2,227 1,811 2,158 2,683 3,416	7,981 8,214 9,238 8,986 8,460
2015–16 2016–17 2017–18	169,762 169,285 146,650	147,021 144,395 122,125	86.6 85.3 83.3	69.9 67.9 65.4	8.7 7.6 7.2	25.3 18.9 17.0	74.4 73.6 69.1	4,460 4,354 4,484	3,841 3,490 3,333	2,860 3,319 3,915	8,096 7,871 7,614	4,741 4,544 4,577	4,083 3,642 3,402	3,039 3,464 3,997	8,606 8,215 7,771
4-year 2000-01 2005-06 2010-11 2013-14 2014-15	81,075 157,705 112,706 90,264 81,791	51,739 116,237 102,000 80,686 73,040	63.8 73.7 90.5 89.4 89.3	36.1 46.8 73.6 72.5 71.9	11.9 8.9 11.3 10.5 9.8	8.3 10.9 23.6 34.5 30.9	57.7 67.2 82.9 78.1 75.7	2,295 2,490 4,733 4,624 4,677	2,889 2,945 2,950 3,021 3,262	1,616 1,641 2,805 3,065 4,137	5,749 7,046 8,561 8,581 8,237	3,320 3,170 5,422 4,984 5,005	4,178 3,748 3,379 3,256 3,491	2,337 2,089 3,213 3,304 4,427	8,315 8,968 9,808 9,250 8,814
2015–16 2016–17 2017–18	59,269 57,680 52,371	51,636 49,045 43,342	87.1 85.0 82.8	65.5 63.6 62.2	10.9 9.9 9.1	38.5 31.8 30.6	73.4 71.5 65.1	4,641 4,646 4,888	3,715 3,609 3,822	4,128 4,690 4,880	8,413 8,331 8,330	4,933 4,849 4,989	3,949 3,767 3,901	4,388 4,895 4,981	8,942 8,695 8,502
2-year 2000-01 2005-06 2010-11 2013-14 2014-15	122,920 170,501 215,229 148,723 110,993	103,635 147,129 193,373 128,041 97,265	84.3 86.3 89.8 86.1 87.6	58.0 63.6 76.8 73.0 74.0	17.3 13.7 7.8 6.7 7.8	4.8 6.8 11.3 13.6 13.1	67.3 73.4 81.5 70.3 77.2	2,319 2,885 4,374 4,256 4,237	2,314 2,706 3,088 3,523 3,856	1,453 1,098 875 1,602 1,556	5,387 5,951 7,799 8,171 7,667	3,355 3,672 5,011 4,587 4,534	3,347 3,444 3,538 3,798 4,126	2,101 1,398 1,002 1,727 1,666	7,792 7,575 8,934 8,808 8,205
2015–16 2016–17 2017–18	110,493 111,605 94,279	95,385 95,350 78,783	86.3 85.4 83.6	72.3 70.1 67.2	7.5 6.4 6.1	18.3 12.2 9.5	75.0 74.6 71.3	4,373 4,217 4,276	3,940 3,394 2,930	1,425 1,464 2,187	7,930 7,643 7,251	4,648 4,401 4,365	4,188 3,542 2,991	1,515 1,528 2,232	8,429 7,978 7,401

<sup>&</sup>lt;sup>1</sup>Average amounts for students participating in indicated programs.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data through 2009–10 are for students receiving aid, while later data are for students awarded aid. Students were counted as receiving aid only if they were awarded and accepted aid and their aid was also disbursed. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2011 and Winter 2011–12 through Winter 2018–19, Student Financial Aid component. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.

<sup>&</sup>lt;sup>3</sup>Includes only loans made directly to students. Does not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.

SHAPTER 3: Postsecondary Education Financial Aid for Undergraduates

Table 331.30. Average amount of grant and scholarship aid and average net price for first-time, full-time degree/certificate-seeking students awarded Title IV aid, by control and level of institution and income level: Selected years, 2009–10 through 2017–18

		2009	-10¹			2015	-16			2016	i–17			2017	-18	
	All		Priva	ate	All		Priv	ate	All		Priva	ate	All		Priva	ite
Level of institution and income level	institutions	Public	Nonprofit	For-profit	institutions	Public	Nonprofit	For-profit	institutions	Public	Nonprofit	For-profit	institutions	Public	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4-year institutions								Current	dollars							
Aryean instantions Grant and scholarship aid <sup>2</sup> All income levels \$0 to \$30,000 \$30,001 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	\$9,050	\$5,980	\$15,560	\$4,420	\$11,810	\$7,190	\$20,890	\$5,920	\$12,260	\$7,370	\$21,800	\$6,170	\$13,100	\$7,930	\$23,190	\$6,510
	10,290	9,080	17,460	5,110	13,100	10,360	21,890	6,060	13,650	10,700	22,780	6,540	14,350	11,190	24,070	6,700
	11,170	8,330	18,710	4,530	13,980	9,810	24,570	6,460	14,460	10,130	25,720	6,020	15,280	10,630	27,130	6,970
	9,140	4,910	16,810	2,430	12,250	6,720	23,190	5,550	12,790	7,090	24,220	5,310	13,730	7,540	25,810	5,690
	7,150	2,270	14,650	1,220	10,080	3,440	20,740	4,880	10,550	3,710	21,720	4,950	11,450	4,020	23,230	5,140
	6,300	1,590	11,560	1,020	9,210	2,150	17,270	4,250	9,660	2,280	18,220	5,210	10,340	2,430	19,360	5,770
Net price <sup>3</sup> All income levels \$0 to \$30,000 \$30,001 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	15,900	11,070	21,780	22,590	17,660	13,080	25,680	21,750	18,020	13,440	26,200	21,370	18,120	13,460	26,440	21,650
	12,570	7,720	15,970	21,770	12,690	9,170	19,450	20,720	12,660	9,260	19,610	20,080	12,730	9,300	19,860	20,660
	13,110	9,260	17,200	23,590	13,720	10,710	19,810	22,490	13,820	10,910	19,970	21,770	13,870	10,900	20,210	22,290
	16,610	13,290	20,270	26,710	17,430	14,560	22,500	24,800	17,560	14,660	22,740	25,290	17,670	14,770	22,780	24,990
	19,860	16,410	23,900	29,830	21,540	18,570	26,040	27,380	21,790	18,790	26,450	27,090	22,020	19,050	26,540	27,080
	24,080	17,880	30,210	32,910	26,880	20,960	33,490	30,160	27,320	21,390	34,120	29,180	27,890	21,850	34,690	29,930
2-year institutions Grant and scholarship aid <sup>2</sup> All income levels \$0 to \$30,000 \$30,001 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	4,460	4,540	5,180	4,090	5,080	5,090	7,070	4,250	5,110	5,150	6,750	4,170	5,470	5,520	7,580	4,300
	5,250	5,450	5,540	4,590	6,010	6,140	6,770	4,650	6,020	6,200	6,450	4,540	6,410	6,600	7,260	4,680
	4,380	4,520	5,080	3,670	5,500	5,530	8,130	4,130	5,530	5,600	7,280	4,140	5,910	5,980	8,670	4,180
	2,240	2,250	4,150	1,960	3,330	3,290	7,850	2,790	3,480	3,430	7,730	2,940	3,700	3,670	8,310	3,040
	800	750	3,240	830	1,210	1,090	9,210	1,130	1,380	1,260	8,750	1,260	1,470	1,360	8,790	1,340
	610	600	2,940	470	680	540	7,610	720	1,070	940	8,370	790	920	710	10,480	930
Net price <sup>3</sup> All income levels \$0 to \$30,000 \$30,001 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	8,930	6,290	16,270	18,360	8,500	7,050	18,180	20,640	8,800	7,200	18,830	21,110	8,670	7,060	18,400	21,180
	8,560	5,380	16,500	18,240	7,900	5,900	17,720	20,680	8,250	6,060	18,410	21,260	8,050	5,810	17,970	21,400
	8,720	6,330	16,620	19,070	7,640	6,610	19,480	20,990	7,920	6,680	20,160	21,430	7,690	6,550	19,600	21,500
	10,690	8,810	18,650	21,290	9,730	8,960	20,460	22,510	9,840	9,000	20,760	22,220	9,780	8,980	20,680	22,470
	12,230	10,630	20,760	23,020	12,200	11,430	22,840	24,290	12,360	11,530	21,890	24,000	12,430	11,580	23,060	24,090
	12,760	10,820	20,930	24,620	13,030	12,110	27,890	25,100	12,890	11,910	29,390	25,340	13,380	12,380	29,730	24,830
A waar institutions								Constant 201	8-19 dollars <sup>4</sup>							
4-year institutions Grant and scholarship aid <sup>2</sup> All income levels \$0 to \$30,000 \$30,001 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	\$10,570	\$6,980	\$18,180	\$5,160	\$12,560	\$7,640	\$22,210	\$6,290	\$12,800	\$7,700	\$22,750	\$6,440	\$13,370	\$8,100	\$23,670	\$6,650
	12,030	10,610	20,400	5,970	13,920	11,010	23,270	6,440	14,250	11,170	23,780	6,820	14,650	11,430	24,560	6,840
	13,050	9,740	21,870	5,290	14,860	10,420	26,110	6,860	15,090	10,570	26,850	6,280	15,600	10,850	27,690	7,120
	10,680	5,740	19,650	2,840	13,020	7,150	24,650	5,900	13,340	7,400	25,280	5,540	14,010	7,700	26,350	5,810
	8,360	2,650	17,120	1,420	10,710	3,660	22,050	5,190	11,010	3,870	22,670	5,170	11,690	4,110	23,710	5,240
	7,360	1,860	13,510	1,190	9,790	2,280	18,350	4,520	10,080	2,380	19,010	5,440	10,560	2,480	19,760	5,890
Net price <sup>3</sup> All income levels \$0 to \$30,000 \$30,001 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	18,580	12,940	25,450	26,400	18,770	13,900	27,290	23,110	18,810	14,020	27,340	22,300	18,500	13,740	26,990	22,100
	14,690	9,020	18,670	25,440	13,480	9,750	20,680	22,030	13,210	9,670	20,470	20,960	12,990	9,500	20,270	21,090
	15,320	10,820	20,100	27,570	14,580	11,380	21,060	23,900	14,430	11,390	20,850	22,720	14,160	11,120	20,630	22,750
	19,410	15,530	23,680	31,210	18,520	15,480	23,920	26,360	18,320	15,300	23,740	26,390	18,040	15,080	23,250	25,500
	23,200	19,170	27,930	34,850	22,890	19,740	27,680	29,100	22,740	19,610	27,600	28,270	22,470	19,440	27,090	27,640
	28,140	20,890	35,300	38,460	28,570	22,280	35,600	32,060	28,520	22,320	35,610	30,460	28,470	22,310	35,410	30,550

Table 331.30. Average amount of grant and scholarship aid and average net price for first-time, full-time degree/certificate-seeking students awarded Title IV aid, by control and level of institution and income level: Selected years, 2009–10 through 2017–18—Continued

		2009	-10¹			2015	5–16			2016	5–17			2017	<b>'</b> –18	
	All		Priva	ate	All		Priv	ate	All		Priv	ate	All		Priv	ate
Level of institution and income level	institutions	Public	Nonprofit	For-profit	institutions	Public	Nonprofit	For-profit	institutions	Public	Nonprofit	For-profit		Public	Nonprofit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
2-year institutions Grant and scholarship aid <sup>2</sup> All income levels \$0 to \$30,000 \$30,000 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	5,210 6,130 5,120 2,620 930 720	5,300 6,370 5,290 2,630 880 700	6,060 6,480 5,930 4,860 3,780 3,440	4,780 5,370 4,280 2,290 970 550	5,400 6,390 5,840 3,540 1,290 730	5,410 6,520 5,880 3,500 1,160 570	7,510 7,200 8,640 8,340 9,790 8,090	4,520 4,940 4,390 2,960 1,200 770	5,330 6,280 5,780 3,630 1,440 1,120	5,370 6,470 5,850 3,590 1,310 980	7,050 6,730 7,600 8,070 9,130 8,740	4,350 4,740 4,320 3,060 1,310 820	5,580 6,540 6,030 3,770 1,500 940	5,630 6,740 6,110 3,740 1,390 730	7,730 7,410 8,850 8,480 8,970 10,700	4,390 4,780 4,260 3,110 1,370 950
Net price <sup>3</sup> All income levels \$0 to \$30,000 \$30,001 to \$48,000 \$48,001 to \$75,000 \$75,001 to \$110,000 \$110,001 or more	10,430 10,010 10,190 12,490 14,290 14,920	7,350 6,290 7,400 10,300 12,420 12,640	19,020 19,280 19,430 21,790 24,260 24,460	21,450 21,310 22,280 24,880 26,900 28,770	9,030 8,390 8,120 10,340 12,970 13,850	7,500 6,280 7,030 9,530 12,150 12,870	19,330 18,840 20,700 21,750 24,280 29,640	21,930 21,980 22,310 23,930 25,810 26,680	9,190 8,610 8,270 10,270 12,900 13,450	7,520 6,330 6,980 9,390 12,030 12,430	19,660 19,220 21,040 21,670 22,840 30,670	22,030 22,190 22,370 23,190 25,050 26,450	8,850 8,220 7,850 9,980 12,690 13,650	7,200 5,930 6,690 9,160 11,820 12,640	18,780 18,340 20,010 21,100 23,540 30,350	21,620 21,840 21,950 22,940 24,590 25,350

<sup>1</sup>Data for 2009–10 are for students receiving aid, while later data are for students awarded aid. Students were counted as receiving aid only if they were awarded and accepted aid and their aid was also disbursed.

<sup>2</sup>Grant and scholarship aid consists of federal Title IV grants, as well as other grant or scholarship aid from the federal government, state or local governments, or institutional sources. Title IV grants include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOGs), Academic Competitiveness Grants (ACGs), National Science and Mathematics Access to Retain Talent Grants (National SMART Grants), and Teacher Education Assistance for College and Higher Education (TEACH) Grants. The average amount of grant and scholarship aid by income level was calculated based on all students who were awarded any type of Title IV aid, even those students who were awarded zero Title IV aid in the form of grants and were awarded Title IV aid only in the form of work-study aid or loan aid.

<sup>3</sup>Net price is the total cost of attendance minus grant and scholarship aid from the federal government, state or local governments, or institutional sources. However, average net price by income level was calculated based on all students who were awarded any type of Title IV aid, even those who were awarded zero Title IV aid in the form of grants and were awarded Title IV aid only in the form of work-study aid or loan aid.

<sup>4</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.

NOTE: Excludes students who previously attended another postsecondary institution or who began their studies on a parttime basis. Includes only first-time, full-time students who paid the in-state or in-district tuition rate (if they attended public institutions) and who were awarded Title IV aid. Excludes the approximately 17 percent of students who were not awarded any Title IV aid. Title IV aid includes grant aid, work-study aid, and loan aid. Data are weighted by the number of students at the institution who were awarded Title IV aid. Totals include students for whom income data were not available. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011 and Winter 2016–17 through Winter 2018–19, Student Financial Aid component. (This table was prepared December 2019.)

Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by type and source of aid and selected student characteristics: Selected years, 1999-2000 through 2015-16

[Standard errors appear in parentheses. Amounts in constant 2018–19 dollars]

								An	/ aid									Gra	nts					Loa	1S <sup>2</sup>	
Year and selected student		umber   rolled¹			Percent r	eceiving					Average a	mount			F	Percent r	eceiving		,	Average	amount		F	Percent	ļ	Average
characteristic	(in thous	sands)		Total <sup>3</sup>	F	ederal <sup>4</sup>	Non	federal		Total <sup>3</sup>	F	ederal <sup>4</sup>	Non	federal		Total		Pell		Total		Pell	re	ceiving		amount
1		2		3		4		5		6		7		8		9		10		11		12		13		14
1999–2000 Total	6,145	(—)	71.9	(0.59)	56.7	(0.44)	52.3	(0.67)	\$12,670	(149)	\$8,930	(87)	\$7,720	(142)	58.5	(0.60)	28.3	(0.43)	\$7,630	(121)	\$3,420	(22)	45.6	(0.44)	\$9,020	(88)
Sex Male Female	2,687 3,458	( <u>—)</u>	69.1 74.0	(0.74) (0.73)	53.9 59.0	(0.65) (0.62)	49.7 54.3	(0.79) (0.86)	12,640 12,690	(230) (170)	9,040 8,840	(127) (100)	7,760 7,700	(221) (144)	53.9 62.1	(0.83) (0.75)	24.5 31.3	(0.59) (0.61)	7,600 7,650	(185) (127)	3,350 3,460	(32) (30)	43.8 46.9	(0.67) (0.64)	9,210 8,880	(154) (110)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska	4,335 675 500 372 41	( <u> </u>	69.9 88.0 77.1 60.3 62.3	(0.73) (1.16) (1.41) (1.65) (6.39)	53.1 78.6 65.6 47.8 56.0	(1.79)	52.2 54.7 53.1 47.9 48.8	(0.73) (2.09) (2.20) (1.55) (5.63)	12,800 12,430 11,580 13,300 13,070	(200) (431) (452) (842) (1,217)	8,980 9,290 8,380 8,750 7,860	(111) (257) (315) (327) (671)	8,010 6,630 6,450 8,010 7,660	(183) (376) (353) (771) (1,141)	55.2 76.2 66.7 53.0 53.1	(0.70) (1.24) (1.76) (1.67) (6.29)	21.5 55.7 45.4 31.7 31.9	(0.53) (1.38) (2.10) (1.62) (5.85)	7,680 7,160 6,920 8,830 7,840	(154) (225) (279) (695) (902)	3,230 3,670 3,570 3,730 3,360	(32) (50) (57) (92) (281)	45.3 59.2 42.7 33.0 40.7	(0.61) (2.36) (1.99) (2.03) (5.58)	9,240 8,230 8,840 8,480 9,220	(120) (285) (289) (316) (1,282)
Native Two or more races Other	42 93 86	( <u>—)</u> ( <u>—)</u> ( <u>—)</u>	81.5 75.6 61.9	(4.72) (3.00) (3.54)	75.0 60.6 45.2	(5.05) (3.36) (3.64)	61.7 57.1 46.9	(6.64) (3.44) (4.04)	13,050 13,330 12,050	(710)	8,180 8,560 7,990	(821) (433) (507)	7,290 8,560 8,210	(595)	78.7 62.0 51.4	(4.73) (3.22) (4.32)	50.8 34.2 26.0	(7.04) (3.30) (3.70)	8,000 9,030 8,320	(723) (642) (878)	3,790 3,580 3,250	(188) (194) (243)	44.6 43.8 29.8	(7.94) (2.76) (4.02)	8,340 8,780 8,840	(819) (395) (928)
Dependency status and family income Dependent Low-income <sup>5</sup> Middle-income <sup>5</sup> High-income <sup>5</sup> Independent	4,612 990 2,383 1,238 1,533		70.2 85.4 70.6 57.3 76.9	(0.65) (0.90) (0.85) (1.10) (0.88)	53.4 78.1 53.4 33.7 66.8	(0.52) (1.03) (0.79) (0.77) (0.80)	53.7 65.2 54.7 42.6 48.1	(0.75) (1.43) (1.01) (1.07) (1.11)	13,110 13,420 13,260 12,410 11,450	(177) (239) (268) (242) (208)	8,590 8,610 8,200 9,720 9,750	(100) (132) (120) (277) (137)	8,600 7,270 9,100 9,010 4,760	(178) (209) (263) (196) (151)	56.2 82.3 54.3 38.8 65.5	(0.70) (0.94) (1.00) (1.08) (0.84)	21.1 70.4 11.6 ‡ 50.0	(0.52) (1.12) (0.47) (†) (0.72)	8,330 8,570 8,270 8,090 5,810	(147) (162) (250) (194) (119)	3,180 3,630 2,030 ‡ 3,730	(28) (30) (52) (†) (35)	45.6 50.5 49.8 33.5 45.6	(0.50) (1.27) (0.80) (0.72) (1.17)	8,920 7,530 8,790 10,970 9,310	(111) (153) (128) (286) (111)
2003–04 Total	7,562	(—)	75.3	(0.62)	60.3	(0.49)	54.9	(0.63)	\$13,290	(127)	\$9,540	(82)	\$7,740	(161)	62.2	(0.58)	31.4	(0.31)	\$7,720	(137)	\$4,140	(24)	48.6	(0.42)	\$9,520	(98)
Sex Male Female	3,340 4,222	( <u>—)</u> (—)	72.8 77.3	(0.89) (0.56)	57.2 62.7	(0.83) (0.51)	53.8 55.8	(0.78) (0.70)	13,440 13,170	(167) (146)	9,700 9,420	(112) (87)	7,860 7,650	(177) (183)	58.6 65.0	(0.82) (0.61)	28.0 34.2	(0.62) (0.46)	7,690 7,740	(155) (151)	4,050 4,210	(37) (28)	46.8 50.0	(0.77) (0.45)	9,860 9,280	(138) (100)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska	5,137 895 718 459 34		73.3 88.7 78.8 65.1 71.1	(0.86) (0.90) (1.09) (1.55) (5.10)	56.3 81.3 67.8 51.4 61.5	(0.79) (1.08) (1.21) (1.46) (4.79)	55.2 55.5 55.0 50.6 46.2	(0.81) (1.68) (1.32) (1.70) (4.95)	13,240 13,840 12,870 13,550 12,940	(161) (298) (280) (332) (1,267)	9,510 10,130 9,160 8,770 9,230	(94) (202) (174) (243) (944)	7,880 7,280 7,150 8,530 7,620	(175) (270) (278) (285) (1,235)	59.0 79.0 68.1 54.5 53.0	(0.79) (1.27) (1.15) (1.74) (5.12)	23.9 61.5 46.7 30.6 28.1	(0.54) (1.64) (1.17) (1.40) (4.85)	7,540 7,900 7,850 9,350 7,930	(160) (249) (200) (279) (834)	3,940 4,410 4,340 4,390 4,410	(30) (38) (61) (78) (310)	48.4 59.2 46.3 35.7 45.0	(0.68) (1.90) (1.19) (1.28) (5.02)	9,710 9,030 9,180 8,920 10,000	(104) (243) (244) (317) (1,149)
Native Two or more races Other	59 156 104	( <u>—)</u> ( <u>—)</u>	81.1 77.1 72.2	(5.18) (2.12) (2.56)	66.2 61.6 56.6	(2.12)	64.5 55.9 53.2	(4.42) (2.11) (2.58)	12,290 13,530 12,340	(849) (552) (671)	9,350 9,900 9,280	(493) (388) (447)	5,860 7,750 6,870	(1,017) (475) (612)	73.8 63.8 61.7	(5.79) (2.18) (2.89)	43.4 31.5 35.5	(4.64) (2.39) (2.94)	7,390 7,610 7,090	(800) (403) (429)	3,970 4,140 4,230	(211) (120) (147)	46.5 49.3 42.9	(5.70) (2.34) (2.65)	8,660 10,080 9,390	(572) (524) (592)
Dependency status and family income Dependent Low-income <sup>5</sup> Middle-income <sup>5</sup> High-income <sup>6</sup> Independent	5,574 1,250 2,886 1,438 1,988		73.3 87.9 72.7 61.6 80.9	(0.79) (0.70) (1.01) (0.98) (0.77)	56.3 77.8 55.4 39.3 71.5	(0.68) (0.80) (0.89) (0.82) (0.79)	57.2 66.6 58.0 47.4 48.5	(0.74) (1.00) (0.97) (0.91) (0.91)	13,740 14,620 13,450 13,340 12,120	(158) (277) (187) (232) (143)	9,140 9,790 8,560 9,690 10,400	(87) (129) (113) (164) (122)	8,600 7,850 8,690 9,310 4,890	(177) (265) (196) (231) (135)	59.6 84.8 57.2 42.5 69.4	(0.74) (0.80) (0.88) (1.02) (0.79)	23.6 70.8 14.8 ‡ 53.5	(0.39) (0.92) (0.42) (†) (0.82)	8,340 9,590 7,690 7,930 6,230	(170) (225) (193) (229) (92)	3,900 4,600 2,440 ‡ 4,450	(28) (26) (37) (†) (33)	47.5 51.0 50.4 38.8 51.6	(0.62) (0.91) (0.80) (0.83) (0.85)	9,670 7,900 9,680 11,670 9,140	(110) (178) (134) (204) (122)

Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by type and source of aid and selected student characteristics: Selected years, 1999–2000 through 2015–16—Continued

[Standard errors appear in parentheses. Amounts in constant 2018–19 dollars]

	-							- An	/ aid									Gra	nts					Loa	ns <sup>2</sup>	
Year and selected student		umber rolled <sup>1</sup>			Percent r	eceiving					Average a	mount			-	Percent r	eceiving			Average	amount			Percent		Avorago
characteristic	(in thou			Total <sup>3</sup>	F	ederal4	Non	federal		Total <sup>3</sup>	F	ederal4	Non	federal		Total		Pell		Total		Pell		ceiving		Average amount
1		2		3		4		5		6		7		8		9		10		11		12		13		14
2007–08 Total	7,527	(—)	80.1	(0.28)	63.9	(0.31)	63.7	(0.36)	\$15,540	(118)	\$9,780	(61)	\$9,730	(106)	64.6	(0.37)	32.7	(0.29)	\$8,670	(85)	\$3,890	(17)	54.8	(0.32)	\$11,390	(92)
Sex Male Female	3,277 4,249	()	77.1 82.4	(0.44) (0.36)	60.0 66.9		61.8 65.2	(0.49) (0.47)	15,650 15,450	(170) (138)	9,930 9,670	(110) (67)	9,890 9,610	(131) (134)	60.8 67.6	(0.54) (0.47)	27.7 36.6	(0.42) (0.41)	8,740 8,630	(113) (101)	3,840 3,910	(26) (25)	52.1 56.9	(0.56) (0.43)	11,610 11,220	(140) (103)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska	4,983 899 844 489 45		78.1 92.1 84.3 69.5 81.4	(0.39) (0.58) (0.71) (1.35) (3.79)	59.6 83.9 71.8 53.7 67.3	(0.44) (0.86) (0.88) (1.33) (4.93)	63.2 67.8 65.8 57.6 64.1	(0.46) (0.85) (0.91) (1.47) (4.44)	15,540 16,220 14,760 15,240 16,220	(150) (199) (233) (341) (1,073)	9,670 10,730 9,360 8,940 10,750	(84) (133) (129) (216) (853)	10,080 8,750 8,690 10,070 9,320	(136) (194) (215) (301) (878)	61.1 79.6 72.0 57.0 69.0	(0.51) (0.92) (0.85) (1.61) (4.14)	24.1 61.5 50.5 32.2 36.1	(0.37) (1.06) (1.02) (1.21) (4.59)	8,560 8,500 8,400 10,580 7,530	(109) (169) (146) (288) (622)	3,700 4,140 4,000 4,120 3,770	(25) (45) (40) (52) (252)	54.0 70.3 52.0 38.6 53.8	(0.45) (0.84) (0.92) (1.29) (4.44)	11,700 10,640 11,160 10,430 13,360	(117) (179) (247) (297) (833)
Native Two or more races Other	50 199 17	( <u>)</u>	85.9 83.4 79.8	(3.32) (1.31) (5.18)	71.3 68.1 72.9	(3.81) (1.72) (5.30)	61.8 67.1 50.9	(4.53) (2.01) (6.42)	13,130 16,570 14,990	(940) (471) (1,484)	9,210 10,300 9,440	(623) (277) (711)	7,630 10,150 9,990	(772) (419) (1,393)	76.3 67.9 67.3	(3.20) (1.66) (5.59)	48.3 37.6 51.9	(4.15) (1.87) (5.87)	8,010 9,890 9,040	(715) (401) (1,330)	3,930 3,990 3,770	(201) (104) (285)	48.7 59.1 54.7	(4.70) (1.92) (5.64)	9,690 10,710 8,780	(716) (409) (888)
Dependency status and family income Dependent Low-income <sup>5</sup> Middle-income <sup>5</sup> High-income <sup>5</sup> Independent	5,675 1,203 2,825 1,647 1,851		78.0 92.3 79.3 65.5 86.4	(0.34) (0.49) (0.41) (0.66) (0.47)	59.5 85.9 59.4 40.3 77.4	(0.37) (0.59) (0.50) (0.65) (0.59)	65.1 74.9 67.1 54.4 59.6	(0.40) (0.62) (0.48) (0.76) (0.74)	16,030 16,530 15,940 15,710 14,170	(144) (190) (175) (250) (143)	9,450 9,930 8,870 10,170 10,550	(77) (94) (102) (226) (92)	10,590 8,970 11,000 11,370 6,840	(123) (156) (159) (194) (122)	62.7 89.2 61.6 45.2 70.5	(0.44) (0.57) (0.50) (0.84) (0.64)	25.2 80.9 16.1 ‡ 55.8	(0.27) (0.66) (0.33) (†) (0.64)	9,500 10,660 9,030 8,930 6,420	(104) (133) (139) (178) (84)	3,810 4,460 2,410 ‡ 4,000	(20) (19) (33) (†) (31)	51.9 56.7 56.0 41.4 63.6	(0.38) (0.75) (0.50) (0.68) (0.74)	11,630 9,000 11,640 14,240 10,780	(116) (170) (132) (241) (118)
2011–12 Total	8,864	(—)	84.4	(0.36)	72.8	(0.51)	56.9	(0.46)	\$17,260	(118)	\$12,040	(84)	\$10,200	(123)	72.4	(0.41)	47.1	(0.50)	\$10,280	(102)	\$4,920	(18)	56.7	(0.53)	\$11,230	(83)
Sex Male Female	3,868 4,996	( <u>—</u> )	82.3 86.0	(0.50) (0.42)	70.1 74.9	(0.65) (0.60)	56.2 57.5	(0.61) (0.53)	17,480 17,090	(187) (149)	12,240 11,900	(121) (97)	10,350 10,080	(193) (157)	68.9 75.1	(0.58) (0.46)	42.9 50.4	(0.60) (0.62)	10,480 10,130	(166) (122)	4,900 4,940	(27) (24)	53.9 58.8	(0.70) (0.58)	11,330 11,170	(125) (105)
Race/ethnicity <sup>6</sup> White Black Hispanic Asian Pacific Islander Assign Islander	5,369 1,209 1,274 603 42		82.6 94.0 88.3 71.4 82.1	(0.45) (0.54) (0.74) (1.77) (3.87)	68.5 90.7 79.1 58.5 71.5	(0.63) (0.70) (0.91) (1.82) (5.20)	57.0 52.8 60.4 56.4 55.0	(0.50) (1.24) (1.12) (1.60) (4.22)	17,120 17,940 16,400 18,060 19,830	(162) (286) (345) (596) (1,846)	11,980 13,230 11,340 10,600 13,260	(113) (174) (174) (276) (970)	10,420 9,200 9,130 11,900 12,360	(154) (334) (355) (570) (2,082)	68.8 84.6 79.9 63.3 67.3	(0.50) (0.72) (0.84) (1.71) (4.42)	37.8 73.5 62.7 40.8 44.6	(0.57) (1.07) (0.94) (1.60) (4.76)	10,090 9,570 10,330 13,070 13,310	(128) (213) (298) (494) (1,897)	4,720 5,160 5,110 5,070 5,360	(27) (29) (38) (71) (164)	56.4 71.9 51.2 38.4 50.7	(0.67) (1.12) (1.09) (1.59) (5.38)	11,450 11,120 10,520 10,560 11,970	(110) (185) (200) (445) (1,303)
American Indian/Alaska Native Two or more races	67 301	( <u>—)</u>	93.0 85.8	(2.55) (1.46)	86.4 76.3	(2.44) (1.76)	57.1 59.6	(3.82) (2.14)	16,420 18,990	(1,104) (606)	11,110 12,790	(572) (328)	9,940 10,950	(1,257) (638)	85.4 73.1	(3.24) (1.71)	69.5 49.4	(3.37) (1.94)	10,410 11,210	(874) (463)	4,960 5,060	(186) (93)	62.3 59.3	(3.60) (2.06)	8,910 12,120	(676) (393)
Age 15 to 23 24 to 29 30 or over	6,650 1,048 1,165	( <u>—)</u>	82.7 87.5 91.1	(0.39) (0.76) (0.72)	68.6 83.1 87.2	(0.54) (0.91) (0.80)	62.4 43.4 37.8	(0.46) (1.01) (1.14)	18,020 15,710 14,650	(140) (268) (233)	11,640 13,100 12,940	(101) (183) (161)	11,090 6,620 5,470	(138) (395) (261)	70.9 76.7 77.0	(0.43) (0.95) (0.90)	39.7 68.6 70.3	(0.44) (1.11) (1.01)	11,510 7,290 6,460	(124) (224) (139)	4,890 4,990 4,970	(21) (41) (40)	54.0 61.9 67.3	(0.53) (1.20) (1.08)	11,470 10,800 10,530	(110) (137) (136)
Marital status Not married <sup>7</sup> Married Separated	7,920 828 117	( <u>—)</u> ( <u>—)</u>	84.0 86.9 97.2	(0.37) (0.90) (1.02)	71.6 80.6 95.9	(1.06)	59.1 38.4 37.5	(0.47) (1.18) (2.73)	17,680 13,790 14,610	(123) (283) (576)	12,030 12,010 12,650	(88) (198) (398)	10,520 5,980 5,530	(128) (373) (909)	72.5 69.5 88.6	(0.41) (1.15) (2.00)	45.3 59.5 85.0	(0.50) (1.28) (2.35)	10,700 6,670 6,690	(108) (208) (338)	4,940 4,780 5,160	(19) (52) (82)	56.4 57.3 71.4	(0.54) (1.16) (2.68)	11,360 10,310 9,960	(90) (187) (350)
Dependency status and family income Dependent Low-income <sup>5</sup> Middle-income <sup>5</sup> High-income <sup>5</sup> Independent	6,141 1,361 3,045 1,735 2,723		82.3 94.2 83.2 71.3 89.2	(0.39) (0.58) (0.50) (0.73) (0.54)	67.7 90.6 69.0 47.4 84.3	(0.56) (0.73) (0.68) (0.89) (0.64)	63.3 67.9 65.8 55.4 42.5	(0.46) (0.94) (0.64) (0.81) (0.80)	18,310 18,510 18,360 18,020 15,070	(147) (250) (204) (334) (184)	11,690 11,720 11,250 12,780 12,680	(106) (130) (124) (281) (116)	11,300 10,040 11,420 12,260 6,480	(139) (298) (190) (310) (247)	69.9 93.6 70.1 50.9 78.1	(0.43) (0.61) (0.59) (0.83) (0.67)	37.0 89.2 34.6 0.4 70.0	(0.43) (0.76) (0.55) (0.07) (0.79)	11,770 12,650 11,420 11,330 7,260	(131) (228) (180) (301) (131)	4,830 5,800 3,710 3,680 5,040	(22) (17) (34) (469) (28)	54.3 56.1 58.2 46.1 62.0	(0.55) (0.89) (0.70) (0.92) (0.86)	11,620 8,960 11,530 14,370 10,470	(117) (147) (142) (269) (99)

Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by type and source of aid and selected student characteristics: Selected years, 1999-2000 through 2015-16-Continued

[Standard errors appear in parentheses, Amounts in constant 2018–19 dollars]

								Any	aid									Gra	nts					Loa	ıns²	
Year and selected student		umber rolled <sup>1</sup>			Percent re	eceiving					Average a	mount			ı	Percent re	ceiving		,	Average	amount		F	Percent	,	Average
characteristic	(in thous			Total <sup>3</sup>	F	ederal4	Non	federal		Total <sup>3</sup>	F	ederal <sup>4</sup>	Non	federal		Total		Pell		Total		Pell		ceiving		amount
1		2		3		4		5		6		7		8		9		10		11		12		13		14
Housing status School-owned Off-campus, not with	2,219	(—)	88.2	` ′	72.9	(0.66)	76.3	(0.59)	24,720	(279)	13,730	(179)	15,440	(277)	78.1	(0.59)	35.9	(0.67)	16,020	(286)	4,870	(40)	65.9	(0.75)	12,690	(156)
parents With parents Attended more than one	3,222 2,502	(—)	84.4 82.7	(0.63) (0.69)	74.6 72.0	(0.73) (0.85)	48.9 52.0	(0.73) (0.86)	15,000 13,780	(188) (186)	12,000 10,630	(125) (109)	7,590 7,180	(192) (215)	71.6 71.2	(0.63) (0.73)	53.0 52.1	(0.77) (0.87)	8,000 8,170	(137) (157)	4,940 4,970	(30) (35)	56.1 49.4	(0.74) (0.88)	10,940 10,210	(138) (147)
institution	921	(—)	79.9	(0.74)	68.2	(0.94)	51.5	(0.87)	15,540	(249)	11,880	(159)	8,380	(263)	64.9	(0.90)	40.0	(0.86)	8,700	(203)	4,780	(44)	56.3	(1.00)	10,570	(163)
2015–16 Total	7,239	(—)	86.4	(0.26)	69.8	(0.33)	66.9	(0.40)	\$19,360	(112)	\$12,530	(62)	\$11,940	(129)	76.7	(0.31)	44.0	(0.31)	\$12,060	(98)	\$4,980	(16)	54.7	(0.33)	\$11,850	(80)
Sex Male Female	3,202 4,037	( <u>—)</u>	84.2 88.3		66.7 72.3	(0.56) (0.41)	65.4 68.1	(0.62) (0.51)	19,730 19,080	(181) (163)	12,990 12,190	(126) (91)	12,150 11,790	(198) (166)	73.3 79.3	(0.52) (0.40)	40.0 47.2	(0.58) (0.46)	12,230 11,930	(169) (131)	4,900 5,030	(26) (22)	52.0 56.8	(0.51) (0.49)	11,980 11,750	(141) (117)
Race/ethnicity <sup>6</sup> White Black Hispanic Asian Pacific Islander American Indian/Alaska	4,171 935 1,168 618 22	(—) (—) (—) (—)	85.7 95.5 89.0 71.3 90.1	(0.42) (0.42) (0.65) (1.30) (3.86)	66.7 88.3 76.2 49.5 76.0	(0.54) (0.60) (0.81) (1.45) (5.62)	67.6 65.9 67.9 61.1 71.7	(0.52) (1.23) (0.84) (1.37) (5.83)	19,540 20,570 17,920 19,140 18,300	(161) (402) (349) (499) (1,628)	12,510 14,060 11,680 11,080 12,930	(95) (230) (187) (293) (1,248)	12,430 10,970 10,360 13,380 9,300	(184) (396) (355) (549) (1,536)	73.8 88.0 82.4 65.9 83.5	(0.48) (0.66) (0.74) (1.35) (4.79)	34.0 71.8 59.8 36.4 58.5	(0.49) (0.88) (0.90) (1.35) (6.28)	11,920 11,890 11,580 14,440 10,730	(132) (305) (283) (449) (1,366)	4,810 5,120 5,070 5,250 5,250	(27) (36) (37) (65) (229)	56.0 70.9 50.1 31.2 52.9	(0.52) (1.08) (0.90) (1.26) (7.06)	12,350 11,370 10,710 11,160 12,820	(114) (239) (216) (476) (1,545)
Native Two or more races	49 277	( <u>—</u> )	92.2 88.6	(2.28) (1.39)	77.4 70.3	(3.78) (2.07)	64.5 68.5	(4.46) (1.60)	15,740 19,610	(1,546) (640)	10,140 12,930	(653) (459)	10,330 12,100	(1,789) (633)	87.5 79.1	(2.76) (1.59)	61.6 48.0	(4.57) (1.84)	11,220 12,460	(1,534) (516)	4,880 5,040	(182) (86)	37.7 53.7	(4.26) (1.95)	9,400 11,650	(608) (465)
Age 15 to 23 24 to 29 30 or over	5,835 722 682	(—) (—) (—)	85.6 89.4 90.7	(0.28) (0.73) (0.76)	66.3 84.0 84.4	(0.37) (0.84) (0.90)	70.5 53.6 50.4	(0.39) (1.25) (1.67)	19,850 18,010 16,780	(132) (284) (245)	11,800 14,820 15,030	(65) (207) (227)	13,000 6,820 5,030	(141) (266) (198)	75.9 80.7 78.9	(0.34) (0.86) (1.02)	38.4 69.5 65.1	(0.33) (1.00) (1.07)	13,200 8,140 6,880	(119) (172) (110)	4,940 5,030 5,110	(20) (47) (41)	53.0 60.4 62.3	(0.37) (1.01) (1.15)	12,090 11,030 10,940	(96) (183) (140)
Marital status Not married <sup>7</sup> Married Separated	6,684 506 48	(—) (—) (—)	86.4 86.6 91.4	(0.26) (1.04) (2.46)	69.1 77.8 87.2	(0.34) (1.25) (2.90)	68.4 48.9 53.2	(0.39) (1.55) (4.31)	19,570 16,750 17,580	(117) (324) (783)	12,300 14,950 15,240	(64) (268) (653)	12,310 5,870 5,200	(130) (312) (802)	76.9 72.4 87.2	(0.31) (1.36) (2.79)	42.9 56.1 80.9	(0.32) (1.34) (3.27)	12,450 7,050 8,000	(102) (177) (470)	4,970 4,910 5,510	(18) (59) (89)	54.8 52.0 67.9	(0.34) (1.45) (3.86)	11,930 10,860 10,740	(87) (221) (487)
Dependency status and family income Dependent Low-income <sup>5</sup> Middle-income <sup>5</sup> High-income <sup>5</sup> Independent	5,352 1,043 2,691 1,619 1,887		86.7 96.2 88.2 78.0 85.7	(0.30) (0.40) (0.41) (0.71) (0.53)	68.0 91.3 71.8 46.8 74.8	(0.37) (0.62) (0.51) (0.77) (0.63)	71.9 76.7 74.5 64.5 52.8	(0.41) (0.92) (0.52) (0.79) (0.97)	20,100 20,310 19,930 20,230 17,250	(135) (308) (193) (306) (196)	11,710 11,970 11,140 12,840 14,650	(68) (158) (117) (226) (146)	13,160 11,240 12,890 15,150 7,240	(145) (301) (189) (325) (206)	76.5 95.9 78.9 60.0 77.2	(0.35) (0.41) (0.51) (0.79) (0.62)	38.0 90.2 40.5 # 61.2	(0.35) (0.65) (0.59) (†) (0.68)	13,360 14,370 12,910 13,300 8,390	(123) (261) (172) (299) (134)	4,890 5,900 4,010 ‡ 5,130	(23) (16) (32) (†) (29)	54.8 55.4 58.4 48.6 54.1	(0.39) (0.95) (0.55) (0.75) (0.74)	12,190 9,480 11,720 15,100 10,870	(100) (217) (149) (285) (106)
Housing status School-owned Off-campus, not with	2,089	(—)	90.4	(0.45)	69.5	(0.65)	81.2	(0.54)	26,380	(276)	13,840	(159)	17,520	(288)	82.4	(0.57)	35.9	(0.66)	17,590	(256)	4,970	(44)	63.6	(0.71)	13,380	(201)
parents With parents Attended more than one	2,794 1,502	( <u>—)</u>	85.5 83.6	(0.47) (0.64)	71.3 66.4	(0.61) (0.85)	60.1 63.1	(0.72) (0.93)	17,350 13,390	(167) (232)	13,070 9,610	(120) (158)	9,180 7,640	(167) (183)	74.5 75.4	(0.57) (0.74)	48.3 47.8	(0.66) (0.84)	9,550 8,980	(120) (165)	5,020 4,960	(25) (38)	55.2 39.7	(0.60) (0.96)	11,450 10,010	(115) (225)
institution	855	(—)	84.7	(0.71)	71.6	(0.99)	60.9	(1.07)	18,060	(287)	12,440	(172)	10,490	(404)	72.2	(1.03)	43.4	(1.28)	10,730	(294)	4,870	(43)	57.5	(1.07)	11,170	(182)

<sup>—</sup>Not available.

the 25th to the 75th percentile, and high-income students have family incomes above the 75th percentile.

NOTE: Full-time, full-year undergraduates are those who were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academicyear basis. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2007-08, 2011-12, and 2015-16 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

<sup>†</sup>Not applicable. #Rounds to zero

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any time during the academic year.

<sup>&</sup>lt;sup>2</sup>Includes Parent Loans for Undergraduate Students (PLUS).

Includes students who reported they were awarded aid but did not specify the source or type of aid as well as students who specified work study, vocational rehabilitation and training, and military education assistance, which are not separately shown. <sup>4</sup>Includes Department of Veterans Affairs and Department of Defense benefits.

<sup>&</sup>lt;sup>5</sup>Low-income students have family incomes below the 25th percentile, middle-income students have family incomes from

<sup>&</sup>lt;sup>6</sup>The 2012 and 2016 questionnaires did not offer students the option of choosing an "Other" race category. 7Includes students who were single, divorced, or widowed.

Table 331.40. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and selected student characteristics: 2015–16
[In current dollars. Standard errors appear in parentheses]

			Any a	id					Gran	ts					Loan	IS			Work st	udy
Selected student characteristic		Total1		Federal <sup>2</sup>	No	onfederal		Total		Federal	No	onfederal		Total3		Federal <sup>3</sup>	No	nfederal		Total <sup>4</sup>
1		2		3		4		5		6		7		8		9		10		11
All full-time, full-year undergraduates	\$18,210	(105)	\$11,790	(58)	\$11,240	(121)	\$11,340	(92)	\$6,190	(57)	\$10,220	(114)	\$11,140	(75)	\$9,810	(48)	\$10,200	(238)	\$2,430	(30)
Sex Male Female	18,560 17,950	(170) (153)	12,220 11,470	(118) (85)	11,430 11,090	(187) (156)	11,510 11,220	(159) (123)	7,040 5,590	(103) (67)	10,440 10,050	(182) (151)	11,270 11,050	(133) (110)	9,910 9,740	(106) (85)	10,460 10,010	(341) (326)	2,450 2,420	(51) (43)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	18,380 19,350 16,860 18,010 17,220 14,810 18,450	(152) (378) (328) (470) (1,532) (1,455) (602)	11,770 13,230 10,990 10,420 12,160 9,540 12,170	(89) (217) (176) (276) (1,174) (614) (432)	11,690 10,320 9,750 12,580 8,750 9,720 11,390	(173) (373) (334) (517) (1,445) (1,683) (596)	11,220 11,180 10,890 13,590 10,090 10,560 11,730	(125) (287) (266) (423) (1,285) (1,443) (486)	6,370 5,960 5,950 6,080 5,940 6,210 6,630	(86) (105) (101) (177) (527) (490) (315)	10,390 9,880 9,100 11,900 7,990 9,420 10,450	(152) (373) (327) (481) (1,426) (1,713) (558)	11,620 10,700 10,080 10,500 12,060 8,840 10,960	(107) (225) (203) (448) (1,454) (572) (437)	9,900 10,080 9,250 9,300 10,810 8,450 10,060	(73) (200) (186) (406) (1,276) (544) (393)	10,770 8,790 8,630 10,120 ‡ \$8,590	(292) (838) (697) (992) (†) (†) (876)	2,360 2,450 2,620 2,540 ‡ 2,590	(35) (98) (86) (104) (†) (†) (200)
Age 15 to 23 years old 24 to 29 years old 30 years old or over	18,680 16,950 15,780	(124) (267) (231)	11,100 13,940 14,140	(61) (195) (213)	12,230 6,410 4,730	(132) (250) (187)	12,420 7,660 6,470	(112) (162) (104)	5,330 8,030 8,250	(51) (189) (230)	11,180 5,410 3,940	(124) (209) (159)	11,370 10,370 10,290	(91) (172) (132)	9,860 9,510 9,720	(57) (112) (120)	10,260 10,050 9,410	(251) (804) (598)	2,380 2,780 3,430	(30) (149) (257)
Marital status Not married <sup>5</sup> Married Separated	18,410 15,760 16,540	(110) (305) (737)	11,570 14,070 14,340	(60) (252) (615)	11,580 5,520 4,890	(122) (294) (754)	11,710 6,630 7,520	(96) (167) (442)	5,810 9,550 6,970	(56) (293) (428)	10,550 4,640 4,450	(115) (256) (757)	11,220 10,220 10,110	(82) (208) (458)	9,830 9,470 9,900	(51) (150) (435)	10,210 10,350 ‡	(243) (911) (†)	2,420 2,730 ‡	(30) (214) (†)
Dependency status and family income Dependent Less than \$20,000 \$20,000-\$39,999 \$40,000-\$59,999 \$60,000-\$79,999 \$80,000-\$99,999 \$100,000 or more Independent Less than \$10,000 \$10,000-\$19,999 \$20,000-\$29,999 \$30,000-\$49,999 \$50,000 or more	18,910 19,080 19,360 19,210 17,730 18,810 16,230 17,120 15,570 16,520 15,780 14,670	(127) (352) (369) (396) (413) (481) (266) (184) (307) (364) (553) (377) (431)	11,010 11,200 11,090 10,270 9,700 11,010 11,800 13,780 13,850 13,180 14,180 14,210 13,710	(64) (175) (181) (199) (259) (331) (177) (137) (220) (274) (388) (331) (414)	12,380 10,620 10,850 11,720 12,380 12,960 14,080 6,810 8,120 5,780 6,120 5,140 6,190	(137) (354) (321) (380) (367) (439) (282) (194) (310) (318) (585) (322) (432)	12,570 13,570 13,420 12,130 11,360 11,440 12,420 7,890 9,630 7,220 6,810 6,290 5,340	(116) (306) (281) (333) (338) (429) (261) (120) (230) (190) (368) (157) (255)	5,190 5,930 5,400 3,690 2,740 6,870 13,760 7,890 7,430 6,510 8,440 9,770 10,760	(54) (37) (57) (85) (157) (1,075) (1,299) (135) (164) (212) (428) (390) (704)	11,300 10,270 10,390 10,910 11,350 11,320 12,440 6,010 7,430 5,110 5,320 4,000 4,910	(128) (356) (310) (371) (349) (430) (264) (189) (297) (278) (557) (257) (331)	11,470 8,810 9,160 10,390 11,150 12,900 13,850 10,220 10,100 9,870 10,400 10,420 10,860	(94) (235) (224) (245) (317) (388) (228) (99) (167) (193) (339) (265) (374)	9,910 8,430 8,520 9,140 9,600 10,600 11,530 9,520 9,470 9,310 9,700 9,580 9,850	(59) (227) (195) (214) (266) (354) (174) (72) (132) (165) (225) (199) (222)	10,240 6,820 6,320 8,590 9,580 11,270 12,030 9,970 10,190 8,220 10,690 10,320 10,930	(250) (629) (572) (676) (772) (671) (394) (507) (1,082) (677) (1,706) (1,104) (1,337)	2,360 2,460 2,510 2,470 2,250 2,240 2,180 2,900 2,890 2,890 3,440 2,850 ‡	(30) (83) (80) (89) (101) (119) (55) (110) (139) (206) (560) (256) (†)
Housing status School-owned Off-campus, not with parents With parents Attended more than one institution	24,820 16,320 12,600 17,000	(260) (157) (219) (270)	13,020 12,290 9,040 11,710	(149) (113) (148) (162)	16,480 8,640 7,190 9,870	(271) (157) (172) (380)	16,550 8,980 8,440 10,100	(241) (113) (155) (277)	5,780 6,810 5,260 6,450	(109) (98) (81) (168)	15,050 7,620 6,710 9,020	(260) (146) (166) (383)	12,590 10,770 9,420 10,510	(189) (108) (212) (171)	10,690 9,610 8,670 9,480	(147) (89) (202) (150)	11,120 10,320 7,860 9,010	(449) (372) (442) (443)	2,300 2,740 2,450 2,290	(38) (75) (96) (71)

<sup>†</sup>Not applicable.

<sup>5</sup>Includes students who were single, divorced, or widowed.

NOTE: Aid averages are for those students who received the specified type of aid. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Full-time, full-year undergraduates were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16). (This table was prepared June 2018.)

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Includes students who reported they were awarded aid, but did not specify the source or type of aid.

<sup>&</sup>lt;sup>2</sup>Includes Department of Veterans Affairs and Department of Defense benefits.

<sup>&</sup>lt;sup>3</sup>Includes Parent Loans for Undergraduate Students (PLUS).

<sup>&</sup>lt;sup>4</sup>Details on federal and nonfederal work-study participants are not available.

Table 331.50. Aid status and sources of aid for full-time and part-time undergraduates, by control and level of institution: 2011-12 and 2015-16 [Standard errors appear in parentheses]

						Aid s	tatus (perce	ent of studen	ts)				
	Number of							Source	of aid				
Control and level of institution	undergraduates <sup>1</sup> (in thousands)		Nonaided		Any aid <sup>2,3</sup>		Federal <sup>3</sup>		State	In	stitutional		Other <sup>2</sup>
1	2		3		4		5		6		7		8
						2011	-12						
Full-time, full-year student <sup>4</sup> All institutions	8,864	15.6	(0.36)	84.4	(0.36)	72.8	(0.51)	26.5	(0.48)	31.0	(0.45)	28.1	(0.36)
Public	5,997	19.6	(0.47)	80.4	(0.47)	68.4	(0.61)	30.2	(0.64)	22.0	(0.52)	24.3	(0.36)
4-year doctoral	2,893	16.1	(0.46)	83.9	(0.46)	70.9	(0.47)	31.2	(0.69)	32.2	(0.90)	28.1	(0.49)
Other 4-year	969	16.5	(0.93)	83.5	(0.93)	72.7	(1.34)	31.3	(1.36)	21.6	(1.32)	27.5	(0.90)
2-year	2,104	25.5	(1.03)	74.5	(1.03)	63.0	(1.24)	28.3	(1.31)	8.3	(0.54)	17.8	(0.57)
Less-than-2-year	31	28.4	(4.50)	71.6	(4.50)	67.8	(4.72)	18.2 !	(6.85)	‡	(†)	18.9	(4.08)
Private, nonprofit	1,875	8.4	(0.55)	91.6	(0.55)	76.1	(0.75)	25.3	(0.87)	73.7	(0.97)	39.6	(0.96)
4-year doctoral	990	9.6	(0.84)	90.4	(0.84)	74.3	(0.94)	23.3	(1.29)	74.5	(1.29)	38.9	(1.50)
Other 4-year	849	6.9	(0.68)	93.1	(0.68)	78.0	(1.20)	28.0	(1.24)	74.3	(1.38)	40.5	(1.08)
Less-than-4-year	36	9.8 !	(4.12)	90.2	(4.12)	78.1	(5.04)	19.5 !	(7.60)	34.5 !	(11.90)	38.4	(4.24)
Private, for-profit	992	5.2	(0.46)	94.8	(0.46)	93.1	(0.51)	6.9	(0.70)	4.8	(0.72)	29.2	(0.89)
2-year and above	859	5.4	(0.53)	94.6	(0.53)	92.8	(0.59)	7.5	(0.78)	5.4	(0.83)	30.7	(0.96)
Less-than-2-year	133	4.1	(0.75)	95.9	(0.75)	95.2	(0.79)	‡	(†)	‡	(†)	19.3	(2.30)
Part-time or part-year students <sup>5</sup> All institutions	14,192	37.9	(1.05)	62.1	(1.05)	51.1	(1.10)	14.6	(0.51)	7.3	(0.27)	16.4	(0.34)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	10,929	44.0	(1.18)	56.0	(1.18)	44.5	(1.22)	16.7	(0.63)	5.6	(0.24)	13.4	(0.36)
	1,875	33.9	(1.04)	66.1	(1.04)	53.4	(0.81)	15.1	(0.61)	13.4	(0.87)	20.7	(0.73)
	1,477	40.5	(1.46)	59.5	(1.46)	49.7	(1.66)	12.0	(0.74)	6.8	(0.80)	16.9	(0.94)
	7,521	47.3	(1.36)	52.7	(1.36)	41.2	(1.39)	18.0	(0.87)	3.5	(0.25)	10.9	(0.39)
	56	29.8	(4.21)	70.2	(4.21)	60.3	(4.47)	19.7	(5.84)	3.1 !	(1.37)	9.2	(2.44)
Private, nonprofit	1,135	22.6	(1.47)	77.4	(1.47)	61.0	(1.61)	13.5	(1.28)	30.2	(1.95)	28.7	(1.58)
4-year doctoral	557	24.0	(1.87)	76.0	(1.87)	57.9	(2.12)	9.5	(1.49)	30.1	(2.15)	28.1	(2.61)
Other 4-year	527	20.8	(2.42)	79.2	(2.42)	64.0	(2.54)	18.6	(2.12)	32.3	(3.36)	30.2	(2.14)
Less-than-4-year	51	25.7	(4.47)	74.3	(4.47)	64.3	(3.22)	‡	(†)	‡	(†)	18.2	(4.18)
Private, for-profit	2,128	14.6	(1.02)	85.4	(1.02)	79.7	(0.83)	4.2	(0.52)	3.7	(0.71)	25.3	(1.09)
2-year and above	1,790	14.7	(1.20)	85.3	(1.20)	78.8	(0.97)	4.2	(0.49)	3.6	(0.68)	27.0	(1.22)
Less-than-2-year	337	14.1	(1.39)	85.9	(1.39)	84.6	(1.40)	‡	(†)	‡	(†)	16.3	(1.71)
Full the a full constant of sub-						2015	-16						
Full-time, full-year students <sup>4</sup> All institutions	7,239	13.6	(0.26)	86.4	(0.26)	69.8	(0.33)	29.7	(0.44)	42.8	(0.45)	28.6	(0.36)
Public	5,023	16.0	(0.34)	84.0	(0.34)	67.7	(0.42)	34.1	(0.55)	32.7	(0.58)	25.8	(0.43)
4-year doctoral	2,849	13.3	(0.38)	86.7	(0.38)	69.4	(0.48)	34.0	(0.61)	42.8	(0.66)	29.0	(0.54)
Other 4-year	765	14.7	(0.78)	85.3	(0.78)	72.6	(0.98)	36.0	(1.61)	29.5	(1.76)	27.5	(1.39)
2-year	1,391	22.2	(0.79)	77.8	(0.79)	61.6	(0.85)	33.4	(1.07)	14.0	(1.22)	18.6	(0.77)
Less-than-2-year	19	18.0 !	(6.98)	82.0	(6.98)	67.0	(8.01)	12.5	(2.54)	23.1 !	(10.82)	9.2 !	(3.31)
Private, nonprofit	1,735	8.3	(0.48)	91.7	(0.48)	70.3	(0.61)	22.6	(0.73)	75.1	(0.82)	37.8	(0.81)
4-year doctoral	1,011	9.0	(0.62)	91.0	(0.62)	67.5	(0.89)	21.4	(0.99)	78.1	(1.07)	39.7	(1.07)
Other 4-year	684	7.1	(0.72)	92.9	(0.72)	73.7	(0.89)	25.1	(1.06)	73.7	(1.46)	36.3	(1.08)
Less-than-4-year	40	13.1	(2.20)	86.9	(2.20)	81.7	(3.76)	‡	(†)	22.3 !	(11.17)	14.0 !	(6.88)
Private, for-profit	481	7.1	(0.59)	92.9	(0.59)	89.4	(0.71)	9.5	(1.01)	30.8	(3.37)	24.3	(0.91)
2-year and above	382	6.4	(0.65)	93.6	(0.65)	89.7	(0.77)	10.2	(1.15)	36.4	(3.98)	26.8	(1.14)
Less-than-2-year	99	9.5	(1.36)	90.5	(1.36)	88.6	(1.74)	7.2	(1.84)	9.1	(2.52)	14.6	(1.55)
Part-time or part-year students <sup>5</sup> All institutions	12,069	36.4	(0.33)	63.6	(0.33)	47.6	(0.26)	18.0	(0.34)	13.9	(0.31)	17.0	(0.30)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	9,468	41.5	(0.39)	58.5	(0.39)	42.0	(0.30)	20.1	(0.43)	9.8	(0.27)	14.9	(0.31)
	1,825	27.6	(0.74)	72.4	(0.74)	55.5	(0.71)	20.7	(0.80)	24.6	(0.75)	22.2	(0.68)
	1,346	39.7	(1.33)	60.3	(1.33)	44.8	(1.25)	16.9	(0.94)	12.2	(0.93)	18.2	(0.81)
	6,249	45.9	(0.54)	54.1	(0.54)	37.5	(0.38)	20.7	(0.62)	4.9	(0.29)	12.1	(0.40)
	48	33.3	(7.04)	66.7	(7.04)	38.4	(2.59)	10.8	(2.31)	23.0	(5.88)	10.8	(3.21)
Private, nonprofit	1,220	21.0	(0.82)	79.0	(0.82)	58.0	(1.03)	12.5	(0.76)	32.6	(1.28)	29.2	(1.19)
4-year doctoral	622	19.9	(1.27)	80.1	(1.27)	53.5	(1.58)	11.9	(0.97)	33.9	(1.89)	34.3	(1.80)
Other 4-year	540	22.1	(0.94)	77.9	(0.94)	61.6	(1.13)	12.8	(1.03)	33.5	(1.81)	24.2	(1.38)
Less-than-4-year	58	21.8	(4.07)	78.2	(4.07)	73.2	(4.47)	15.5 !	(7.70)	10.4	(2.15)	21.4	(5.96)
Private, for-profit	1,381	15.5	(0.48)	84.5	(0.48)	77.0	(0.59)	8.4	(0.75)	25.5	(1.30)	21.2	(0.78)
2-year and above	1,140	14.5	(0.54)	85.5	(0.54)	77.5	(0.67)	9.1	(0.88)	28.9	(1.52)	22.2	(0.70)
Less-than-2-year	240	20.3	(1.47)	79.7	(1.47)	74.6	(1.55)	5.4	(1.18)	9.4	(2.57)	16.5	(3.08)

<sup>4</sup>Full-time, full-year undergraduates are those who were enrolled full time for 9 or more months at one or more institutions.

<sup>5</sup>Part-time or part-year undergraduates include those who were enrolled part time for 9 or more months and those who were enrolled for less than 9 months either part time or full time. NOTE: Data exclude students whose attendance status was not reported. Data include undergraduates in degree-granting and non-degree-granting institutions. Detail may not sum to totals because of rounding and because some students received multiple types of aid and

to total decays or individually and decays some students received multiple types of an analysis for an arrangement of the students of the stud table was prepared July 2018.)

<sup>†</sup>Not applicable. !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent

<sup>&</sup>quot;Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any time during the academic

year. <sup>2</sup>Includes students who reported that they were awarded aid but did not specify the source of

<sup>&</sup>lt;sup>3</sup>Includes Department of Veterans Affairs and Department of Defense benefits.

Table 331.60. Percentage of full-time, full-year undergraduates receiving financial aid, by type and source of aid and control and level of institution: Selected years, 1992–93 through 2015–16
[Standard errors appear in parentheses]

		Any aid			Grants			Loans		Work s	tudy <sup>1</sup>
Control and level of institution	Total <sup>2</sup>	Federal <sup>3</sup>	Nonfederal	Total	Federal	Nonfederal	Total <sup>4</sup>	Federal <sup>4</sup>	Nonfederal	Total	Federal
1	2	3	4	5	6	7	8	9	10	11	12
1992-93, all institutions	58.2 (0.50)	45.0 (0.50)	37.9 (0.58)	48.3 (0.51)	28.6 (0.47)	34.9 (0.51)	34.0 (0.61)	33.1 (0.61)	2.7 (0.22)	10.3 (0.38)	6.8 (0.30)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year Private, for-profit 2-year and above Less-than-2-year	52.4 (0.67) 54.0 (0.94) 56.5 (1.07) 47.2 (1.93) 35.4 (3.60) 69.5 (1.38) 63.5 (1.65) 75.4 (1.91) 70.7 (3.80) 77.0 (2.18) 82.2 (4.50) 73.2 (2.46)	39.8 (0.60) 39.1 (0.80) 45.4 (1.19) 36.0 (1.70) 31.6 (4.08) 52.3 (1.37) 59.4 (2.08) 59.5 (4.15) 72.0 (2.17) 76.5 (4.35) 68.8 (2.64)	32.7 (0.69) 34.7 (0.82) 36.7 (1.27) 27.0 (1.62) 15.7 (4.47) 58.9 (1.49) 54.7 (1.76) 64.3 (2.46) 44.4 (6.26) 16.8 (2.32) 24.1 (4.65) 11.5 (2.49)	42.8 (0.58) 42.2 (0.80) 45.4 (1.29) 41.9 (1.68) 30.3 (2.53) 62.0 (1.36) 56.0 (1.61) 68.4 (2.11) 56.6 (4.50) 56.2 (1.75) 50.3 (4.06) 60.4 (2.46)	27.4 (0.50) 23.6 (0.65) 31.1 (1.24) 29.9 (1.43) 26.6 (2.91) 17.0 (0.97) 33.0 (2.79) 40.9 (3.70) 40.9 (1.71) 40.5 (2.52) 56.7 (2.31)	29.6 (0.64) 31.2 (0.79) 32.4 (1.32) 25.7 (1.65) 13.3 ! (4.75) 55.9 (1.75) 60.6 (2.81) 39.2 (6.82) 13.6 (2.41) 21.0 (5.02) 8.3 ! (2.53)	27.1 (0.57) 33.1 (0.86) 34.4 (0.98) 12.7 (1.23) 3.0 ! (1.30) 47.6 (1.37) 41.7 (1.27) 53.8 (1.88) 43.5 (5.33) 55.4 (4.82) 68.5 (5.41) 46.0 (5.63)	26.3 (0.54) 32.3 (0.86) 33.4 (0.93) 12.3 (1.17) 3.0 ! (1.30) 45.9 (1.40) 39.8 (1.27) 52.4 (1.99) 41.7 (5.08) 55.1 (4.79) 68.5 (5.41) 45.4 (5.56)	2.0 (0.27) 2.4 (0.29) 2.8 (0.69) 0.7! (0.28) ‡ (†) 5.1 (0.47) 6.1 (0.74) 4.3 (0.80) 2.8! (1.17) 2.2! (0.91) ‡ (†) 1.5! (0.53)	6.8 (0.36) 7.1 (0.50) 9.7 (0.77) 4.1 (0.79) ‡ (†) 22.5 (1.10) 18.9 (1.33) 27.7 (1.75) 4.1 ! (1.90) 1.9 ! (0.78) 3.6 ! (1.62) ‡ (†)	4.2 (0.23) 4.3 (0.34) 5.6 (0.57) 3.0 (0.54) ‡ (†) 16.1 (1.00) 13.2 (1.40) 20.1 (1.58) 2.3 ! (1.00) 0.7 ! (0.25) 1.4 ! (0.54) 0.2 ! (0.09)
1999-2000, all institutions	71.9 (0.59)	56.7 (0.44)	52.3 (0.67)	58.5 (0.60)	29.0 (0.44)	49.0 (0.69)	45.6 (0.44)	44.5 (0.41)	6.8 (0.31)	11.6 (0.46)	8.9 (0.36)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year Private, for-profit 2-year and above Less-than-2-year	66.9 (0.73) 71.1 (0.79) 75.7 (1.29) 55.7 (1.47) 58.4 (6.03) 84.0 (0.77) 79.0 (1.03) 88.7 (1.08) 77.2 (4.01) 88.6 (1.50) 93.7 (1.32)	51.6 (0.51) 54.4 (0.68) 63.0 (1.43) 40.5 (1.08) 45.0 (6.96) 67.3 (0.75) 62.7 (1.22) 72.2 (1.31) 53.3 (2.88) 87.0 (1.39) 85.7 (1.77) 91.1 (1.88)	46.4 (0.86) 49.7 (0.77) 50.6 (2.13) 39.5 (1.51) 35.0 (5.14) 73.5 (1.37) 71.0 (1.27) 76.3 (2.29) 64.0 (5.11) 33.4 (3.08) 37.5 (4.17) 20.8 (2.75)	52.8 (0.68) 53.3 (0.87) 57.5 (1.38) 49.2 (1.34) 48.4 (7.50) 70.4 (1.19) 78.9 (1.63) 72.7 (4.37) 63.5 (2.14) 60.8 (2.81) 71.9 (2.96)	29.3 (0.43) 25.1 (0.74) 33.7 (1.53) 31.9 (0.97) 39.7 (7.40) 24.2 (1.24) 20.6 (1.22) 26.3 (1.80) 37.0 (3.48) 52.9 (2.59) 47.3 (3.29) 69.8 (2.97)	43.0 (0.81) 45.6 (0.64) 46.6 (2.10) 37.3 (1.49) 26.4 (6.54) 71.1 (1.42) 68.2 (1.33) 74.1 (2.28) 62.5 (5.62) 26.6 (2.83) 32.6 (3.88) 8.6 (2.27)	37.9 (0.50) 49.0 (0.73) 51.5 (1.66) 14.9 (0.75) 4.7! (2.14) 62.6 (0.83) 60.0 (1.16) 67.4 (1.41) 27.4 (2.59) 82.7 (1.49) 82.9 (2.19) 81.9 (3.65)	36.9 (0.46) 47.9 (0.69) 50.7 (1.66) 13.9 (0.62) 4.7! (2.13) 61.2 (2.13) 61.2 (2.13) 66.0 (1.45) 27.3 (2.60) 82.0 (1.50) 82.2 (2.19) 81.5 (3.64)	4.4 (0.30) 5.6 (0.41) 4.7 (0.45) 2.5 (0.40) ‡ (†) 14.2 (0.89) 16.0 (1.08) 13.4 (1.20) 3.1 (0.62) 7.8 (1.62) 6.9 (2.04) 10.4 (1.93)	7.5 (0.47) 8.7 (0.51) 11.0 (1.33) 3.8 (0.69) ‡ (†) 25.8 (1.27) 25.7 (1.16) 26.7 (2.24) 13.7 (2.56) 2.2 ! (0.87) 2.9 ! (1.17) ‡ (†)	5.6 (0.38) 6.1 (0.42) 8.1 (1.12) 3.5 (0.68) # (†) 19.8 (0.88) 21.7 (1.05) 19.0 (1.55) 10.0 (2.71) 1.9! (0.36) 2.5! (1.15) ‡ (0.18)
2007-08, all institutions	80.1 (0.28)	63.9 (0.31)	63.7 (0.36)	64.6 (0.37)	33.1 (0.29)	53.6 (0.41)	54.8 (0.32)	51.0 (0.32)	20.5 (0.31)	13.8 (0.29)	10.6 (0.23)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year Private, for-profit 2-year and above Less-than-2-year	75.4 (0.33) 77.8 (0.40) 82.5 (0.59) 66.9 (0.69) 69.1 (3.87) 89.5 (0.57) 85.5 (0.93) 93.6 (0.74) 92.0 (2.79) 92.6 (0.70) 92.4 (0.79) 93.6 (0.82)	58.7 (0.36) 59.6 (0.48) 67.6 (0.68) 51.4 (0.73) 58.6 (3.84) 71.2 (0.62) 67.1 (1.12) 75.1 (1.12) 75.1 (1.12) 84.4 (3.65) 84.6 (1.24) 84.2 (1.41) 87.4 (1.74)	58.0 (0.39) 62.8 (0.49) 62.7 (0.80) 47.5 (0.79) 33.0 (4.74) 83.2 (0.79) 79.4 (1.11) 87.5 (1.06) 61.8 (10.16) 59.8 (1.60) 61.7 (1.82) 47.6 (2.52)	59.2 (0.38) 59.9 (0.55) 63.2 (0.81) 55.5 (0.63) 56.6 (3.58) 80.9 (0.85) 76.5 (1.18) 85.8 (1.11) 61.3 (4.96) 65.5 (1.48) 64.7 (1.69) 70.8 (2.12)	32.3 (0.29) 27.8 (0.38) 35.2 (0.66) 37.3 (0.65) 50.0 (3.97) 27.4 (0.67) 23.6 (0.82) 31.0 (1.18) 45.3 (5.77) 53.0 (1.50) 50.7 (1.70) 67.6 (2.14)	49.6 (0.40) 53.8 (0.53) 52.7 (0.85) 41.3 (0.76) 16.1 (2.88) 77.5 (1.02) 73.6 (1.38) 82.1 (1.40) 48.2 (9.77) 25.8 (1.60) 27.8 (1.90) 13.5 (2.33)	46.2 (0.34) 54.7 (0.50) 57.5 (0.72) 25.5 (0.79) 26.5 (4.79) 68.1 (0.66) 64.2 (1.21) 72.3 (1.18) 60.2 (7.26) 86.5 (1.19) 86.4 (1.36) 87.2 (1.70)	42.7 (0.33) 50.8 (0.50) 54.4 (0.72) 22.3 (0.57) 23.6 (4.33) 64.3 (0.61) 60.0 (1.22) 68.8 (1.21) 56.8 (7.31) 81.2 (1.29) 81.3 (1.46) 80.7 (2.44)	14.2 (0.25) 17.4 (0.38) 16.4 (0.61) 7.8 (0.37) 10.7 (2.75) 30.4 (0.74) 29.7 (1.02) 31.2 (1.06) 26.0! (7.94) 43.1 (1.67) 44.1 (1.92) 36.9 (1.61)	9.5 (0.25) 10.2 (0.35) 11.5 (0.60) 7.1 (0.36) # (†) 32.2 (1.08) 30.3 (1.10) 34.7 (1.88) 5.8 (1.50) 1.8 (0.29) 2.0 (0.34) 0.7! (0.27)	7.1 (0.22) 7.6 (0.32) 8.7 (0.45) 5.5 (0.29) # (†) 25.0 (0.86) 24.5 (1.04) 26.0 (1.45) 4.7 ! (1.63) 1.6 (0.28) 1.8 (0.33) ‡ (†)
2011-12, all institutions	84.4 (0.36)	72.8 (0.51)	56.9 (0.46)	72.4 (0.41)	47.4 (0.50)	52.6 (0.45)	56.7 (0.53)	55.5 (0.54)	9.2 (0.22)	11.9 (0.25)	10.5 (0.24)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year Private, for-profit 2-year and above Less-than-2-year	80.4 (0.47) 83.9 (0.46) 83.5 (0.93) 74.5 (1.03) 71.6 (4.50) 91.6 (0.55) 90.4 (0.84) 93.1 (0.68) 90.2 (4.12) 94.8 (0.46) 94.6 (0.53) 95.9 (0.75)	68.4 (0.61) 70.9 (0.47) 72.7 (1.34) 63.0 (1.24) 67.8 (4.72) 76.1 (0.94) 78.0 (1.20) 78.1 (5.04) 93.1 (0.51) 92.8 (0.59) 95.2 (0.79)	53.3 (0.58) 61.2 (0.63) 54.1 (1.23) 42.5 (1.14) 33.5 (5.54) 83.1 (0.77) 82.9 (1.13) 84.2 (0.98) 60.2 (7.07) 29.3 (1.05) 30.7 (1.16) 20.3 (2.64)	67.3 (0.49) 67.8 (0.51) 69.2 (0.99) 65.7 (1.09) 68.6 (4.05) 85.4 (1.17) 87.2 (0.92) 77.8 (6.09) 78.6 (0.76) 77.4 (0.86) 86.2 (1.54)	46.1 (0.59) 41.1 (0.40) 48.3 (1.10) 51.6 (1.30) 63.7 (4.54) 37.6 (0.65) 34.9 (0.80) 40.3 (1.10) 48.5 (6.54) 73.9 (0.82) 72.2 (0.92) 85.4 (1.63)	49.7 (0.56) 56.8 (0.61) 50.1 (1.32) 40.2 (1.15) 27.2 (3.90) 80.3 (0.85) 80.4 (1.21) 81.3 (1.15) 51.1 (8.78) 17.4 (0.94) 18.9 (1.05) 7.5 (1.82)	48.5 (0.57) 61.6 (0.44) 55.5 (1.49) 27.5 (0.99) 20.5 (5.20) 68.4 (0.90) 66.7 (1.08) 70.7 (1.41) 61.2 (5.71) 84.1 (0.85) 84.2 (0.85) 83.8 (3.56)	47.4 (0.57) 60.4 (0.43) 54.3 (1.51) 26.6 (1.00) 20.2 (5.20) 66.7 (1.05) 68.7 (1.44) 59.0 (7.42) 83.4 (0.89) 83.4 (0.89) 83.0 (3.52)	6.3 (0.19) 8.6 (0.31) 7.4 (0.60) 2.7 (0.24) ‡ (†) 15.3 (0.65) 15.0 (0.92) 15.8 (0.91) 12.2 (2.62) 14.8 (0.75) 15.0 (0.82) 13.5 (1.58)	6.9 (0.24) 8.3 (0.37) 9.3 (0.70) 3.9 (0.28) 1.0! (0.46) 33.1 (0.85) 33.2 (1.27) 33.9 (1.22) ‡ (†) 1.9 (0.21) 2.2 (0.24) ‡ (†)	6.2 (0.23) 7.4 (0.37) 8.6 (0.61) 3.4 (0.28) ‡ (†) 29.2 (0.81) 30.0 (1.26) 29.1 (1.14) ‡ (†) 1.8 (0.20) 2.1 (0.23) ‡ (†)

Table 331.60. Percentage of full-time, full-year undergraduates receiving financial aid, by type and source of aid and control and level of institution: Selected years, 1992-93 through 2015-16— Continued

			Any a	aid					Gra	nts					Loa	ns				Work	study1	
Control and level of institution		Total <sup>2</sup>		Federal <sup>3</sup>	No	nfederal		Total		Federal	No	onfederal		Total <sup>4</sup>		Federal <sup>4</sup>	No	onfederal		Total	-	Federal
1		2		3		4		5		6		7		8		9		10		11		12
2015-16, all institutions	86.4	(0.26)	69.8	(0.33)	66.9	(0.40)	76.7	(0.31)	44.7	(0.31)	63.8	(0.41)	54.7	(0.33)	52.5	(0.34)	9.2	(0.21)	10.5	(0.26)	9.1	(0.25)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year Private, for-profit 2-year and above Less-than-2-year	84.0 86.7 85.3 77.8 82.0 91.7 91.0 92.9 86.9 92.9 93.6 90.5	(0.34) (0.38) (0.78) (0.79) (6.98) (0.48) (0.62) (0.72) (2.20) (0.59) (0.65) (1.36)	67.7 69.4 72.6 61.6 67.0 70.3 67.5 73.7 81.7 89.4 89.7 88.6	(0.42) (0.48) (0.98) (0.85) (8.01) (0.61) (0.89) (0.89) (3.76) (0.71) (0.77) (1.74)	63.4 69.8 63.3 50.6 36.3 83.1 85.6 82.2 37.5 45.4 50.9 24.4	(0.49) (0.53) (1.45) (1.11) (10.64) (0.70) (0.84) (1.20) (10.42) (2.86) (3.34) (2.72)	72.5 73.7 71.8 70.3 72.2 87.1 87.1 87.6 78.4 82.9 83.5 80.6	(0.40) (0.47) (1.18) (0.86) (7.51) (0.59) (0.66) (1.03) (3.61) (0.97) (1.10) (2.11)	44.9 41.8 45.9 50.4 56.0 36.4 32.9 39.3 72.4 72.2 70.7 78.0	(0.39) (0.39) (1.27) (0.79) (7.26) (0.52) (0.62) (0.84) (4.87) (0.84) (0.97) (2.12)	60.1 65.8 59.6 48.9 34.6! 81.1 84.0 80.0 29.3! 39.9 45.6 18.0	(0.49) (0.54) (1.42) (1.10) (11.07) (0.76) (0.88) (1.37) (9.48) (3.14) (3.68) (2.87)	48.5 59.7 53.2 23.4 25.1 65.9 62.9 69.8 72.9 78.1 78.4 76.9	(0.41) (0.43) (1.29) (0.62) (6.39) (0.61) (0.85) (0.93) (5.85) (0.77) (0.75) (2.54)	46.7 57.5 51.2 22.6 25.1 62.5 59.3 66.7 71.1 76.8 77.4 74.7	(0.41) (0.44) (1.29) (0.62) (6.39) (0.60) (0.81) (0.95) (5.79) (0.81) (0.79) (2.62)	6.9 9.1 8.3 1.9 15.7 15.1 8.7 8.9 9.1 8.1	(0.21) (0.31) (0.65) (0.21) (1) (0.64) (0.87) (0.95) (2.22) (0.59) (0.69) (0.94)	6.6 8.3 5.4 3.8 24.4 23.7 26.8 1.5 1.6	(0.25) (0.36) (0.68) (0.44) (†) (0.82) (1.05) (1.35) (†) (0.23) (0.28) (†)	5.8 7.1 5.2 3.4 21.0 21.3 21.7 ‡ 1.5 1.5	(0.24) (0.35) (0.67) (0.41) (†) (0.75) (1.03) (1.22) (†) (0.23) (0.28) (†)

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

<sup>1</sup>Details on nonfederal work-study participants are not available.

<sup>4</sup>Includes Parent Loans for Undergraduate Students (PLUS).

NOTE: Full-time, full-year undergraduates were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, 2007–08, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:93, NPSAS:2000, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared June 2018.)

Pertains of Homeward workstudy participants are not available.

Includes students who reported they were awarded aid, but did not specify the source or type of aid.

Includes Department of Veterans Affairs and Department of Defense benefits.

Table 331.70. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and level of institution: Selected years, 1992–93 through 2015–16

			Any a	id					Grant	ts					Loan	S				Work	study <sup>1</sup>	
Control and level of institution		Total <sup>2</sup>	F	ederal <sup>3</sup>	Non	federal		Total4		Federal	Non	federal		Total <sup>5</sup>	F	ederal <sup>5</sup>	Nor	nfederal		Total		Federal
1		2		3		4		5		6		7		8		9		10		11		12
											Current d											
1992–93, all institutions Public	<b>\$5,600</b> 4.030	(80)	<b>\$4,320</b> 3,740	<b>(54)</b> (40)	<b>\$3,390</b> 1,860	(85)	<b>\$3,520</b> 2.420	(63)	<b>\$2,000</b>	(17)	<b>\$3,250</b> 1.740	(85)	<b>\$3,860</b> 3,350	(59)	<b>\$3,750</b> 3.290	<b>(54)</b> (40)	<b>\$2,640</b> 2.020	(133)	<b>\$1,360</b> 1.380	(34)	<b>\$1,280</b> 1,350	(38)
4-year doctoral Other 4-year 2-year Less-than-2-year	4,720 4,240 2,720 2,250	(39) (60) (92) (88) (198)	4,390 3,850 2,640 1,950	(49) (68) (87) (192)	2,330 1,710 1,170 1,100!	(34) (55) (47) (84) (476)	2,420 2,750 2,430 1,940 1,930	(28) (45) (48) (59) (154)	1,900 1,970 1,960 1,760 1,760	(18) (26) (26) (42) (60)	2,230 1,530 1,120 880	(34) (55) (52) (88) (154)	3,660 3,200 2,500 3,310	(42) (46) (65) (125) (472)	3,590 3,590 3,120 2,530 3,120	(43) (71) (112) (621)	2,150 2,150 2,150 ‡	(133) (142) (198) (†) (†)	1,440 1,240 1,500 ‡	(48) (57) (59) (179) (†)	1,360 1,360 1,260 1,490	(52) (55) (69) (155) (†)
Private nonprofit 4-year doctoral Other 4-year Less-than-4-year	9,040 10,160 8,460 4,910	(184) (250) (253) (507)	5,280 5,650 5,120 3,980	(94) (147) (130) (258)	5,880 7,060 5,100 2,490	(206) (225) (276) (434)	6,010 6,940 5,500 2,890	(183) (201) (275) (431)	2,320 2,420 2,290 2,140	(39) (74) (56) (149)	5,600 6,590 4,970 1,940	(171) (200) (233) (427)	4,360 4,910 4,000 3,520	(86) (140) (115) (260)	4,140 4,560 3,880 3,410	(67) (106) (103) (257)	3,350 3,750 2,750 ‡	(274) (411) (272) (†)	1,320 1,520 1,190 ‡	(44) (64) (48) (†)	1,230 1,360 1,140 ‡	(48) (79) (51) (†)
Private for-profit 2-year and above Less-than-2-year	5,460 6,670 4,480	(321) (296) (425)	5,130 6,130 4,330	(301) (251) (416)	2,590 2,820 2,240	(377) (528) (533)	2,290 2,780 2,010	(116) (265) (95)	1,950 2,060 1,890	(47) (93) (68)	2,320 2,670 1,680	(452) (582) (532)	4,910 5,590 4,180	(276) (291) (383)	4,840 5,480 4,150	(254) (260) (372)	2,410 ‡ ‡	(373) (†) (†)	‡ ‡	(†) (†) (†)	‡ ‡	(†) (†) (†)
1995-96, all institutions	\$6,880	(159)	\$5,250	(61)	\$4,000	(163)	\$3,990	(138)	\$2,000	(23)	\$3,710	(162)	\$4,830	(61)	\$4,770	(58)	\$2,790	(232)	\$1,410	(40)	\$1,350	(37)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	5,160 6,230 5,440 3,130 2,440!	(105) (124) (235) (162) (887)	4,670 5,490 4,790 3,110 2,040	(77) (122) (166) (101) (267)	2,410 3,050 2,170 1,530 2,120!	(74) (82) (81) (213) (897)	2,740 3,250 2,720 2,020 2,190	(68) (107) (81) (106) (485)	1,920 1,920 1,970 1,900 1,650	(23) (35) (25) (53) (127)	2,110 2,790 1,870 1,100 2,360!	(74) (105) (60) (140) (882)	4,390 4,910 4,100 3,140 2,870	(87) (149) (139) (120) (441)	4,370 4,850 4,090 3,210 2,870	(81) (140) (137) (137) (441)	2,440 2,750 ‡ ‡	(476) (500) (†) (†) (†)	1,390 1,330 1,450 1,430 ‡	(63) (100) (56) (254) (†)	1,350 1,290 1,380 1,410 ‡	(63) (89) (58) (234) (†)
Private nonprofit 4-year doctoral Other 4-year Less-than-4-year	10,870 13,130 10,220 5,310	(388) (727) (453) (229)	6,470 7,160 6,310 4,150	(137) (176) (179) (229)	6,740 8,720 6,040 3,050	(331) (735) (357) (201)	6,640 8,370 6,090 3,230	(312) (674) (349) (364)	2,280 2,350 2,280 2,060	(75) (63) (106) (159)	6,230 8,000 5,590 2,780	(305) (641) (345) (340)	5,600 6,260 5,340 4,520	(128) (188) (162) (189)	5,470 6,120 5,220 4,480	(126) (160) (160) (181)	3,210 3,610 3,300 ‡	(328) (933) (417) (†)	1,430 1,660 1,320 1,260	(52) (84) (40) (81)	1,350 1,550 1,250 1,210	(45) (63) (39) (241)
Private for-profit 2-year and above Less-than-2-year	6,150 6,850 5,520	(137) (235) (337)	5,540 6,110 5,020	(162) (310) (318)	3,010 3,340 2,700	(188) (157) (284)	2,470 2,880 2,120	(123) (264) (67)	1,940 2,010 1,880	(30) (40) (43)	2,350 2,860 1,520	(211) (148) (264)	4,940 5,330 4,550	(237) (164) (525)	4,920 5,250 4,570	(212) (200) (443)	2,300 ‡ 2,080	(210) (†) (160)	‡ ‡ ‡	(†) (†) (†)	‡ ‡ ‡	(†) (†) (†)
1999-2000, all institutions	\$8,470	(100)	\$5,970	(58)	\$5,160	(95)	\$5,100	(81)	\$2,520	(19)	\$4,590	(92)	\$6,030	(59)	\$5,430	(51)	\$4,870	(155)	\$1,680	(37)	\$1,570	(39)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	6,140 7,410 6,190 3,990 3,490	(90) (84) (175) (135) (383)	5,260 6,180 5,280 3,670 3,050	(60) (65) (136) (96) (387)	2,990 3,840 2,690 1,860 1,900	(61) (85) (105) (96) (296)	3,520 4,170 3,270 2,800 2,930	(55) (77) (91) (91) (234)	2,490 2,530 2,430 2,490 2,410	(22) (33) (28) (45) (167)	2,630 3,480 2,290 1,560 1,750	(53) (80) (83) (80) (357)	5,180 5,620 4,770 4,190 5,090	(72) (81) (179) (198) (950)	4,870 5,300 4,520 3,750 5,040	(55) (68) (147) (122) (975)	3,820 3,850 3,540 4,090 ‡	(194) (209) (426) (841) (†)	1,720 1,780 1,670 1,650 ‡	(56) (45) (148) (118) (†)	1,630 1,680 1,580 1,580 ‡	(69) (42) (194) (105) (†)
Private nonprofit 4-year doctoral Other 4-year Less-than-4-year	14,050 16,060 12,930 7,700	(307) (359) (424) (780)	7,280 7,890 6,930 5,540	(104) (149) (162) (645)	9,390 10,910 8,480 4,680	(238) (326) (318) (485)	8,710 10,140 7,880 5,070	(235) (302) (317) (459)	2,660 2,860 2,530 2,640	(52) (81) (70) (196)	8,280 9,600 7,490 4,340	(218) (283) (291) (550)	7,460 8,240 6,910 6,010	(117) (156) (166) (186)	6,300 6,700 6,020 5,380	(93) (131) (149) (176)	5,750 6,430 5,070 5,590	(211) (237) (312) (1,440)	1,620 1,810 1,490 950	(41) (51) (69) (96)	1,500 1,700 1,330 850	(33) (51) (47) (63)
Private for-profit 2-year and above Less-than-2-year	8,730 9,430 6,730	(285) (381) (354)	7,440 7,920 6,080	(240) (315) (330)	4,120 4,190 3,700	(296) (375) (556)	3,380 3,730 2,490	(144) (197) (64)	2,490 2,550 2,370	(77) (109) (63)	3,110 3,240 1,570	(285) (321) (385)	6,590 7,030 5,240	(285) (367) (355)	6,070 6,530 4,670	(266) (345) (319)	5,970 6,620 4,660	(474) (663) (800)	‡ ‡ ‡	(†) (†) (†)	‡ ‡ ‡	(†) (†) (†)
2003-04, all institutions	\$9,760	(93)	\$7,010	(60)	\$5,690	(118)	\$5,670	(101)	\$3,230	(22)	\$4,930	(125)	\$7,000	(72)	\$6,060	(57)	\$6,100	(138)	\$1,940	(36)	\$1,790	(37)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	7,400 8,970 7,870 4,690 4,770	(95) (109) (183) (130) (389)	6,260 7,360 6,440 4,420 4,490	(90) (99) (146) (143) (368)	3,620 4,500 3,560 2,140 2,920	(45) (70) (84) (84) (250)	4,230 4,890 4,230 3,330 3,180	(45) (64) (118) (64) (206)	3,190 3,220 3,150 3,180 2,800	(31) (39) (64) (45) (157)	3,110 3,930 2,900 1,810 2,500	(45) (63) (91) (86) (243)	6,060 6,760 5,870 4,170 5,260	(72) (100) (127) (146) (621)	5,520 6,150 5,280 3,850 4,740	(64) (81) (112) (147) (402)	5,100 5,510 5,260 3,700 4,230	(114) (160) (227) (207) (802)	2,020 2,070 1,930 2,010 2,460!	(45) (64) (86) (100) (1,180)	1,860 1,900 1,820 1,830 ‡	(51) (66) (100) (109) (†)
Private nonprofit 4-year doctoral Other 4-year Less-than-4-year	16,250 17,650 15,650 8,910	(258) (367) (352) (647)	8,480 9,000 8,260 6,240	(127) (204) (161) (375)	10,270 11,590 9,580 5,160	(234) (383) (303) (534)	9,620 10,660 9,130 5,720	(261) (465) (295) (547)	3,390 3,460 3,340 3,560	(49) (101) (57) (333)	8,860 9,950 8,280 4,600	(250) (466) (283) (607)	8,800 9,790 8,270 6,200	(178) (272) (219) (584)	7,040 7,600 6,740 5,630	(135) (190) (161) (470)	7,430 8,220 6,920 4,460	(273) (333) (391) (774)	1,810 2,120 1,620 1,570!	(52) (78) (56) (549)	1,670 1,980 1,470 1,580!	(51) (75) (52) (557)
Private for-profit 2-year and above Less-than-2-year	10,480 11,380 7,810	(328) (433) (139)	8,550 9,100 6,890	(222) (297) (93)	5,070 5,330 3,980	(285) (349) (157)	4,300 4,660 3,210	(167) (222) (102)	3,230 3,370 2,850	(72) (101) (58)	3,880 4,030 3,010	(317) (369) (185)	7,640 8,140 6,050	(267) (351) (140)	6,580 6,950 5,350	(190) (253) (112)	5,730 6,050 4,560	(525) (657) (205)	2,660 2,780 1,760	(275) (308) (129)	2,730 2,890 1,570	(328) (361) (108)

Table 331.70. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and level of institution: Selected years, 1992–93 through 2015–16—Continued

			Any a	aid					Grant	is					Loa	ns				Work	study <sup>1</sup>	
Control and level of institution		Total <sup>2</sup>		Federal <sup>3</sup>	Nor	ıfederal		Total <sup>4</sup>		Federal	Non	federal		Total <sup>5</sup>		Federal <sup>5</sup>	No	nfederal		Total		Federal
1		2		3		4		5		6		7		8		9		10		11		12
2007-08, all institutions	\$12,990	(98)	\$8,170	(51)	\$8,130	(89)	\$7,250	(71)	\$3,680	(19)	\$6,470	(79)	\$9,520	(77)	\$7,080	(56)	\$7,800	(112)	\$2,270	(26)	\$2,160	(30)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	9,680 11,670 10,040 5,750 6,210	(62) (96) (136) (68) (528)	7,250 8,320 7,430 5,160 5,200	(51) (82) (110) (63) (441)	5,240 6,550 5,200 2,510 3,750	(50) (83) (95) (45) (477)	5,420 6,410 5,420 3,750 3,610	(40) (71) (88) (44) (212)	3,670 3,780 3,690 3,530 3,320	(18) (33) (32) (29) (153)	4,080 5,170 4,040 1,860 2,390	(43) (67) (99) (35) (351)	7,990 8,870 7,690 5,450 6,910	(60) (90) (123) (91) (500)	6,470 7,100 6,240 4,600 5,550	(58) (83) (95) (73) (387)	6,520 7,130 6,300 4,670 4,920	(108) (156) (204) (150) (284)	2,430 2,440 2,280 2,560 ‡	(37) (42) (69) (107) (†)	2,360 2,290 2,110 2,760	(44) (46) (81) (122) (†)
Private nonprofit 4-year doctoral Other 4-year Less-than-4-year	21,640 22,880 20,620 12,530	(307) (388) (447) (1,097)	10,020 10,380 9,720 8,340	(158) (192) (224) (1,134)	14,700 15,850 13,710 7,270	(221) (289) (341) (1,107)	12,470 13,170 11,880 6,970	(186) (250) (268) (1,588)	4,090 4,280 3,920 4,710	(51) (82) (60) (935)	11,570 12,320 10,940 4,440	(176) (231) (263) (1,230)	12,320 13,420 11,330 11,310	(207) (253) (313) (613)	8,350 8,840 7,920 8,000	(164) (213) (223) (1,208)	9,930 11,140 8,750 8,740	(224) (351) (263) (1,011)	2,090 2,230 1,970 ‡	(35) (52) (40) (†)	1,930 2,080 1,780 ‡	(35) (55) (43) (†)
Private for-profit 2-year and above Less-than-2-year	12,890 13,270 10,540	(294) (340) (234)	9,160 9,270 8,510	(176) (203) (188)	6,990 7,220 5,100	(269) (303) (250)	4,050 4,130 3,590	(96) (113) (86)	3,200 3,180 3,270	(60) (73) (52)	3,720 3,810 2,470	(201) (216) (381)	10,260 10,600 8,150	(233) (269) (215)	7,040 7,140 6,380	(133) (153) (166)	7,340 7,610 5,320	(307) (350) (212)	3,650 3,760 ‡	(392) (402) (†)	3,840 3,940 ‡	(385) (386) (†)
2011–12, all institutions	\$15,510	(106)	\$10,820	(75)	\$9,160	(110)	\$9,230	(92)	\$4,580	(20)	\$8,590	(115)	\$10,090	(75)	\$9,160	(69)	\$6,980	(187)	\$2,250	(48)	\$2,180	(37)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	11,420 14,130 11,730 7,120 7,300	(93) (125) (229) (117) (989)	9,400 11,000 9,800 6,740 6,360	(71) (106) (150) (91) (1,018)	5,170 6,610 4,920 2,480 2,740	(75) (108) (170) (76) (813)	6,610 7,880 6,440 4,910 5,050	(62) (101) (133) (76) (458)	4,560 4,610 4,650 4,460 4,510	(22) (27) (49) (41) (464)	4,730 6,070 4,410 2,320 2,170!	(75) (112) (155) (74) (676)	8,860 9,750 8,790 6,200 7,260	(87) (112) (186) (78) (950)	8,300 9,040 8,210 6,060 7,060	(81) (109) (152) (79) (939)	5,790 6,400 5,630 3,380	(237) (289) (483) (208) (†)	2,330 2,410 2,020 2,460 ‡	(60) (80) (106) (130) (†)	2,290 2,320 2,050 2,460 ‡	(60) (79) (112) (146) (†)
Private nonprofit 4-year doctoral Other 4-year Less-than-4-year	27,250 29,080 25,630 16,190	(300) (456) (384) (2,359)	13,300 13,700 12,870 12,830	(217) (355) (216) (1,038)	17,870 19,410 16,400 7,610!	(265) (383) (355) (2,474)	17,780 19,380 16,370 7,410	(264) (410) (336) (1,336)	4,710 4,690 4,720 4,870	(46) (81) (46) (140)	16,720 18,260 15,210 6,670!	(266) (396) (348) (2,156)	12,550 13,120 11,960 11,600	(200) (356) (167) (1,621)	10,930 11,420 10,430 10,330	(190) (330) (172) (1,239)	8,460 8,700 8,200 8,170!	(437) (728) (385) (3,055)	2,150 2,280 1,980 2,750	(67) (65) (130) (478)	2,050 2,220 1,830 2,790	(44) (60) (69) (508)
Private for-profit 2-year and above Less-than-2-year	15,070 15,520 12,170	(214) (219) (633)	13,300 13,660 10,990	(173) (181) (483)	6,480 6,530 5,960	(205) (218) (551)	5,270 5,310 5,050	(85) (85) (268)	4,520 4,500 4,670	(49) (40) (230)	4,600 4,580 4,880	(257) (267) (532)	10,610 10,960 8,370	(139) (151) (313)	9,440 9,740 7,510	(107) (117) (211)	7,170 7,350 5,810	(211) (222) (675)	3,690 3,750 ‡	(272) (281) (†)	3,760 3,830 ‡	(291) (299) (†)
2015-16, all institutions	\$18,210	(105)	\$11,790	(58)	\$11,240	(121)	\$11,340	(92)	\$4,880	(22)	\$10,220	(114)	\$11,140	(75)	\$9,810	(48)	\$10,200	(238)	\$2,430	(30)	\$2,340	(31)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	13,420 16,060 12,820 7,820 7,230	(88) (95) (215) (135) (637)	10,330 11,870 9,610 7,300 7,110	(59) (81) (135) (97) (655)	6,740 8,140 6,270 3,130 3,200!	(83) (96) (221) (172) (971)	8,050 9,380 7,570 5,520 4,690	(74) (90) (199) (120) (480)	4,840 4,890 4,750 4,800 4,130	(22) (28) (82) (39) (250)	6,100 7,390 5,470 2,990 3,120!	(77) (90) (213) (179) (1,031)	9,750 10,580 9,250 6,080 7,630	(66) (82) (182) (104) (1,281)	8,920 9,650 8,270 5,920 7,630	(53) (63) (143) (90) (1,281)	8,160 8,510 8,260 4,490 ‡	(222) (268) (572) (460) (†)	2,550 2,500 2,470 2,820 ‡	(52) (55) (139) (195) (†)	2,430 2,400 2,410 2,620 ‡	(50) (55) (135) (164) (†)
Private nonprofit 4-year doctoral Other 4-year Less-than-4-year	30,920 32,620 29,450 13,150	(310) (442) (460) (897)	14,380 14,630 14,150 12,550	(130) (173) (210) (571)	21,950 23,150 20,610 3,130!	(316) (444) (449) (1,333)	20,610 22,010 19,360 5,600	(265) (380) (416) (469)	5,120 5,170 5,070 5,020	(71) (122) (57) (121)	19,840 20,810 18,700 2,600!	(287) (404) (426) (994)	13,870 14,800 12,960 8,470	(193) (255) (250) (624)	11,380 11,950 10,830 8,230	(98) (137) (133) (577)	12,720 13,290 12,100 ‡	(440) (604) (604) (†)	2,330 2,450 2,180 ‡	(35) (52) (51) (†)	2,250 2,380 2,070 ‡	(40) (58) (58) (†)
Private for-profit 2-year and above Less-than-2-year	18,310 19,750 12,580	(376) (471) (470)	15,960 17,140 11,380	(330) (412) (414)	6,030 6,130 5,290	(415) (462) (687)	6,240 6,500 5,190	(147) (173) (258)	4,730 4,780 4,550	(55) (59) (121)	4,420 4,510 3,510	(316) (349) (803)	11,880 12,700 8,680	(222) (263) (359)	10,850 11,550 8,090	(191) (219) (355)	10,560 11,210 7,750	(653) (742) (1,036)	3,160 3,410 ‡	(395) (400) (†)	3,160 3,410 ‡	(407) (409) (†)
All institutions										Con	stant 2018-	-19 dolla	ars <sup>6</sup>									
All institutions 1992–93 1995–96 1999–2000 2003–04 2007–08 2011–12 2015–16	\$9,960 11,270 12,670 13,290 15,540 17,260 19,360	(142) (261) (149) (127) (118) (118) (112)	\$7,680 8,600 8,930 9,540 9,780 12,040 12,530	(96) (100) (87) (82) (61) (84) (62)	\$6,0200 6,5600 7,7200 7,7400 9,7300 10,2000 11,9400	(267) (142) (161) (106) (123)	\$6,260 6,540 7,630 7,720 8,670 10,280 12,060	(111) (226) (121) (137) (85) (102) (98)	\$3,550 3,280 3,770 4,390 4,400 5,090 5,190	(30) (38) (28) (31) (22) (22) (23)	\$5,770 6,080 6,870 6,720 7,740 9,560 10,860	(151) (266) (138) (170) (95) (128) (122)	\$6,870 7,920 9,020 9,520 11,390 11,230 11,850	(104) (100) (88) (98) (92) (83) (80)	\$6,670 7,820 8,120 8,250 8,470 10,190 10,430	(96) (95) (76) (77) (67) (77) (51)	\$4,690 4,570 7,290 8,300 9,330 7,770 10,840	(236) (381) (231) (188) (134) (208) (253)	\$2,4200 2,3100 2,5100 2,6300 2,7100 2,5000 2,5900	(61) (66) (55) (48) (31) (53) (32)	\$2,2700 2,2100 2,3400 2,4300 2,5800 2,4200 2,4900	(68) (60) (59) (51) (36) (41) (33)

<sup>†</sup>Not applicable.

5Includes Parent Loans for Undergraduate Students (PLUS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1995–96, 1999–2000, 2003–04, 2007–08, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:93, NPSAS:96, NPSAS:2000, NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Details on nonfederal work-study participants are not available.

<sup>&</sup>lt;sup>2</sup>Includes students who reported that they were awarded aid but did not specify the source or type of aid.

<sup>&</sup>lt;sup>3</sup>Includes Department of Veterans Affairs and Department of Defense benefits.

<sup>&</sup>lt;sup>4</sup>Indicates all grants, scholarships, or tuition waivers received from federal, state, institutional, or private sources, including employers.

<sup>&</sup>lt;sup>6</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Aid averages are for those students who received the specified type of aid. Full-time, full-year students were enrolled full time for 9 or more months from July 1 through June 30. Data exclude Puerto Rico.

Table 331.90. Percentage of full-time and part-time undergraduates receiving federal aid, by aid program and control and level of institution: 2011-12 and 2015-16

								Perce	ent recei	ving federa	al aid						
	Number of undergraduates <sup>1</sup>								Sele	cted Title	IV progra	ıms²					
Control and level of institution	(in thousands)	Any fed	leral aid	Any Titl	e IV aid		Pell		SEOG <sup>3</sup>		CWS <sup>4</sup>	F	Perkins <sup>5</sup>	S	stafford <sup>6</sup>		PLUS <sup>7</sup>
1	2		3		4		5		6		7		8		9		10
2011–12 Full-time, full-year students All institutions	8,864	72.8	(0.51)	71.4	(0.54)	47.1	(0.50)	9.0	(0.24)	10.5	(0.24)	4.2	(0.18)	55.1	(0.54)	9.1	(0.23)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	5,997 2,893 969 2,104 31	68.4 70.9 72.7 63.0 67.8	(0.61) (0.47) (1.34) (1.24) (4.72)	67.1 70.1 71.4 61.0 66.4	(0.64) (0.48) (1.43) (1.29) (5.20)	45.8 40.8 48.1 51.4 62.4	(0.59) (0.39) (1.07) (1.30) (5.04)	6.6 7.1 6.5 5.9	(0.26) (0.39) (0.52) (0.40) (†)	6.2 7.4 8.6 3.4 ‡	(0.23) (0.37) (0.61) (0.28) (†)	2.7 4.3 2.8 0.3 #	(0.15) (0.30) (0.35) (0.06) (†)	47.1 60.0 54.0 26.5 19.7	(0.57) (0.43) (1.53) (0.99) (4.83)	7.1 11.4 8.1 1.0	(0.28) (0.45) (0.67) (0.11) (†)
Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year	1,875 990 849 36	76.1 74.3 78.0 78.1	(0.75) (0.94) (1.20) (5.04)	74.9 73.4 76.7 74.6	(0.75) (0.96) (1.17) (5.35)	37.2 34.5 39.8 48.5	(0.64) (0.77) (1.11) (6.54)	12.2 11.0 13.6 13.1 !	(0.60) (0.89) (0.74) (5.38)	29.2 30.0 29.1 ‡	(0.81) (1.26) (1.14) (†)	10.6 13.3 8.0 ‡	(0.61) (0.97) (0.69) (†)	66.0 64.4 68.2 59.0	(0.90) (1.08) (1.48) (7.42)	16.5 16.7 16.2 13.9	(0.67) (1.10) (0.76) (3.36)
Private, for-profit 2-year and above Less-than-2-year	992 859 133	93.1 92.8 95.2	(0.51) (0.59) (0.79)	90.4 89.7 95.1	(0.52) (0.59) (0.80)	73.8 72.1 85.0	(0.81) (0.91) (1.46)	17.8 15.7 31.4	(0.87) (0.81) (4.40)	1.8 2.1 ‡	(0.20) (0.23) (†)	1.4 1.6 ‡	(0.23) (0.27) (†)	83.2 83.3 82.9	(0.90) (0.91) (3.51)	7.1 7.3 5.9	(0.44) (0.48) (0.77)
Part-time or part-year students All institutions	14,192	51.1	(1.10)	48.4	(1.09)	37.6	(0.85)	4.4	(0.19)	2.0	(0.12)	0.9	(0.08)	30.7	(0.44)	1.6	(0.10)
Public Private, nonprofit Private, for-profit	10,929 1,135 2,128	44.5 61.0 79.7	(1.22) (1.61) (0.83)	42.4 56.5 75.2	(1.13) (1.99) (1.16)	33.4 34.8 60.5	(0.89) (1.51) (1.09)	2.6 6.8 12.8	(0.14) (0.66) (0.83)	1.6 7.1 0.9	(0.11) (0.76) (0.14)	0.5 1.9 2.0	(0.05) (0.30) (0.47)	22.1 49.5 65.3	(0.43) (1.57) (0.47)	1.0 4.3 3.4	(0.08) (0.51) (0.32)
2015–16 Full-time, full-year students All institutions	7,239	69.8	(0.33)	68.4	(0.34)	44.0	(0.31)	10.4	(0.22)	9.1	(0.25)	4.3	(0.17)	52.0	(0.34)	9.3	(0.18)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	5,023 2,849 765 1,391 19	67.7 69.4 72.6 61.6 67.0	(0.42) (0.48) (0.98) (0.85) (8.01)	66.3 68.3 70.9 59.5 64.4	(0.42) (0.48) (1.05) (0.86) (8.15)	44.3 41.3 45.0 50.0 56.0	(0.38) (0.38) (1.20) (0.80) (7.26)	8.6 9.4 7.2 8.0 3.0 !	(0.25) (0.35) (0.54) (0.51) (1.20)	5.8 7.1 5.2 3.4 ‡	(0.24) (0.35) (0.67) (0.41) (†)	3.3 4.9 2.7 0.5 ‡	(0.18) (0.29) (0.49) (0.08) (†)	46.3 56.9 50.4 22.6 25.1	(0.40) (0.44) (1.25) (0.62) (6.39)	7.8 11.5 7.3 0.6	(0.18) (0.28) (0.49) (0.10) (†)
Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year	1,735 1,011 684 40	70.3 67.5 73.7 81.7	(0.61) (0.89) (0.89) (3.76)	69.6 66.8 73.0 81.0	(0.59) (0.88) (0.86) (3.83)	35.5 31.9 38.7 72.2	(0.52) (0.61) (0.81) (4.88)	13.9 13.2 15.3 ‡	(0.46) (0.49) (0.82) (†)	21.0 21.3 21.7 ‡	(0.75) (1.03) (1.22) (†)	8.2 9.0 7.4 ‡	(0.52) (0.71) (0.76) (†)	61.9 58.6 66.3 70.7	(0.63) (0.82) (1.00) (5.65)	14.0 14.2 14.2 ‡	(0.43) (0.63) (0.55) (†)
Private, for-profit 2-year and above Less-than-2-year	481 382 99	89.4 89.7 88.6	(0.71) (0.77) (1.74)	86.7 86.3 88.2	(0.68) (0.74) (1.76)	71.9 70.4 77.5	(0.85) (0.97) (2.19)	15.6 16.2 13.2	(0.95) (0.81) (3.37)	1.5 1.5 1.1 !	(0.23) (0.28) (0.54)	0.7 0.8 ‡	(0.16) (0.21) (†)	76.5 77.2 73.9	(0.79) (0.79) (2.40)	8.0 7.8 8.8	(0.59) (0.48) (2.05)
Part-time or part-year students All institutions	12,069	47.6	(0.26)	45.4	(0.24)	35.5	(0.20)	5.9	(0.16)	1.8	(0.15)	0.8	(0.07)	27.0	(0.21)	1.4	(0.08)
Public 4-year doctoral Other 4-year 2-year Less-than-2-year	9,468 1,825 1,346 6,249 48	42.0 55.5 44.8 37.5 38.4	(0.30) (0.71) (1.25) (0.38) (2.59)	40.0 53.5 42.8 35.5 35.2	(0.28) (0.73) (1.12) (0.35) (2.52)	31.4 34.1 32.9 30.3 30.0	(0.24) (0.72) (0.99) (0.30) (2.05)	4.4 5.5 3.5 4.3 1.9 !	(0.16) (0.37) (0.42) (0.19) (0.61)	1.5 2.2 1.1 1.4	(0.16) (0.26) (0.24) (0.24) (†)	0.6 2.5 0.4 #	(0.05) (0.26) (0.08) (†) (†)	19.8 43.4 21.9 12.6 12.4	(0.21) (0.67) (0.75) (0.15) (2.70)	0.9 3.6 1.0 0.1	(0.07) (0.32) (0.19) (0.02) (†)
Private, nonprofit 4-year doctoral Other 4-year Less-than-4-year	1,220 622 540 58	58.0 53.5 61.6 73.2	(1.03) (1.58) (1.13) (4.47)	55.9 51.4 59.5 70.2	(1.03) (1.55) (1.16) (4.96)	37.7 32.5 41.7 56.2	(0.93) (1.37) (1.18) (5.18)	8.0 6.5 9.5 9.0 !	(0.69) (0.77) (1.14) (3.71)	4.7 4.8 4.9 1.1 !	(0.63) (0.98) (0.79) (0.47)	2.7 3.5 2.0 ‡	(0.50) (0.89) (0.46) (†)	46.7 44.7 48.5 52.7	(0.93) (1.34) (1.12) (4.60)	3.7 3.4 3.9 3.7!	(0.40) (0.52) (0.63) (1.39)
Private, for-profit 2-year and above Less-than-2-year	1,381 1,140 240	77.0 77.5 74.6	(0.59) (0.67) (1.55)	73.5 73.6 73.1	(0.53) (0.60) (1.41)	61.5 61.4 61.8	(0.57) (0.60) (1.63)	14.6 15.6 9.9	(0.76) (0.87) (1.60)	0.9 1.0 0.7 !	(0.11) (0.12) (0.32)	0.8 0.9 ‡	(0.19) (0.22) (†)	58.4 59.2 54.6	(0.53) (0.47) (2.11)	3.0 2.9 3.5	(0.28) (0.31) (0.63)

<sup>†</sup>Not applicable.

Formerly Guaranteed Student Loans (GSL).

Parent Loans for Undergraduate Students.

NOTE: Full-time, full-year undergraduates are those who were enrolled full time for 9 or more months. Part-time or part-year undergraduates include those who were enrolled part time for 9 or more months and those who were enrolled for less than 9 months either part time or full time. Excludes students whose attendance status was not reported. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude students attending institutions in Puerto Rico. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 and 2015–16 National Postsecondary Student Aid Study (NPSAS:12 and NPSAS:16). (This

table was prepared June 2018.)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

<sup>&</sup>quot;Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any point during the year.

2Refers to Title IV of the Higher Education Act.

<sup>&</sup>lt;sup>3</sup>Supplemental Educational Opportunity Grants.

<sup>4</sup>College Work Study. Prior to October 17, 1986, private for-profit institutions were prohibited by law from spending CWS funds for on-campus work. Includes persons who participated in the program but had no earnings.

<sup>&</sup>lt;sup>5</sup>Formerly National Direct Student Loans (NDSL).

Table 331.95. Percentage of undergraduate degree/certificate completers who ever received loans and average cumulative amount borrowed, by degree level, selected student characteristics, and institution control: Selected years, 1999–2000 through 2015–16

			1999–2	2000						2011-	-12							2015	-16			
	ı	oans to s	tudents						Loans to s	students							Loans to s	tudents				
Degree level, selected student characteristic, and institution control	1	al loans tudents		al loan tudents	PLUS	Parent Loans <sup>1</sup>		tal loans students		ral loans students	Nor	nfederal loans	PLUS	Parent Loans <sup>1</sup>		loans to students		ral loan tudents	Noi	nfederal loans	PLUS	Parent S Loans <sup>1</sup>
1		2		3		4		5		6		7		8		9		10		11		12
									Per	cent of cor	npleters w	ho ever re	eceived loa	ns								
Total, all completers	52.5	(0.75)	50.5	(0.74)	7.2	(0.27)	61.6	(0.62)	58.6	(0.62)	24.8	(0.50)	10.5	(0.40)	61.8	(0.55)	59.7	(0.56)	10.4	(0.27)	10.3	(0.24)
Certificate below associate's level	43.5	(2.64)	39.6	(2.57)	3.3	(0.55)	66.3	(1.71)	63.8	(1.79)	23.4	(1.25)	7.9	(0.83)	67.7	(1.76)	65.9	(1.88)	9.2	(0.71)	7.2	(0.65)
Male Female Institution control	39.3 46.7	(3.48) (3.12)	35.9 42.5	(3.55) (2.95)	3.4 3.3	(0.81) (0.68)	58.0 70.0	(2.93) (1.90)	55.9 67.2	(3.00) (1.96)	21.5 24.2	(2.01) (1.50)	8.7 7.6	(1.67) (0.93)	57.4 73.6	(3.21) (1.75)	55.9 71.6	(3.25) (1.87)	7.7 10.0	(0.86) (0.93)	8.4 6.6	(1.25) (0.76)
Public Private nonprofit Private for-profit	27.1 53.2 86.3	(2.64) (7.86) (1.60)	22.2 49.8 85.0	(2.26) (7.91) (1.75)	0.9! 9.8! 8.5	(0.39) (3.05) (1.33)	36.2 76.1 85.9	(3.17) (5.06) (1.73)	31.8 73.3 84.6	(3.18) (5.80) (1.92)	10.5 23.1 32.2	(1.81) (4.84) (1.64)	1.8! ‡ 12.0	(0.74) (†) (1.27)	44.6 80.1 87.5	(2.43) (3.50) (1.58)	43.0 76.4 85.7	(2.47) (4.97) (1.89)	4.3 11.9 13.3	(0.96) (2.42) (1.11)	3.4 6.4! 11.0	(0.82) (2.07) (0.98)
Associate's degree	38.9	(1.59)	36.9	(1.65)	4.3	(0.54)	49.8	(1.09)	46.1	(1.03)	18.7	(0.83)	5.0	(0.44)	48.1	(1.04)	46.2	(1.04)	5.8	(0.46)	5.1	(0.42)
Sex Male Female Race/ethnicity	37.9 39.4	(2.76) (2.04)	36.0 37.4	(2.82) (2.11)	5.8 3.5	(1.28) (0.80)	46.2 52.3	(1.75) (1.41)	42.1 48.9	(1.73) (1.29)	18.6 18.9	(1.05) (1.13)	6.0 4.3	(0.75) (0.47)	41.9 52.5	(1.48) (1.25)	39.8 50.8	(1.46) (1.28)	5.3 6.1	(0.72) (0.58)	5.4 4.9	(0.72) (0.49)
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races Other <sup>2</sup>	39.5 44.5 41.3 16.9! ‡ ‡	(2.04) (4.38) (5.26) (5.79) (†) (†) (†)	37.4 42.3 39.5 16.3! ‡ ‡	(2.03) (4.26) (5.00) (5.73) (†) (†) (†)	4.5 2.8! 7.2! ‡ ‡ ‡	(0.76) (1.06) (2.98) (†) (†) (†) (†)	49.2 66.2 44.6 26.1 ‡ 64.6 52.1	(1.52) (2.62) (2.34) (4.11) (†) (11.14) (6.13) (†)	45.7 60.8 40.7 23.0 ‡ 64.6 51.5	(1.54) (2.67) (2.28) (3.93) (†) (11.14) (5.97) (†)	19.8 22.1 15.8 9.9 ‡ 21.9	(1.11) (2.06) (1.60) (2.87) (†) (†) (5.24)	5.0 3.2 5.9 6.1! ‡ 6.2!	(0.54) (0.93) (1.18) (2.18) (†) (†) (2.47)	50.2 66.7 35.4 26.7 47.3 67.2 47.1	(1.60) (2.41) (1.89) (3.28) (11.14) (10.02) (5.10)	48.4 65.6 34.0 22.1 41.7 63.3 45.5	(1.63) (2.48) (1.86) (3.07) (11.28) (10.20) (5.18)	6.4 5.4 3.6 6.2! ‡ 19.0! 6.4!	(0.66) (1.03) (0.70) (1.95) (†) (8.22) (2.55)	6.1 4.2 4.1 2.5! ‡ 4.6!	(0.67) (0.72) (0.73) (0.88) (†) (†) (1.95)
Dependency status Dependent Independent Institution control	36.7 40.1	(2.91) (1.87)	35.6 37.6	(2.89) (2.04)	8.9 1.7	(1.38) (0.50)	41.3 54.7	(1.57) (1.39)	38.6 50.4	(1.54) (1.34)	16.2 20.2	(1.10) (1.01)	7.9 3.3	(0.79) (0.48)	34.9 55.4	(1.57) (1.29)	33.2 53.4	(1.50) (1.35)	4.4 6.5	(0.51) (0.65)	5.3 5.0	(0.59) (0.59)
Public Private nonprofit Private for-profit	32.6 45.7 92.5	(1.66) (5.92) (1.29)	30.6 43.0 91.6	(1.69) (5.63) (1.20)	1.9 11.1! 22.4	(0.48) (3.83) (3.49)	42.1 86.9 88.3	(1.28) (5.23) (1.77)	38.1 84.8 86.4	(1.17) (6.80) (1.87)	14.9 43.2 37.2	(0.87) (6.75) (1.93)	3.2 12.5! 14.1	(0.40) (4.28) (1.63)	40.9 83.9 88.3	(1.15) (3.01) (1.16)	38.8 83.1 87.8	(1.15) (3.26) (1.15)	4.8 11.9 10.6	(0.49) (3.49) (0.86)	3.9 9.0 12.4	(0.47) (1.99) (1.02)
Bachelor's degree Sex	62.2	(0.70)	61.0	(0.70)	10.2	(0.40)	69.0	(0.75)	66.3	(0.72)	29.8	(0.79)	15.5	(0.68)	68.9	(0.62)	66.7	(0.64)	13.8	(0.33)	14.6	(0.36)
Male Female Race/ethnicity	61.4 62.8	(1.00) (0.94)	60.2 61.6	(1.01) (0.92)	10.6 9.8	(0.56) (0.54)	67.0 70.5	(1.39) (0.94)	63.9 68.2	(1.37) (0.92)	29.4 30.1	(1.20) (1.04)	15.1 15.9	(1.00) (0.92)	65.7 71.4	(0.85) (0.71)	63.3 69.3	(0.86) (0.75)	13.3 14.2	(0.53) (0.44)	14.8 14.4	(0.57) (0.46)
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races Other <sup>2</sup> Dependency status	60.7 80.5 68.7 50.2 66.7 75.2 55.0 53.5	(0.87) (1.81) (1.86) (2.43) (6.35) (6.58) (5.12) (6.22)	59.5 80.0 67.1 49.0 66.7 71.8 52.7 53.1	(0.85) (1.82) (2.00) (2.55) (6.35) (6.80) (5.48) (6.19)	10.2 13.9 11.7 4.3 19.1 3.8! 7.6 6.3!	(0.45) (1.66) (1.69) (0.85) (5.45) (1.73) (1.95) (2.25)	67.5 84.2 71.9 47.2 ‡ 61.5 81.0	(0.94) (1.78) (2.42) (3.22) (†) (11.92) (3.68) (†)	64.8 82.0 69.2 42.7 ‡ 60.2 78.7	(0.92) (1.92) (2.32) (3.02) (†) (12.04) (3.94) (†)	30.2 33.2 30.0 20.5 ‡ 19.5! 31.7	(1.03) (2.37) (2.08) (2.49) (†) (8.06) (4.43) (†)	16.0 16.9 15.1 7.8 ‡ 21.0	(0.87) (1.83) (1.82) (1.70) (†) (†) (4.63) (†)	69.4 84.9 66.6 45.1 89.4 76.1 72.9	(0.69) (1.17) (1.57) (2.04) (4.56) (5.87) (2.35) (†)	67.1 83.8 64.7 41.4 80.7 69.9 70.1	(0.70) (1.20) (1.59) (1.98) (8.09) (6.68) (2.60) (†)	15.5 10.6 10.2 10.6 18.3! 14.4 17.5	(0.45) (1.03) (0.80) (1.02) (8.05) (4.23) (2.58) (†)	15.7 16.7 11.8 8.7 14.1! 6.9! 17.1	(0.44) (1.23) (0.94) (1.19) (5.77) (2.22) (2.01) (†)
Dependent Independent Institution control	59.2 65.9	(0.95) (0.92)	58.0 64.8	(0.92) (0.94)	14.4 4.9	(0.63) (0.34)	64.9 74.1	(1.09) (1.16)	61.6 72.2	(1.06) (1.13)	29.8 29.7	(1.02) (1.19)	21.0 8.6	(0.96) (0.76)	65.9 72.6	(0.69) (0.92)	63.4 70.6	(0.70) (0.97)	15.9 11.3	(0.43) (0.52)	18.9 9.3	(0.54) (0.50)
Public Private nonprofit Private for-profit	60.0 66.2 77.2	(0.80) (1.16) (4.41)	58.8 65.2 77.0	(0.81) (1.17) (4.45)	8.3 14.1 10.8!	(0.42) (0.93) (3.55)	64.1 73.5 87.2	(0.89) (1.72) (1.62)	61.2 70.7 86.3	(0.86) (1.74) (1.59)	25.9 34.6 40.5	(0.84) (1.83) (1.76)	13.5 21.5 10.9	(0.69) (1.75) (1.17)	66.4 69.2 86.5	(0.68) (0.94) (1.95)	64.1 66.7 85.3	(0.66) (0.96) (2.43)	11.7 17.9 15.1	(0.40) (0.75) (1.16)	13.7 17.0 12.7	(0.45) (0.66) (1.63)

Table 331.95. Percentage of undergraduate degree/certificate completers who ever received loans and average cumulative amount borrowed, by degree level, selected student characteristics, and institution control: Selected years, 1999–2000 through 2015–16—Continued

-			1999–	2000						2011	-12		-			-		2015	5–16			
		Loans to	students						Loans to	students							Loans to s	students				
Degree level, selected student characteristic, and institution control		al loans students		ral loan students	PLU	Parent S Loans <sup>1</sup>		tal loans students		eral loans students	No	nfederal Ioans	PLU	Parent S Loans <sup>1</sup>		loans to students		eral loan students	No	nfederal Ioans	PLU	Parent JS Loans <sup>1</sup>
1		2		3		4		5		6		7		8		9		10		11		12
								Avera	ge cumula	tive loan a	mount for	students	with loans	(current c	lollars)3							
Total, all completers	\$14,260	(186)	\$13,540	(162)	\$12,630	(443)	\$23,050	(285)	\$19,510	(208)	\$11,210	(450)	\$22,990	(1,197)	\$24,480	(336)	\$22,520	(305)	\$16,160	(439)	\$27,170	(676)
Certificate below associate's level Sex	7,790	(418)	7,150	(330)	6,850	(1,081)	13,280	(374)	11,380	(343)	6,630	(526)	8,900	(612)	15,520	(502)	14,280	(413)	12,080	(1,649)	12,920	(1,158)
Male Female Institution control	8,110 7,590	(533) (492)	7,550 6,900	(544) (373)	8,290 5,720	(2,316) (941)	13,370 13,250	(743) (393)	10,970 11,520	(629) (357)	7,540 6,280	(1,314) (510)	10,080 8,300	(1,199) (775)	15,380 15,590	(1,091) (476)	13,760 14,520	(891) (423)	14,630 10,950	(3,942) (1,549)	16,320 10,450	(2,136) (1,172)
Public Private nonprofit Private for-profit	7,640 11,240 7,470	(819) (2,280) (323)	7,540 9,880 6,540	(623) (1,828) (287)	9,680 6,260	(†) (2,443) (1,604)	12,420 15,820 13,320	(1,151) (2,721) (345)	11,030 11,850 11,430	(1,095) (1,463) (329)	9,410 14,530! 5,510	(2,241) (6,937) (338)	9,180	(†) (†) (650)	16,400 17,110 14,880	(1,080) (2,536) (434)	15,550 15,840 13,480	(946) (1,951) (326)	13,520! 11,040	(†) (6,105) (1,616)	17,470! 11,110	(6,447) (943)
Associate's degree Sex	9,490	(334)	8,840	(339)	7,630	(1,046)	17,160	(359)	15,130	(305)	8,370	(413)	14,830	(1,095)	18,550	(408)	18,060	(392)	9,950	(1,136)	12,980	(1,148)
Male Female Race/ethnicity	9,320 9,570	(698) (436)	8,590 8,970	(663) (384)	7,860 7,430	(2,013) (803)	15,950 17,900	(536) (535)	13,930 15,850	(418) (447)	8,090 8,570	(561) (621)	16,000 13,690	(1,696) (1,445)	17,010 19,420	(652) (492)	16,150 19,110	(552) (485)	13,220 7,970	(2,547) (792)	13,500 12,580	(1,712) (1,338)
White Black Hispanic Asian	9,590 9,500 8,840 ‡	(480) (771) (2,037) (†)	8,910 8,590 9,090 ‡	(433) (659) (2,124) (†)	8,510 ‡ ‡ ‡	(1,285) (†) (†) (†)	17,110 19,280 15,170 13,580	(485) (922) (912) (1,965)	14,630 17,580 14,020 13,400	(377) (783) (786) (1,786)	8,810 9,380 6,650 4,640	(577) (1,321) (667) (902)	15,400 15,050 12,220 ‡	(1,429) (4,419) (1,572) (†)	17,760 22,300 15,970 16,830	(533) (834) (904) (1,772)	17,100 21,930 15,590 17,720	(486) (792) (928) (1,981)	10,210 9,020 9,770 9,340	(1,837) (2,182) (1,659) (2,170)	13,350 11,310 12,440 ‡	(1,638) (1,748) (1,563) (†)
Pacific Islander American Indian/Alaska Native Two or more races Other <sup>2</sup> Description	‡ ‡ ‡	(†) (†) (†) (†)	‡ ‡ ‡	(†) (†) (†) (†)	‡ ‡ ‡	(†) (†) (†) (†)	22,330 17,570 †	(†) (3,730) (1,740) (†)	22,100 15,260 †	(†) (3,720) (1,453) (†)	5,920 †	(†) (†) (1,367) (†)	‡ ‡ †	(†) (†) (†) (†)	18,230 21,790 †	(†) (3,431) (2,159) (†)	17,830 20,940 †	(†) (3,110) (2,134) (†)	‡ ‡ †	(†) (†) (†) (†)	‡ ‡ †	(†) (†) (†) (†)
Dependency status Dependent Independent Institution control	8,280 10,120	(530) (479)	7,400 9,630	(452) (459)	8,830 ‡	(1,306) (†)	13,240 18,860	(512) (471)	11,200 16,860	(391) (420)	7,090 8,960	(618) (534)	15,520 13,880	(1,739) (1,419)	12,140 20,780	(438) (474)	11,660 20,250	(440) (448)	8,340 10,550	(1,100) (1,504)	15,470 11,510	(1,677) (1,381)
Public Private nonprofit Private for-profit	8,060 11,850 13,440	(431) (1,035) (685)	7,360 11,950 12,540	(398) (999) (672)	‡ ‡ 9,550	(†) (†) (1,804)	13,970 25,310 24,680	(349) (2,076) (624)	12,300 20,420 21,550	(315) (1,564) (537)	8,080 10,790 8,550	(538) (2,742) (486)	12,070 ‡ 17,590	(1,154) (†) (1,854)	15,640 24,830 26,420	(511) (1,159) (512)	15,230 23,890 25,340	(494) (1,239) (537)	10,110 8,180 10,220	(1,639) (2,395) (718)	11,600 14,950 15,740	(1,490) (2,567) (1,994)
Bachelor's degree Sex	17,480	(204)	16,530	(180)	14,350	(548)	29,380	(456)	24,400	(295)	13,760	(704)	27,350	(1,613)	29,910	(402)	27,050	(384)	18,700	(432)	32,600	(796)
Male Female Race/ethnicity	17,470 17,490	(247) (256)	16,530 16,530	(232) (230)	14,730 14,050	(784) (627)	29,030 29,650	(666) (551)	23,740 24,890	(451) (378)	14,630 13,090	(1,044) (857)	29,780 25,530	(3,015) (1,602)	28,920 30,610	(477) (451)	26,120 27,710	(429) (420)	18,760 18,650	(800) (641)	33,790 31,660	(1,296) (967)
White Black Hispanic Asian Pacific Islander	17,370 19,510 17,450 14,540 18,380	(211) (793) (821) (619) (1,787)	16,390 18,760 16,270 13,990 16,850	(195) (718) (626) (545) (1,222)	14,720 10,880 13,810 20,260 ‡	(591) (1,006) (1,693) (4,188) (†)	29,060 33,020 29,520 23,130 ‡	(579) (1,066) (1,584) (1,259) (†)	23,690 29,200 23,710 20,740 ‡	(354) (842) (825) (1,041) (†)	14,050 11,620 16,050 10,070	(766) (1,662) (2,820) (2,255) (†)	27,450 24,490 26,470 ‡	(2,033) (4,344) (3,900) (†) (†)	30,090 34,000 26,820 25,450 26,520	(346) (877) (774) (1,094) (3,981)	26,460 32,370 25,420 22,770 27,690	(325) (809) (725) (882) (3,236)	20,040 16,450 13,900 19,250 ‡	(595) (1,555) (1,028) (2,191) (†)	34,370 24,800 29,440 34,080 ‡	(1,088) (2,009) (2,070) (3,962) (†)
American Indian/Alaska Native Two or more races Other <sup>2</sup>	18,770 17,720 16,210	(1,553) (1,352) (1,378)	18,290 16,470 15,250	(1,646) (1,229) (1,361)	‡ ‡ ‡	(†) (†) (†)	28,050 †	(†) (1,731) (†)	23,950 †	(†) (1,427) (†)	12,250 †	(2,067) (†)	‡ ‡ †	(†) (†) (†)	26,380 29,680 †	(2,659) (1,097) (†)	25,550 27,280 †	(2,696) (940) (†)	14,490 †	(†) (1,605) (†)	40,070 †	(†) (3,890) (†)
Dependency status Dependent Independent Institution control	16,910 18,110	(221) (320)	15,620 17,540	(177) (300)	15,680 9,490	(671) (802)	26,070 33,040	(575) (637)	20,370 28,740	(285) (481)	14,700 12,570	(917) (905)	28,410 24,060	(1,566) (4,374)	26,760 33,340	(282) (649)	22,450 32,010	(199) (587)	21,340 14,230	(575) (634)	36,790 22,420	(1,047) (1,257)
Public Private nonprofit Private for-profit	16,210 19,620 24,040	(233) (373) (1,204)	15,700 17,810 23,170	(213) (313) (1,160)	11,600 17,950 ‡	(550) (810) (†)	25,640 32,310 40,040	(454) (1,181) (798)	22,030 24,610 34,880	(336) (594) (612)	11,400 18,370 11,870	(621) (1,698) (911)	20,460 37,130 25,650	(1,080) (3,739) (2,506)	26,930 31,890 41,320	(278) (453) (1,592)	25,000 26,670 39,150	(235) (331) (1,303)	15,770 23,840 15,460	(611) (766) (1,060)	27,530 41,940 31,890	(990) (1,853) (2,316)

Table 331.95. Percentage of undergraduate degree/certificate completers who ever received loans and average cumulative amount borrowed, by degree level, selected student characteristics, and institution control: Selected years, 1999–2000 through 2015–16—Continued

			1999–	2000						2011	-12							201	5–16			
		Loans to	students						Loans to	students							Loans to s	students				
Degree level, selected student characteristic, and institution control		tal loans students		ral loan tudents	PLU	Parent S Loans <sup>1</sup>		tal loans students		eral loans students	No	nfederal loans	PLUS	Parent S Loans <sup>1</sup>		loans to students		eral loan students	No	nfederal loans	PLU	Parent JS Loans <sup>1</sup>
1		2		3		4		5		6		7		8		9		10		11		12
							Av	erage cur	nulative lo			ts with lo	ans (const	ant 2018-	-19 dollars	)3,4						
Total, all completers	\$21,330	(279)	\$20,250	(243)	\$18,890	(662)	\$25,660	(317)	\$21,710	(231)	\$12,480	(500)	\$25,590	(1,332)	\$26,020	(357)	\$23,940	(324)	\$17,180	(467)	\$28,880	(718)
Certificate below associate's level Sex	11,660	(626)	10,700	(494)	10,250	(1,617)	14,780	(416)	12,660	(382)	7,380	(586)	9,900	(681)	16,500	(533)	15,180	(439)	12,840	(1,753)	13,740	(1,231)
Male Female Institution control	12,130 11,360	(797) (737)	11,300 10,330	(814) (558)	12,410 8,560	(3,465) (1,408)	14,880 14,740	(827) (437)	12,210 12,830	(700) (397)	8,390 6,990	(1,462) (567)	11,220 9,230	(1,335) (863)	16,340 16,570	(1,160) (506)	14,630 15,430	(948) (449)	15,550 11,640	(4,190) (1,647)	17,350 11,110	(2,271) (1,246)
Public Private nonprofit Private for-profit	11,430 16,810 11,180	(1,225) (3,410) (484)	11,280 14,780 9,790	(932) (2,734) (429)	14,490 9,360	(†) (3,655) (2,399)	13,820 17,610 14,830	(1,281) (3,029) (384)	12,280 13,190 12,720	(1,219) (1,629) (366)	10,470 16,170! 6,130	(2,494) (7,721) (376)	‡ 10,220	(†) (†) (723)	17,430 18,190 15,820	(1,148) (2,695) (461)	16,530 16,830 14,320	(1,005) (2,073) (346)	‡ 14,370! 11,740		‡ 18,570! 11,810	(†) (6,852) (1,002)
Associate's degree	14,190	(500)	13,230	(507)	11,420	(1,564)	19,100	(400)	16,840	(340)	9,320	(459)	16,510	(1,219)	19,720	(434)	19,200	(416)	10,570	(1,207)	13,800	(1,220)
Sex Male Female Race/ethnicity	13,940 14,320	(1,044) (653)	12,850 13,420	(993) (575)	11,760 11,120	(3,011) (1,201)	17,750 19,930	(597) (595)	15,500 17,640	(466) (497)	9,000 9,540	(624) (691)	17,800 15,230	(1,887) (1,609)	18,080 20,640	(693) (523)	17,170 20,320	(587) (516)	14,050 8,470	(2,708) (842)	14,350 13,370	(1,820) (1,422)
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native	14,340 14,210 13,230 ‡	(717) (1,153) (3,047) (†) (†)	13,320 12,850 13,590 ‡	(649) (986) (3,178) (†) (†)	12,730 ‡ ‡ ‡ ‡	(1,922) (†) (†) (†) (†) (†)	19,050 21,460 16,880 15,110 ‡ 22,330	(540) (1,026) (1,015) (2,187) (†) (3,730)	16,280 19,560 15,600 14,920 ‡ 22,100	(420) (871) (875) (1,987) (†) (3,720)	9,800 10,440 7,400 5,160 ‡	(642) (1,470) (743) (1,003) (†) (†)	17,140 16,750 13,600 ‡	(1,591) (4,918) (1,750) (†) (†)	18,880 23,710 16,980 17,890 ‡ 19,370	(567) (887) (961) (1,883) (†) (3,647)	18,170 23,310 16,570 18,830 ‡ 18,950	(516) (841) (987) (2,105) (†) (3,306)	10,860 9,580 10,380 9,930 ‡	(1,952) (2,319) (1,763) (2,307) (†)	14,190 12,020 13,230 ‡	(1,741) (1,858) (1,662) (†) (†)
Two or more races Other <sup>2</sup> Dependency status	‡	(†) (†)	‡	(†)	#	(†)	19,560 †	(1,937) (†)	16,980 †	(1,617) (†)	6,590 †	(1,52†) (†)	‡	(†) (†)	23,170	(2,295) (†)	22,260	(2,269) (†)	‡	(†) (†)	‡	(†) (†)
Dependent Independent Institution control	12,390 15,130	(793) (716)	11,070 14,400	(676) (687)	13,200 ‡	(1,954) (†)	14,740 20,990	(570) (525)	12,460 18,760	(436) (468)	7,900 9,970	(688) (594)	17,280 15,450	(1,936) (1,579)	12,900 22,090	(466) (504)	12,390 21,530	(468) (476)	8,870 11,210	(1,169) (1,599)	16,440 12,230	(1,783) (1,468)
Public Private nonprofit Private for-profit	12,060 17,720 20,110	(645) (1,548) (1,025)	11,020 17,880 18,770	(596) (1,495) (1,006)	14,290	(†) (†) (2,698)	15,550 28,170 27,470	(388) (2,311) (695)	13,690 22,730 23,980	(351) (1,741) (598)	8,990 12,010 9,510	(599) (3,052) (540)	13,440 ‡ 19,580	(1,285) (†) (2,064)	16,620 26,390 28,080	(544) (1,232) (544)	16,190 25,400 26,940	(525) (1,317) (571)	10,740 8,690 10,860	(1,743) (2,546) (763)	12,330 15,900 16,730	(1,584) (2,728) (2,120)
Bachelor's degree	26,150	(305)	24,730	(270)	21,470	(820)	32,700	(508)	27,160	(329)	15,310	(784)	30,440	(1,796)	31,790	(427)	28,760	(408)	19,870	(459)	34,650	(846)
Sex Male Female Race/ethnicity	26,130 26,160	(370) (383)	24,730 24,740	(347) (344)	22,040 21,010	(1,173) (938)	32,310 33,000	(741) (614)	26,420 27,710	(502) (421)	16,280 14,560	(1,162) (954)	33,140 28,410	(3,355) (1,783)	30,740 32,540	(507) (479)	27,760 29,450	(456) (446)	19,940 19,820	(851) (682)	35,920 33,650	(1,377) (1,028)
White Black Hispanic Asian Pacific Islander	25,990 29,190 26,100 21,750 27,490	(316) (1,187) (1,228) (926) (2,673)	24,530 28,060 24,340 20,930 25,210	(291) (1,075) (936) (815) (1,828)	22,020 16,270 20,670 30,310 ‡	(885) (1,505) (2,533) (6,266) (†)	32,350 36,740 32,850 25,750 ‡	(644) (1,186) (1,763) (1,401) (†)	26,370 32,490 26,380 23,080 ‡	(394) (937) (918) (1,159) (†)	15,640 12,940 17,860 11,210 ‡	(852) (1,849) (3,139) (2,509) (†)	30,550 27,260 29,460 ‡	(2,262) (4,835) (4,340) (†)	31,980 36,140 28,510 27,050 28,180	(367) (932) (823) (1,163) (4,231)	28,120 34,400 27,020 24,200 29,430	(346) (860) (771) (938) (3,440)	21,300 17,490 14,770 20,460 ‡	(633) (1,653) (1,092) (2,328) (†)	36,530 26,370 31,290 36,230 ‡	(1,156) (2,136) (2,200) (4,211) (†)
American Indian/Alaska Native Two or more races Other <sup>2</sup> Dependency status	28,080 26,500 24,250	(2,324) (2,022) (2,061)	27,360 24,650 22,820	(2,463) (1,838) (2,037)	#	(†)	31,220 †	(†) (1,926) (†)	26,650 †	(†) (1,588) (†)	13,630 †	(2,301) (†)	‡ ‡ †	(†) (†) (†)	28,040 31,540 †	(2,826) (1,166) (†)	27,160 29,000 †	(2,866) (999) (†)	15,400 †	(†) (1,706) (†)	42,590 †	(4,135) (†)
Dependency status Dependent Independent Institution control	25,300 27,100	(330) (479)	23,370 26,240	(265) (449)	23,470 14,200	(1,004) (1,200)	29,020 36,770	(640) (709)	22,670 31,990	(318) (535)	16,360 13,990	(1,021) (1,007)	31,620 26,780	(1,743) (4,868)	28,440 35,440	(300) (690)	23,860 34,020	(212) (624)	22,680 15,130	(611) (674)	39,110 23,840	(1,113) (1,336)
Public Private nonprofit Private for-profit	24,250 29,350 35,960	(348) (558) (1,801)	23,490 26,650 34,660	(318) (468) (1,736)	17,350 26,850 ‡	(822) (1,211) (†)	28,540 35,960 44,560	(505) (1,315) (888)	24,520 27,390 38,820	(374) (661) (681)	12,690 20,440 13,210	(691) (1,890) (1,014)	22,770 41,320 28,550	(1,202) (4,161) (2,789)	28,620 33,900 43,920	(296) (482) (1,692)	26,570 28,350 41,610	(250) (352) (1,386)	16,760 25,340 16,440	(649) (815) (1,127)	29,260 44,580 33,900	(1,052) (1,970) (2,462)

<sup>†</sup>Not applicabl

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&#</sup>x27;Parent PLUS Loans are taken out by parents of dependent students and are used toward the students' undergraduate education. Parent PLUS Loans were available through both the William D. Ford Federal Direct Loan Program (FFELP) until FFELP was discontinued in 2010. Since then, Parent PLUS Loans have been referred to as Direct PLUS Loans.

<sup>&</sup>lt;sup>2</sup>The 2012 and 2016 questionnaires did not offer students the option of choosing an "Other" race category.

<sup>&</sup>lt;sup>3</sup>Average loan amounts were calculated only for students who took out each type of loan (or whose parents took out a PLUS Loan on their behalf).

<sup>&</sup>lt;sup>4</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Race categories exclude persons of Hispanic ethnicity. Data exclude students attending institutions in Puerto Rico. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:12, and NPSAS:16). (This table was prepared September 2019.)

Table 332.10. Amount borrowed, aid status, and sources of aid for full-time, full-year postbaccalaureate students, by level of study and control and level of institution: Selected years, 1992–93 through 2015–16

	C		ve borrowi and gradua		dergradua <sup>-</sup>	te		· · · · · ·			Aid stati	us (perce	ent of stu	idents)				
			1	-	mount for	ı				,			Source	of aid				
Level of study, control and level of institution	who bo	Percent orrowed		Current dollars		Constant 2018–19 dollars²	Ne	onaided	,	Any aid <sup>3</sup>	F	ederal <sup>4</sup>		State	Insti	tutional	Er	mployer
1		2		3		4		5		6		7		8		9		10
1992–93, all institutions	_	(†)	_	(†)	_	(†)	30.7	(1.43)	69.3	(1.43)	44.3	(1.42)	6.9	(0.64)	40.6	(2.02)	5.3	(0.59)
Master's degree Public 4-year doctoral Other 4-year Private 4-year doctoral Other 4-year		(†) (†) (†) (†) (†) (†)		(†) (†) (†) (†) (†) (†) (†)		(†) (†) (†) (†) (†) (†) (†)	35.5 32.7 32.4 34.6 39.2 37.4 50.5	(2.54) (2.40) (2.59) (4.38) (4.74) (4.70) (10.60)	64.5 67.3 67.6 65.4 60.8 62.6 49.5	(2.54) (2.40) (2.59) (4.38) (4.74) (4.70) (10.60)	33.8 33.9 32.4 42.5 33.7 34.2 30.5	(1.91) (2.04) (2.23) (5.30) (3.62) (4.09) (7.06)	5.8 7.8 6.7 14.4 3.2 2.9!	(0.79) (1.10) (0.96) (4.13) (0.89) (1.00) (†)	42.4 44.1 46.4 30.5 40.2 42.9 22.8!	(2.97) (2.68) (3.19) (3.67) (6.34) (6.75) (9.39)	8.3 7.6 7.7 6.8! 9.4 8.9	(1.01) (1.24) (1.28) (2.66) (1.88) (1.88) (†)
Doctor's degree Public Private	=	(†) (†) (†)		(†) (†) (†)		(†) (†) (†)	30.1 29.9 30.4	(2.32) (2.99) (3.27)	69.9 70.1 69.6	(2.32) (2.99) (3.27)	28.3 22.3 37.8	(2.14) (2.26) (3.54)	4.4 6.5 ‡	(0.71) (1.14) (†)	51.6 55.5 45.5	(2.70) (3.01) (3.52)	3.0 3.9 ‡	(0.79) (1.00) (†)
First-professional Public Private	=	(†) (†) (†)		(†) (†) (†)		(†) (†) (†)	22.6 20.4 24.6	(0.96) (1.02) (1.66)	77.4 79.6 75.4	(0.96) (1.02) (1.66)	68.2 72.5 64.2	(1.54) (1.29) (2.42)	9.9 13.4 6.8	(1.34) (1.75) (1.19)	37.0 37.7 36.4	(1.81) (1.67) (3.29)	2.3 2.3 2.3!	(0.52) (0.59) (0.70)
Other graduate		(†)	_	(†)		(†)	38.3	(6.82)	61.7	(6.82)	42.1	(4.26)	6.6	(1.81)	23.0	(4.05)	6.0!	(2.98)
1999–2000, all institutions Master's degree Public 4-year doctoral Other 4-year Private 4-year doctoral Other's	69.4 68.3 63.2 62.5 70.9 74.4 73.3 76.9	(0.74) (1.12) (1.60) (1.56) (6.04) (1.55) (1.76) (3.74)	\$41,920 31,930 28,070 27,510 31,920 35,890 38,420 30,770	(863) (1,097) (1,079) (1,234) (2,822) (1,855) (2,521) (1,850)	\$62,720 47,770 42,000 41,160 47,750 53,700 57,480 46,030	(1,291) (1,642) (1,614) (1,846) (4,222) (2,775) (3,772) (2,768)	20.6 22.3 20.2 29.9 18.6 17.1 21.8	(0.66) (1.15) (1.52) (1.46) (5.08) (1.59) (1.93) (2.75)	79.4 77.7 79.8 70.1 81.4 82.9 78.2	(0.66) (1.15) (1.52) (1.46) (5.08) (1.59) (1.93) (2.75)	52.5 50.6 44.8 43.3 54.7 57.8 58.3 56.6	(0.76) (1.23) (1.82) (1.71) (6.88) (1.88) (2.36) (4.41)	5.1 7.3 7.0 10.2! 2.5 2.9!	(0.60) (0.66) (1.14) (1.31) (3.32) (0.63) (0.90) (†)	49.7 45.4 49.8 54.3 27.4 40.2 50.5 18.1	(1.03) (1.61) (2.16) (2.02) (6.85) (2.63) (3.22) (3.91)	9.2 7.0 7.3 5.1! 11.8 8.3 19.1	(0.57) (1.03) (1.04) (1.20) (1.79) (1.89) (1.31) (5.24)
Doctor's degree Public Private	56.8 54.5 60.5	(1.95) (1.92) (3.62)	38,990 33,600 46,680	(3,421) (1,564) (7,288)	58,330 50,260 69,830	(5,118) (2,340) (10,904)	12.0 11.4 13.0	(1.38) (1.38) (2.80)	88.0 88.6 87.0	(1.38) (1.38) (2.80)	29.6 26.1 35.2	(2.80) (1.86) (6.26)	2.6 3.2 ‡	(0.54) (0.75) (†)	77.4 80.0 73.2	(1.65) (1.59) (3.22)	5.4 7.3 2.3	(0.64) (0.88) (0.55)
First-professional Public Private	85.1 86.8 83.6	(1.14) (1.70) (1.63)	60,860 52,790 67,820	(1,713) (1,954) (3,213)	101,460	(2,563) (2,923) (4,807)	13.4 13.8 13.1	(1.18) (1.82) (1.49)	86.6 86.2 86.9	(1.18) (1.82) (1.49)	77.1 78.3 76.1	(1.29) (2.13) (1.84)	9.9 12.7 7.5	(1.65) (2.57) (2.11)	41.4 38.9 43.4	(2.40) (2.84) (3.65)	1.7! 1.8! 1.7!	(0.53) (0.87) (0.66)
Other graduate	57.5	(3.81)	27,840	(2,036)	41,640	(3,046)	39.3	(3.68)	60.7	(3.68)	44.9	(3.72)	8.1	(2.37)	25.3	(3.22)	2.8!	(1.20)
2007–08, all institutions Master's degree Public 4-year doctoral Other 4-year Private 4-year doctoral Other <sup>5</sup>	71.8 66.5 65.1 77.1 75.5 71.4 80.8	(1.04) (1.77) (1.79) (1.95) (4.81) (2.58) (1.85) (5.13)	\$55,110 43,250 37,770 38,450 33,440 46,590 46,510 46,670	(993) (1,374) (1,473) (1,644) (2,285) (1,974) (1,654) (3,671)	\$65,930 51,750 45,190 46,000 40,010 55,730 55,640 55,840	(1,188) (1,644) (1,762) (1,967) (2,734) (2,361) (1,979) (4,392)	13.1 15.6 13.3 12.1 22.7 17.2 19.1 14.8	(0.80) (1.34) (1.27) (1.34) (3.92) (1.96) (1.45) (3.91)	86.9 84.4 86.7 87.9 77.3 82.8 80.9 85.2	(0.80) (1.34) (1.27) (1.34) (3.92) (1.96) (1.45) (3.91)	56.6 55.5 50.7 50.1 55.6 58.8 55.1 63.6	(1.18) (1.93) (1.91) (2.07) (5.96) (2.81) (1.51) (5.96)	3.8 2.9 4.1 4.2 ‡ 2.0 2.4 1.6	(0.28) (0.40) (0.83) (0.93) (†) (0.35) (0.50) (0.43)	35.5 52.2 56.0 23.5 24.0 36.0 8.4	(1.17) (1.48) (2.40) (2.62) (4.89) (1.59) (2.46) (1.44)	11.6 16.3 13.4 14.5 5.1! 18.3 14.4 23.4	(0.93) (1.76) (1.49) (1.68) (1.92) (2.79) (1.17) (6.23)
Doctor's degree Public Private	59.8 52.3 67.8	(1.73) (2.17) (2.41)	55,200 44,190 64,120	(2,108) (1,604) (3,123)	66,040 52,870 76,720	(2,522) (1,919) (3,737)	7.1 7.9 6.2	(0.88) (1.48) (1.08)	92.9 92.1 93.8	(0.88) (1.48) (1.08)	38.4 29.7 47.6	(2.18) (1.80) (3.43)	2.9 3.6 2.2!	(0.41) (0.65) (0.65)	70.7 81.1 59.8	(3.03) (1.89) (5.02)	7.9 7.7 8.0	(0.79) (0.93) (1.36)
First-professional Public Private	84.9 84.4 85.4	(1.29) (1.96) (1.57)	81,400 73,230 87,800	, , ,	97,380 87,600 105,040	(2,131) (3,251) (2,612)	11.5 11.5 11.5	(1.12) (1.65) (1.46)	88.5 88.5 88.5	(1.12) (1.65) (1.46)	81.7 81.8 81.5	(1.35) (2.12) (1.67)	7.5 10.6 5.1	(0.83) (1.46) (0.85)	35.7 34.0 37.0	(1.89) (2.67) (2.56)	4.6 4.9 4.4	(0.75) (1.44) (0.72)
Other graduate	62.4	(6.48)	43,740	(3,904)	52,330	(4,671)	30.8	(6.54)	69.2	(6.54)	51.0	(6.62)	‡	(†)	25.5	(5.78)	6.2!	(2.33)
2011–12, all institutions Master's degree Public 4-year doctoral Other 4-year Private 4-year doctoral Other <sup>5</sup>	73.3 73.5 71.8 70.7 82.2 74.8 70.1 81.8	(0.90) (1.45) (2.24) (2.41) (3.71) (1.95) (2.41) (3.20)	\$74,710 58,590 50,200 50,620 46,900 64,510 67,130 61,140	(996) (1,142) (1,816) (2,015) (2,538) (1,456) (2,165) (1,816)	55,870 56,330 52,190 71,790 74,710	(1,109) (1,271) (2,021) (2,242) (2,825) (1,620) (2,410) (2,021)	17.4 16.2 16.3 15.4 18.2 19.6 16.1	(0.77) (1.28) (1.84) (2.03) (4.13) (1.80) (2.06) (3.09)	86.1 82.6 83.8 83.7 84.6 81.8 80.4 83.9	(0.77) (1.28) (1.84) (2.03) (4.13) (1.80) (2.06) (3.09)	62.3 63.0 58.2 57.0 69.5 66.5 59.5 77.0	(0.93) (1.44) (2.41) (2.60) (5.18) (2.13) (2.45) (3.66)	2.4 1.8 3.7 4.0 ‡ 0.4! ‡	(0.35) (0.80) (0.89) (†)	35.1 45.6 47.1 31.2 27.5 35.2 15.9	(1.19) (1.53) (2.35) (2.56) (3.46) (2.09) (2.96) (2.70)	8.8 10.3 10.8 5.9 7.8 7.8 7.6	(0.48) (0.70) (1.17) (1.28) (1.68) (0.88) (1.23) (1.04)
Doctor's degree—research/ scholarship Public Private	50.5 47.9 54.0	(1.42) (2.23) (1.86)	65,090 55,500 76,180	(2,343) (2,291) (4,351)	72,450 61,770 84,790	(2,608) (2,550) (4,843)	6.6 5.9 7.5	(0.73) (1.04) (1.07)	93.4 94.1 92.5	(0.73) (1.04) (1.07)	27.8 24.2 32.3	(1.19) (1.41) (2.30)	1.5! 2.1! ‡	(0.49) (0.78) (†)	79.8 87.2 70.1	(1.27) (1.59) (2.28)	24.0 27.0 20.1	(1.25) (1.93) (1.06)
Doctor's degree—professional practice and other <sup>6</sup> Public Private Other graduate	88.3 88.3 88.3 74.9	(0.90) (1.00) (1.28) (6.28)	110,570 102,220 116,000 57,540	(2,726)	123,050 113,770 129,100 64,040	(2,056) (3,034) (2,771) (6,072)	9.3 8.9 9.6 29.1	(0.88) (1.09) (1.22) (6.46)	90.7 91.1 90.4 70.9	(0.88) (1.09) (1.22) (6.46)	84.4 84.4 84.4 61.4	(1.03) (1.31) (1.50) (7.24)	4.5 8.1 2.2	(0.96) (2.27) (0.53) (†)	35.1 40.6 31.5 16.9	(1.66) (2.51) (2.19) (4.78)	4.4 5.4 3.7 5.5!	(0.51) (0.82) (0.62) (2.47)

Table 332.10. Amount borrowed, aid status, and sources of aid for full-time, full-year postbaccalaureate students, by level of study and control and level of institution: Selected years, 1992–93 through 2015–16—Continued

	C		ve borrowi and gradua			te					Aid statu	us (perco	ent of stu	ıdents)				
				Average a hose who									Source	of aid				
Level of study, control and level of institution	who bo	Percent rrowed		Current dollars		Constant 2018–19 dollars <sup>2</sup>	No	onaided	A	Any aid <sup>3</sup>	F	ederal4		State	Insti	utional	Er	mployer
1		2		3		4		5		6		7		8		9		10
2015–16, all institutions	68.3	(0.93)	\$80,750	(2,158)	\$85,830	(2,294)	17.0	(0.82)	83.0	(0.82)	54.0	(0.89)	3.3	(0.52)	46.6	(1.25)	6.9	(0.54)
Master's degree Public 4-year doctoral Other 4-year Private 4-year doctoral Other <sup>5</sup>	66.6 63.7 63.1 71.7 69.1 65.3 78.4	(1.45) (2.22) (2.34) (3.46) (1.74) (2.35) (2.23)	59,100 49,450 49,950 44,240 66,890 67,870 64,910	(1,608) (2,109) (2,287) (2,997) (2,295) (3,010) (2,838)	62,820 52,570 53,090 47,030 71,100 72,140 68,990	(1,709) (2,242) (2,431) (3,186) (2,439) (3,199) (3,016)	20.0 21.6 21.2 25.9 18.5 20.4 14.0	(1.17) (1.77) (1.86) (3.22) (1.52) (1.97) (1.56)	80.0 78.4 78.8 74.1 81.5 79.6 86.0	(1.17) (1.77) (1.86) (3.22) (1.52) (1.97) (1.56)	51.9 45.0 44.2 54.7 57.9 54.3 66.7	(1.48) (2.10) (2.23) (3.65) (1.98) (2.57) (2.52)	3.1 5.5 5.4 5.8! 1.0! 1.2! 0.7!	(0.35) (0.48)	41.6 44.4 46.2 23.6 39.1 39.7 37.7	(1.62) (2.17) (2.28) (4.31) (2.52) (3.06) (4.15)	9.0 6.6 6.6 6.3! 11.1 9.2 15.8	(0.75) (0.89) (0.96) (2.28) (1.14) (1.44) (1.46)
Doctor's degree—research/ scholarship Public Private	52.5 46.6 58.2	(2.13) (2.93) (3.11)	74,510 61,200 84,910	(3,435) (4,167) (5,368)	79,200 65,050 90,250	(3,652) (4,429) (5,706)	9.9 10.9 8.8	(1.05) (1.82) (1.18)	90.1 89.1 91.2	(1.05) (1.82) (1.18)	27.9 18.3 37.3	(1.94) (2.49) (2.86)	1.2 1.5 0.9!	(0.31) (0.44) (0.40)	71.9 78.7 65.2	(1.93) (2.56) (3.08)	6.2 5.0 7.4	(0.78) (0.90) (1.24)
Doctor's degree—professional practice and other <sup>6</sup> Public Private	80.3 79.8 80.7	(1.56) (2.45) (2.02)	121,940 99,450 138,370		129,610 105,710 147,070	(3,917)	14.0 15.9 12.6	(1.48) (2.29) (2.00)	86.0 84.1 87.4	(1.48) (2.29) (2.00)	73.0 71.8 74.0	(1.54) (2.26) (2.11)	4.6! 4.5 ‡	(1.57) (1.06) (†)	45.9 48.6 43.9	(2.17) (3.18) (2.93)	2.3 2.2! 2.5!	(0.68) (0.84) (1.04)
Other graduate	70.9	(4.84)	80,210	(8,667)	85,250	(9,213)	20.7	(3.95)	79.3	(3.95)	54.0	(5.41)	‡	(†)	28.2	(5.29)	10.7	(3.09)

<sup>—</sup>Not available.

<sup>6</sup>Professional practice doctor's degrees include most degrees that were classified as first-professional degrees prior to 2010–11 (such as M.D., D.D.S., and J.D.). "Other" doctor's degrees are those that are neither research/scholarship degrees nor professional practice degrees.

NOTE: Full-time, full-year students are those who were enrolled full time for 9 or more

NOTE: Full-time, full-year students are those who were enrolled full time for 9 or more months. Excludes students whose attendance status was not reported. Total includes some students whose level of study or control of institution was unknown. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude students attending institutions in Puerto Rico. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, 2007–08, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:93, NPSAS:2000, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

<sup>†</sup>Not applicable

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Includes all loans ever taken out for both graduate and undergraduate education. Does not include Parent Loans for Undergraduate Students (PLUS) or loans from families and friends. 2Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

<sup>&</sup>lt;sup>3</sup>Includes students who reported they were awarded aid but did not specify the source of aid.

Includes Department of Veterans Affairs and Department of Defense benefits.

<sup>&</sup>lt;sup>5</sup>Includes nonprofit 4-year nondoctoral institutions and for-profit 2-year-and-above institutions.

Table 332.45. Percentage of graduate degree completers with student loan debt and average cumulative amount owed, by level of education funded and graduate degree type, institution control, and degree program: Selected years, 1999–2000 through 2015–16

Graduate degree type, institution control, and				Loans	for graduat	e educatio	n only						Total Id	ans (for u	ndergradua	ite and gra	iduate educ	cation)		
degree program	199	99–2000	-	2003-04	,	2007–08	,	2011–12		2015–16	199	99–2000	2	2003-04		2007–08		2011–12		2015–16
1		2		3		4		5		6		7		8		9		10		11
Total	44.6	(1.06)	54.6	(1.77)	54.6	(1.18)	58.6	(1.25)	54.2	(1.05)	51.3	(1.00)	60.9	(1.72)	62.9	(1.15)	64.1	(1.23)	60.5	(1.08)
Postbaccalaureate certificate Public Private nonprofit Private for-profit Master's Public Private nonprofit Private for-profit Doctor's, research Public Private nonprofit Private nonprofit Private for-profit Doctor's, research Public Private nonprofit Private for-profit Doctor's, professional <sup>2</sup> Public Private nonprofit	35.8 33.4 32.8 39.9 35.6 44.1 60.4 38.8 34.6 46.0 79.4 83.6 76.7	(5.12) (6.29) (9.10) (†) (1.30) (1.53) (2.65) (11.61) (2.92) (3.35) (6.55) (†) (2.82) (4.65) (4.06)	46.3 30.1 70.3 ‡ 52.0 41.6 60.8 76.7 45.3 39.6 54.5 ‡ 84.8 87.2 82.8	(7.43) (5.25) (9.55) (†) (2.10) (2.20) (3.13) (10.88) (2.14) (2.52) (4.19) (†) (2.39) (2.82) (4.21)	54.6 49.5 45.1 54.7 ‡ 53.8 48.4 55.2 80.3 43.1 38.5 51.2 ‡ 83.8 82.8 84.5	(5.02) (7.45) (6.47) (†) (1.47) (1.79) (1.69) (6.41) (2.54) (3.39) (†) (2.09) (3.61) (2.42)	39.4 35.5 48.0 ‡ 59.0 60.8 74.9 40.7 35.3 39.9 95.1 84.6 85.9 84.2	(4.66) (6.04) (7.97) (†) (1.50) (2.19) (2.29) (4.97) (2.33) (2.73) (3.38) (3.45) (1.60) (2.72) (2.25)	54.2 47.6 39.0 53.5 72.5 52.8 49.1 53.0 67.5 43.6 32.7 46.8 75.8 73.5 74.1 71.3	(4.18) (5.78) (5.99) (4.88) (1.23) (1.87) (1.82) (3.18) (3.45) (3.96) (6.14) (6.27) (2.43) (4.18) (3.40)	49.2 51.2 40.4 47.2 43.7 50.9 61.6 43.6 39.5 50.9 \$1.2 84.7 79.0	(4.72) (5.62) (9.55) (†) (1.19) (1.57) (2.46) (10.98) (3.04) (3.52) (6.29) (†) (2.77) (4.57) (3.95)	53.0 39.9 73.1 ‡ 59.4 50.0 67.6 77.2 50.5 45.7 58.3 ‡ 84.8 87.2 82.8	(7.02) (6.22) (9.13) (†) (2.03) (2.28) (2.85) (10.76) (2.28) (2.82) (4.13) (†) (2.39) (2.39) (2.39) (2.39) (4.21)	64.1 64.5 63.8 ‡ 62.7 59.1 63.3 83.5 49.3 45.0 57.2 ‡ 84.9 84.9 84.3 85.4	(4.68) (6.95) (5.82) (†) (1.45) (1.87) (1.84) (6.34) (2.77) (3.73) (3.22) (†) (1.97) (3.28) (2.34)	44.5 41.5 50.5 \$65.2 62.1 64.6 78.6 47.5 42.1 48.7 95.1 84.9 85.9 85.9 84.7	(4.53) (5.84) (8.06) (†) (1.48) (2.14) (2.38) (4.86) (2.44) (3.04) (3.30) (3.45) (1.65) (2.72) (2.72) (2.31)	55.1 48.7 57.8 78.1 60.0 57.3 59.8 71.3 48.2 36.7 54.2 76.2 74.5 75.9	(3.88) (5.49) (6.03) (3.99) (1.28) (2.04) (1.74) (2.74) (3.51) (4.16) (6.01) (6.26) (2.39) (4.07) (3.42)
Private for-profit	‡	(†)	‡	` (†)	‡	` (†)	94.1	(5.12)	89.5	(1.95)	‡	(†)	‡	` (†)	‡	(†)	94.1	(5.12)	90.2	(1.82)
Graduate degree program Postbaccalaureate certificate Master of business administration (M.B.A.) Master of education (any) Other master of arts (M.A.) except in	35.8 35.7 35.7	(5.12) (2.70) (2.86)	46.3 49.2 49.1	(7.43) (5.05) (3.14)	49.5 54.2 55.5	(5.02) (3.45) (3.46)	39.4 49.4 59.7	(4.66) (4.63) (3.55)	47.6 43.8 51.2	(4.18) (3.41) (2.83)	49.2 41.0 45.6	(4.72) (2.78) (2.86)	53.0 54.8 60.2	(7.02) (4.67) (3.24)	64.1 60.6 68.4	(4.68) (3.29) (3.13)	44.5 57.0 67.3	(4.53) (4.78) (3.64)	55.1 51.0 61.9	(3.88) (3.34) (3.21)
education	46.8	(4.97)	57.7	(5.07)	60.4	(4.04)	62.1	(3.53)	51.9	(4.81)	55.6	(5.09)	62.6	(5.04)	66.6	(3.76)	69.5	(3.50)	58.5	(4.42)
Other master of science (M.S.) except in education Theology (M.Div., M.H.L., or B.D.) Other master's degree <sup>3</sup> Ph.D. except in education Education (any doctorate) Medicine (M.D. or D.O.)	35.9 ‡ 52.5 36.3 33.4 86.4	(2.89) (†) (4.06) (3.02) (6.36) (7.18)	40.0 ‡ 69.3 33.5 49.7 91.8	(3.85) (†) (4.70) (2.01) (4.81) (3.02)	45.8 ‡ 56.3 31.9 58.0 78.3	(2.88) (†) (2.65) (2.89) (5.68) (4.73)	53.6 ‡ 71.8 31.6 72.3 84.3	(2.47) (†) (2.61) (2.22) (3.46) (4.12)	49.5 ‡ 65.0 38.5 61.4 80.3	(2.42) (†) (2.65) (3.41) (6.82) (4.38)	41.9 ‡ 58.4 43.6 33.4 86.4	(2.58) (†) (3.85) (3.37) (6.36) (7.18)	47.1 ‡ 74.5 40.3 51.9 91.8	(4.12) (†) (4.33) (2.12) (4.75) (3.02)	53.9 ‡ 62.2 40.2 61.4 79.6	(2.83) (†) (2.69) (3.52) (5.44) (4.81)	59.3 ‡ 75.0 40.3 73.3 84.3	(2.56) (†) (2.55) (2.63) (3.33) (4.12)	56.1 ‡ 70.2 44.7 63.0 81.0	(2.33) (†) (2.53) (3.55) (6.74) (4.34)
Other health science professional practice doctorate <sup>4</sup> Law (LL.B. or J.D.) Other doctorate (non-Ph.D.) <sup>5</sup>	79.1 82.4 49.0	(6.47) (2.69) (7.64)	88.3 86.8 66.7	(4.13) (3.05) (4.99)	86.7 87.3 59.6	(5.64) (2.50) (4.47)	89.5 85.6 66.0	(3.54) (2.46) (4.09)	73.6 68.8 65.5	(6.22) (5.84) (7.35)	80.9 84.6 51.5	(6.47) (2.52) (7.46)	88.3 86.8 70.5	(4.13) (3.05) (4.56)	88.6 87.3 62.6	(4.54) (2.50) (4.47)	89.5 86.3 66.7	(3.54) (2.54) (4.15)	74.6 68.8 66.3	(5.94) (5.84) (7.42)
Total	\$22.200	(¢1 107)	\$39,460	(\$1,440)	¢42 600	(¢1 014)	¢50.420				unt owed (c			(¢1 E1C)	¢E1 720	(¢1 001)	¢72 120	(\$1 220\	¢02 010	(\$2.127\
Total Graduate degree type and institution control <sup>1</sup>	\$33,290	(\$1,197)	<b>\$39,400</b>	(\$1,440)	\$43,680	(\$1,014)	\$59,420	(\$1,257)	\$70,900	(\$Z,155)	\$37,890	(\$1,100)	\$45,600	(51,516)	\$51,730	(\$1,001)	\$73,130	(\$1,339)	\$82,810	(\$2,127)
Postbaccalaureate certificate Public Private nonprofit Private for-profit Master's Public Private nonprofit Private for-profit Doctor's, research Public Private nonprofit Private nonprofit Private for-profit Doctor's, professional <sup>2</sup> Public Private nonprofit Private for-profit Protor's, professional <sup>2</sup> Public Private for-profit Private for-profit	21,400 ‡ ‡ 23,540 19,720 27,330 29,670 34,650 28,730 42,770 ‡ 61,930 53,470 68,930	(3,254) (†) (†) (†) (967) (1,058) (1,795) (3,676) (3,721) (2,788) (9,509) (†) (2,712) (2,875) (4,244) (†)	20,900 10,310 26,880 ‡ 29,060 24,750 32,280 44,450 61,310 78,850 66,740 89,820 ‡	(4,492) (1,716) (5,250) (†) (1,145) (997) (1,729) (†) (3,051) (2,668) (5,721) (†) (3,858) (3,001) (5,753) (†)	31,370 32,070 30,280 4,330 31,110 38,020 33,870 62,730 51,180 78,810 91,470 81,450 97,530	(3,171) (5,333) (3,870) (†) (1,091) (1,095) (1,373) (6,033) (3,664) (3,468) (7,053) (†) (2,901) (4,652) (4,114)	44,240 40,370 48,610 ‡ 45,070 35,620 50,740 49,510 60,440 84,410 125,930 132,610 114,580 142,550 175,900	(5,085) (6,120) (8,683) (1) (1,252) (1,644) (1,994) (4,434) (2,757) (3,593) (5,554) (7,663) (3,070) (3,922) (4,118) (18,040)	54,090 43,270 65,680 61,300 50,290 42,330 56,350 66,010 101,490 84,820 89,430 144,890 771,670 130,750 205,050 167,380	(7,671) (8,478) (18,039) (6,394) (1,635) (2,369) (2,664) (3,347) (6,346) (9,384) (13,755) (7,544) (9,386) (8,468) (16,330) (5,860)	25,550 22,760 \$\frac{1}{2}\$ 29,390 25,570 32,730 40,920 37,330 31,740 45,330 \$\frac{1}{2}\$ 68,480 60,830 74,680	(2,679) (3,112) (†) (1,109) (1,099) (2,087) (6,394) (3,925) (3,044) (9,646) (1,2,993) (3,175) (4,574) (†)	29,920 19,060 37,770 \$\frac{1}{2}\$ 35,240 31,440 37,700 \$\frac{1}{2}\$ \$6,210 48,430 66,550 \$\frac{1}{2}\$ 90,630 78,030 102,330 \$\frac{1}{2}\$	(4,291) (2,980) (4,980) (†) (1,327) (1,294) (2,166) (†) (3,211) (3,004) (6,411) (4,157) (3,182) (6,075) (†)	38,640 38,680 38,222 \$\pmu\$ 43,860 38,750 46,790 54,120 65,210 54,020 81,360 91,860 109,070 \$\pmu\$	(3,633) (4,797) (6,019) (†) (1,168) (1,328) (1,606) (6,093) (3,443) (3,277) (6,631) (†) (3,184) (5,142) (4,637) (†)	60,790 57,050 67,960 \$\pmu\$ 60,000 49,100 64,660 71,900 80,330 63,230 85,400 140,330 150,140 130,210 160,200 184,690	(5,338) (6,204) (10,010) (11,472; (2,182) (2,168) (3,704) (3,289) (3,982) (5,396) (7,749) (3,645) (4,118) (5,015) (21,607)	66,550 50,130 80,010 95,500 64,770 53,470 70,59 8,680 106,430 90,510 92,370 153,200 140,070 217,830 186,790	(7,946) (8,080) (19,084) (8,527) (1,688) (2,397) (2,702) (4,064) (6,551) (8,614) (13,680) (8,520) (10,316) (9,564) (18,532) (5,877)

Table 332.45. Percentage of graduate degree completers with student loan debt and average cumulative amount owed, by level of education funded and graduate degree type, institution control, and degree program: Selected years, 1999–2000 through 2015–16—Continued

Graduate degree type, institution control, and				Loans	for graduat	e educatio	n only						Total I	oans (for u	ındergradu	ate and gra	aduate educ	cation)		
degree program	199	99–2000	2	2003-04		2007–08		2011–12		2015–16	199	99–2000	:	2003-04		2007-08		2011–12		2015-16
1		2		3		4		5		6		7		8		9		10		11
Graduate degree program Postbaccalaureate certificate Master of business administration (M.B.A.) Master of education (any) Other master of arts (M.A.) except in	21,400 27,930 17,990	(3,254) (2,856) (1,244)	20,900 36,090 25,940	(4,492) (4,254) (1,449)	31,370 36,420 29,920	(3,171) (3,676) (1,705)	44,240 40,860 41,600	(5,085) (2,884) (2,509)	54,090 50,150 41,750	(7,671) (3,784) (3,419)	25,550 33,060 22,470	(2,679) (2,437) (1,627)	29,920 42,720 31,780	(4,291) (4,543) (1,934)	38,640 47,500 39,340	(3,633) (3,012) (2,543)	60,790 51,430 58,720	(5,338) (3,819) (3,718)	66,550 65,090 54,180	(7,946) (4,175) (3,409)
education Other master of science (M.S.) except in education	22,900 23,000	(1,985) (1,621)	28,180 29,810	(3,721)	35,960 33,610	(3,199)	48,850 45,450	(3,553)	52,920 47,950	(5,165)	30,730 31,320	(2,913) (2,421)	37,420 35,150	(3,923)	47,960 42,910	(4,166) (2,414)	66,340 60,900	(5,564) (3,011)	71,470 61,200	(5,044) (2,954)
Theology (M.Div., M.H.L., or B.D.) Other master's degree <sup>3</sup> Ph.D. except in education Education (any doctorate) Medicine (M.D. or D.O.) Other health science professional practice	26,820 33,870 ‡ 78,660	(1,654) (1,654) (4,154) (1,069)	27,150 41,860 48,210 108,110	(1,823) (2,962) (9,267) (8,209)	40,690 47,950 58,550 128,260	(†) (1,878) (2,850) (7,140) (7,373)	48,960 66,450 80,940 166,330	(2,320) (3,268) (6,008) (7,790)	57,340 96,750 101,730 223,060	(3,589) (7,789) (12,692) (24,919)	32,950 33,740 \$7,020	(2,182) (4,219) (4,317)	32,840 45,080 51,590 118,690	(1) (2,536) (2,767) (8,728) (7,793)	48,820 49,180 60,980 135,510	(2,086) (2,931) (7,025) (7,906)	62,490 65,070 93,820 182,610	(2,566) (3,456) (7,235) (8,001)	73,730 97,000 109,880 241,560	(3,643) (7,873) (13,724) (30,768)
doctorate4 Law (LL.B. or J.D.) Other doctorate (non-Ph.D.) <sup>5</sup>	72,470 51,760 36,800	(6,419) (2,207) (6,987)	79,020 71,320 64,060	(9,754) (3,936) (5,041)	91,750 82,770 81,350	(8,221) (2,640) (7,115)	133,510 126,570 104,950		190,310 129,290 115,510	(16,900) (10,279) (12,106)	80,590 57,490 44,970	(6,322) (2,541) (6,843)	94,870 82,080 71,140	(10,227) (4,463) (6,520)	108,280 94,350 88,870	(9,453) (3,166) (7,019)	157,690 140,420 119,170	(7,895) (5,883) (6,600)	198,760 142,870 129,840	(16,398) (10,786) (11,534)
											red (constar									
Total Creducts degree type and institution control	\$49,800	(\$1,791)	\$53,710	(\$1,960)	\$52,250	(\$1,213)	\$66,130	(\$1,399)	\$75,440	(\$2,291)	\$56,680	(\$1,748)	\$62,060	(\$2,064)	\$61,880	(\$1,197)	\$81,390	(\$1,490)	\$88,020	(\$2,261)
Graduate degree type and institution control¹ Postbaccalaureate certificate Public Private nonprofit Private for-profit Master's Public Private nonprofit Private for-profit Doctor's, research Public Private nonprofit Private for-profit Doctor's, professional² Public Private for-profit Private for-profit Private for-profit Private for-profit	32,020 ‡ ‡ 35,220 29,500 40,880 44,390 51,830 42,980 63,980 ‡ 92,640 79,990 103,130	(4,868) (†) (†) (1,447) (1,583) (2,685) (5,566) (4,171) (14,226) (†) (4,058) (4,301) (6,349)	28,450 14,030 36,580 ‡ 39,550 33,690 43,940 ‡ 70,810 60,500 83,440 ‡ 107,310 90,830 122,240	(6,113) (2,336) (7,145) (†) (1,559) (1,357) (2,353) (†) (4,152) (3,632) (7,786) (5,251) (4,084) (7,830)	37,530 38,370 36,220 ‡ 41,070 37,220 45,490 40,520 75,050 61,230 94,290 ‡ 109,430 97,440 116,680	(3,794) (6,380) (4,630) (1,311) (1,311) (1,643) (7,218) (4,149) (8,438) (1) (3,470) (5,566) (4,922)	49,240 44,930 54,100 ‡ 50,160 39,650 56,470 55,100 86,340 67,260 93,950 140,150 147,580 127,520 158,650	(5,659) (6,811) (9,664) (†) (1,393) (1,830) (2,219) (4,935) (3,069) (6,181) (8,528) (3,417) (4,365) (4,583)	217,950	(8,154) (9,012) (19,174) (6,797) (1,738) (2,518) (2,518) (2,832) (3,558) (6,746) (9,974) (14,620) (8,019) (9,977) (9,001) (17,357)	38,220 34,050 ‡ ‡ 43,970 61,220 55,850 47,490 67,810 ‡ 102,450 91,000 111,720	(4,007) (4,656) (†) (1,659) (1,644) (3,123) (9,565) (5,872) (4,554) (14,431) (4,477) (4,749) (6,843)	40,720 25,940 51,410 ‡ 47,970 51,310 ‡ 76,500 65,920 90,580 ‡ 123,350 106,190 139,270	(5,841) (4,056) (6,777) (†) (1,806) (1,761) (2,948) (4) (4,370) (4,088) (8,725) (5,657) (4,330) (8,268)	46,230 46,280 45,720 ‡ 52,470 64,6360 55,970 64,750 78,020 97,340 ‡ 122,750 109,890 130,490	(4,346) (5,739) (7,200) (†) (1,397) (1,589) (1,922) (7,290) (4,119) (3,920) (7,933) (†) (3,809) (6,152) (5,547)	67,650 63,490 75,640 ‡ 66,780 54,650 71,960 80,020 89,400 70,370 95,040 156,170 167,090 144,910 178,300	(5,940) (6,904) (11,141) (1) (1,638) (2,4428) (2,413) (4,123) (4,123) (4,432) (6,005) (8,624) (4,057) (4,583) (5,582)	70,740 53,290 85,040 101,510 68,840 75,030 94,260 113,130 96,200 98,180 167,150 194,730 148,880 231,530	(8,446) (8,588) (20,284) (9,064) (1,794) (2,548) (2,872) (4,319) (6,963) (9,156) (14,541) (9,056) (10,166) (19,698)
Graduate degree program Postbaccalaureate certificate Master of business administration (M.B.A.) Master of education (any) Other master of arts (M.A.) except in	32,020 41,790 26,920	(4,868) (4,273) (1,861)	28,450 49,120 35,300	(6,113) (5,790) (1,972)	37,530 43,570 35,790	(3,794) (4,397) (2,039)	195,760 49,240 45,480 46,300	(5,659) (3,209) (2,792)	57,490 53,300 44,380	(8,154) (4,022) (3,635)	38,220 49,450 33,610	(4,007) (3,646) (2,433)	40,720 58,140 43,260	(5,841) (6,183) (2,632)	46,230 56,830 47,060	(4,346) (3,604) (3,042)	67,650 57,240 65,350	(5,940) (4,250) (4,138)	70,740 69,180 57,590	(8,446) (4,438) (3,624)
education Other master of science (M.S.) except in	34,270	(2,970)	38,350	(5,064)	43,020	(3,827)	54,370	(3,954)	56,250	(5,490)	45,980	(4,358)	50,930	(5,339)	57,370	(4,984)	73,830	(6,193)	75,970	(5,362)
education Theology (M.Div., M.H.L., or B.D.) Other master's degree <sup>3</sup> Ph.D. except in education Education (any doctorate) Medicine (M.D. or D.O.) Other health science professional practice doctorate <sup>4</sup>	34,420	(2,425) (†) (2,474) (6,214) (†) (6,088) (9,603)	40,570 ‡ 36,950 56,970 65,620 147,130 107,550	(4,033) (†) (2,480) (4,031) (12,612) (11,173) (13,275)	40,210 ‡ 48,680 57,360 70,050 153,450 109,760	(2,457) (†) (2,247) (3,409) (8,542) (8,820) (9,835)	50,590 ‡ 54,490 73,950 90,080 185,110 148,590	(2,969) (†) (2,582) (3,637) (6,686) (8,669) (7,817)	50,970 ‡ 60,950 102,840 108,130 237,090 202,290	(3,210) (†) (3,815) (8,279) (13,491) (26,487) (17,964)	46,860 ‡ 49,290 50,480 ‡ 130,190 120,570	(3,622) (†) (3,265) (6,311) (†) (6,459) (9,457)	47,830 ‡ 44,690 61,350 70,210 161,530 129,120	(4,223) (†) (3,452) (3,765) (11,879) (10,606) (13,919)	51,330 ‡ 58,400 58,840 72,960 162,120 129,540	(2,888) (†) (2,495) (3,507) (8,404) (9,458) (11,309)	67,780 ‡ 69,550 72,420 104,410 203,230 175,500	(3,351) (†) (2,856) (3,847) (8,052) (8,905)	65,050	(3,140) (†) (3,873) (8,368) (14,588) (32,704) (17,430)
Law (LL.B. or J.D.) Other doctorate (non-Ph.D.) <sup>5</sup>	77,440 55,050	(3,301) (10,454)	97,060 87,180	(5,357) (6,860)	99,020 97,320	(3,158) (8,512)	140,870 116,800	(5,610)		(17,904) (10,926) (12,867)	86,010 67,270	(3,801) (10,237)	111,720 96,820	(6,073) (8,873)	112,880	(3,788) (8,397)	156,280	(6,747) (6,547) (7,345)	151,860 138,000	(17,430) (11,465) (12,260)

<sup>†</sup>Not applicable.

NOTE: Data refer to students who completed graduate degrees in the academic years indicated. Data are based on the principal balance (excluding interest) as of June 30th of the survey year (e.g., the 2015–16 data are based on the principal balance as of June 30, 2016). Average amounts owed were calculated only for graduate degree completers who had outstanding loans at the level of education indicated. Data include federal and private student loans, but exclude Parent PLUS loans. Direct Subsidized Loans for graduate students were discontinued after academic year 2011–12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2007–08, 2011–12, and 2015–16 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, NPSAS:08, NPSAS:12, and NPSAS:16). (This table was prepared October 2019.)

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Individuals who attended more than one institution for graduate studies are included in the subtotals by degree type but excluded from the detail by control of institution.

<sup>&</sup>lt;sup>2</sup>Includes chiropractic, dentistry, law, medicine, optometry, pharmacy, podiatry, and veterinary medicine.

<sup>&</sup>lt;sup>3</sup>Includes public administration or policy, social work, fine arts, public health, and other.

<sup>&</sup>lt;sup>4</sup>Includes chiropractic, dentistry, optometry, pharmacy, podiatry, and veterinary medicine.

fincludes science or engineering, psychology, business or public administration, fine arts, theology, and other. Estimates for 2011–12 and 2015–16 also include "other professional practice doctoral degrees," which were not reported as a separate category in previous years.

<sup>&</sup>lt;sup>6</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Table 333.10. Revenues of public degree-granting postsecondary institutions, by source of revenue and level of institution: Selected years, 2007–08 through 2017–18

					Operating	j revenue			
			G	rants and contracts		0.1			
Level of institution and year	Total revenues	Tuition and fees <sup>1,2</sup>	Federal <sup>2</sup>	State	Local and private	Sales and services of auxiliary enterprises <sup>1</sup>	Sales and services of hospitals	Independent operations	Other operating revenues <sup>3</sup>
1	2	3	4	5	6	7	8	9	10
				In thou	sands of current d	lollars			
All levels 2007-08 2010-11 2014-15 2015-16 2016-17 2017-18	\$273,070,439 324,473,342 346,812,800 364,349,979 390,508,373 408,855,251	\$48,068,614 60,268,927 73,476,374 76,603,554 79,244,979 81,300,494	\$25,499,038 29,821,416 27,290,446 27,677,857 28,267,575 29,529,310	\$7,831,049 7,019,420 7,409,069 7,779,950 8,017,761 8,804,327	\$8,699,401 10,110,953 12,460,665 12,979,361 13,812,044 14,187,478	\$20,487,684 23,605,640 26,583,777 27,585,281 28,421,678 28,987,897	\$25,183,379 30,998,993 41,582,927 45,956,104 50,089,201 53,558,528	\$1,174,836 1,330,334 1,508,778 1,537,639 1,635,853 1,805,852	\$14,085,890 15,758,118 19,489,191 20,825,325 21,535,947 22,699,302
4-year 2007-08 2010-11 2014-15 2015-16 2016-17 2017-18	223,530,092 266,688,058 290,239,686 308,813,202 335,175,388 353,195,723	40,083,063 51,046,786 64,152,076 67,533,647 70,090,665 72,453,183	23,500,633 27,656,656 25,570,548 26,106,025 26,800,717 27,988,187	5,715,188 5,480,573 5,578,550 6,007,791 6,142,106 6,415,440	8,106,887 9,543,780 11,912,198 12,472,377 13,304,532 13,623,951	18,507,688 21,506,767 24,830,846 25,984,815 26,896,786 27,557,917	25,183,379 30,998,993 41,582,927 45,956,104 50,089,201 53,558,528	1,174,836 1,330,334 1,508,778 1,537,639 1,635,853 1,805,852	13,112,536 14,830,150 18,615,218 19,950,465 20,640,711 21,794,537
2-year 2007-08 2010-11 2014-15 2015-16 2016-17 2017-18	49,540,347 57,785,284 56,573,114 55,536,777 55,332,985 55,659,527	7,985,551 9,222,142 9,324,298 9,069,907 9,154,315 8,847,312	1,998,404 2,164,760 1,719,898 1,571,832 1,466,858 1,541,123	2,115,861 1,538,848 1,830,518 1,772,158 1,875,655 2,388,887	592,513 567,174 548,467 506,984 507,512 563,527	1,979,996 2,098,872 1,752,931 1,600,466 1,524,892 1,429,979	0 0 0 0 0	0 0 0 0 0	973,353 927,968 873,974 874,859 895,236 904,764
All levels				Per	centage distribution	on			
All levels 2007-08 2010-11 2014-15 2015-16 2016-17 2017-18	100.00 100.00 100.00 100.00 100.00 100.00	17.60 18.57 21.19 21.02 20.29 19.88	9.34 9.19 7.87 7.60 7.24 7.22	2.87 2.16 2.14 2.14 2.05 2.15	3.19 3.12 3.59 3.56 3.54 3.47	7.50 7.28 7.67 7.57 7.28 7.09	9.22 9.55 11.99 12.61 12.83 13.10	0.43 0.41 0.44 0.42 0.42 0.44	5.16 4.86 5.62 5.72 5.51 5.55
4-year 2007-08 2010-11 2014-15 2015-16 2016-17 2017-18	100.00 100.00 100.00 100.00 100.00 100.00	17.93 19.14 22.10 21.87 20.91 20.51	10.51 10.37 8.81 8.45 8.00 7.92	2.56 2.06 1.92 1.95 1.83 1.82	3.63 3.58 4.10 4.04 3.97 3.86	8.28 8.06 8.56 8.41 8.02 7.80	11.27 11.62 14.33 14.88 14.94 15.16	0.53 0.50 0.52 0.50 0.49 0.51	5.87 5.56 6.41 6.46 6.16 6.17
2-year 2007-08 2010-11 2014-15 2015-16 2016-17 2017-18	100.00 100.00 100.00 100.00 100.00 100.00	16.12 15.96 16.48 16.33 16.54 15.90	4.03 3.75 3.04 2.83 2.65 2.77	4.27 2.66 3.24 3.19 3.39 4.29	1.20 0.98 0.97 0.91 0.92 1.01	4.00 3.63 3.10 2.88 2.76 2.57	0.00 0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00 0.00	1.96 1.61 1.54 1.58 1.62 1.63
All levels			Revenu	e per full-time-equi	valent student in o	constant 2018–19 do	ollars <sup>4</sup>		
2010–11 2014–15 2015–16 2016–17 2017–18	\$32,846 33,049 34,223 35,897 37,771 38,686	\$5,782 6,139 7,251 7,547 7,665 7,693	\$3,067 3,037 2,693 2,727 2,734 2,794	\$942 715 731 767 775 833	\$1,046 1,030 1,230 1,279 1,336 1,342	\$2,464 2,404 2,623 2,718 2,749 2,743	\$3,029 3,157 4,103 4,528 4,845 5,068	\$141 135 149 151 158 171	\$1,694 1,605 1,923 2,052 2,083 2,148
4-year 2007-08 2010-11 2014-15 2015-16 2016-17 2017-18	43,719 45,104 44,150 46,137 47,462 48,321	7,840 8,633 9,758 10,090 9,925 9,912	4,596 4,678 3,890 3,900 3,795 3,829	1,118 927 849 898 870 878	1,586 1,614 1,812 1,863 1,884 1,864	3,620 3,637 3,777 3,882 3,809 3,770	4,925 5,243 6,325 6,866 7,093 7,327	230 225 230 230 232 247	2,565 2,508 2,832 2,981 2,923 2,982
<b>2-year</b> 2007–08 2010–11 2014–15 2015–16 2016–17 2017–18	15,478 14,797 15,891 16,067 16,885 17,077	2,495 2,361 2,619 2,624 2,793 2,714	624 554 483 455 448 473	661 394 514 513 572 733	185 145 154 147 155 173	619 537 492 463 465 439	0 0 0 0 0	0 0 0 0 0	304 238 246 253 273 278

				Nonc	perating reve	enue				0	ther revenues	and addition	18
	,	Appropriations	3	Non	operating gra	nts						Additions	
								Investment	Other non-	Capital	Capital	to per- manent	
Level of institution and year	Federal	State	Local	Federal	State	Local	Gifts	return (gain or loss)	operating revenues	appro- priations	grants and gifts	endow- ments	Other
1	11	12	13	14	15	16	17	18	19	20	21	22	23
						In thousa	nds of curre	nt dollars					
All levels 2007–08	\$1,849,775	\$68,394,962	\$9,302,794 10,023,157	\$10,045,255 24,231,846	\$1,925,994	\$177,116 228,055	\$6,053,147 6,287,358	\$5,278,656 14,215,863	\$2,234,287	\$7,575,827	\$3,092,817 3,745,699	\$1,151,300	\$4,958,618
2010–11 2014–15	1,946,965	63,063,322 65,172,431	11.248.036	21,590,392	3,404,970 4,406,434	291,197	8,087,953	1,342,180	6,888,955 5,155,201	5,645,126 6,295,695	3,709,702	965,007 1,012,258	4,913,217 6,920,335
2015–16 2016–17	1,666,978 1,923,743	67,145,689 68,641,049	12,213,323 12,958,544	20,477,681 19,697,011	4,861,395 5,163,737	417,856 432,922	8,490,640 8,264,805	15,042,298	5,417,126 8,072,507	6,467,364 6,575,388	3,781,347 3,665,778	1,130,058 1,189,554	7,408,716 7,855,999
2017–18	2,036,103	72,891,268	13,401,408	20,903,792	5,645,582	382,323	9,099,000	16,923,007	7,408,113	6,335,749	4,010,781	1,360,786	7,584,152
<b>4-year</b> 2007–08	1,776,452	53,268,648	436,856	5,194,645	1,217,818	103,824	5,781,369	4,430,479	1,773,078	5,635,746	2,764,505	1,138,323	4,624,141
2010–11 2014–15	1,853,109 1,675,671	49,025,814 51,089,552	507,010 587,588	11,812,776 11,329,817	2,320,005 2,866,382	130,451 158,091	6,061,629 7,767,802	1,194,597	6,061,802 4,464,354	3,884,591 4,632,561	3,249,844 3,383,607	943,748 998,211	4,661,730 6,340,310
2015–16 2016–17	1,617,876 1,884,327	53,067,153 54,721,859 58,513,022	1,051,753 1,400,806	11,522,288	3,008,676 3,227,298	205,597 243,196	8,207,812 7,995,012	14,811,646	4,666,805 7,230,940	4,742,620 4,994,288	3,482,369 3,307,489	1,117,698 1,176,695	6,802,323 7,181,945
2017–18	1,984,446	58,513,022	1,708,949	12,507,190	4,024,166	234,277	8,786,344	16,581,753	6,643,024	4,708,911	3,686,661	1,347,758	7,271,628
<b>2-year</b> 2007–08	73,324	15,126,314	8,865,938	4,850,610	708,176	73,292	271,778	848,177	461,209	1,940,082	328,312	12,978	334,477
2010–11 2014–15	93,856 104,087	14,037,508 14,082,879	9,516,147 10,660,448	12,419,069 10,260,575 8,955,393	1,084,965 1,540,052	97,604 133,106 212,259	225,730 320,151	434,353 147,583 155,366	827,153 690,846	1,760,535 1,663,135	495,855 326,095	21,258 14,047 12,361	251,487 580,025 606,393
2015–16 2016–17	49,102 39,417	14,078,537 13,919,190	11,161,570 11,557,739	8,297,696	1,852,719 1,936,438	189,726	282,827 269,793	230,652	750,321 841,567	1,724,744 1,581,100	298,979 358,288	12,859	674.054
2017–18	51,656	14,378,246	11,692,459	8,396,602	1,621,417	148,046 Perce	312,656 entage distrib	341,254	765,089	1,626,839	324,120	13,028	312,524
All levels 2007–08	0.68	25.05	3.41	3.68	0.71	0.06	2.22	1.93	0.82	2.77	1.13	0.42	1.82
2010-11	0.60	19.44	3.41 3.09 3.24	7.47	1.05 1.27	0.07	1.94 2.33	4.38	2.12	1.74	1.15	0.30	1.51
2014–15 2015–16	0.51 0.46	18.79 18.43	3.35	6.23 5.62	1.33	0.08 0.11	2.33	0.39 1.08	1.49 1.49	1.82 1.78	1.07 1.04	0.29 0.31	1.51 2.00 2.03
2016–17 2017–18	0.49 0.50	17.58 17.83	3.32 3.28	5.04 5.11	1.32 1.38	0.11 0.09	2.12 2.23	3.85 4.14	2.07 1.81	1.68 1.55	0.94 0.98	0.30 0.33	2.01 1.85
<b>4-year</b> 2007–08	0.79	23.83	0.20	2.32	0.54	0.05	2.59	1.98	0.79	2.52	1.24	0.51	2.07
2010–11 2014–15	0.69	18.38 17.60	0.19	4.43	0.87	0.05 0.05	2.27 2.68	5.17 0.41	2.27 1.54	1.46 1.60	1.22	0.35 0.34	1.75 2.18 2.20
2015–16 2016–17	0.58 0.52 0.56	17.18 16.33	0.20 0.34 0.42	3.90 3.73 3.40	0.99 0.97 0.96	0.07 0.07	2.66 2.39	1.22 4.42	1.51 2.16	1.54 1.49	1.13	0.36 0.35	2.20 2.14
2017–18	0.56	16.57	0.48	3.54	1.14	0.07	2.49	4.69	1.88	1.33	1.04	0.38	2.06
<b>2-year</b> 2007–08	0.15	30.53	17.90	9.79	1.43	0.15	0.55	1.71	0.93	3.92	0.66	0.03	0.68
2010–11 2014–15	0.16 0.18	24.29 24.89	16.47 18.84	21.49 18.14	1.88 2.72	0.17 0.24	0.55 0.39 0.57	0.75 0.26	1.43 1.22	3.05 2.94	0.86 0.58	0.04 0.02	0.68 0.44 1.03
2015–16 2016–17	0.09 0.07	25.35 25.16	20.10 20.89	16.13 15.00	3.34 3.50	0.38 0.34	0.51 0.49	0.28 0.42	1.35 1.52	3.11 2.86	0.54 0.65	0.02 0.02	1.09 1.22
2017–18	0.09	25.83	21.01	15.09	2.91	0.27	0.56	0.61	1.37	2.92	0.58	0.02	0.56
All levels								in constant 20					
2007–08 2010–11	\$222 198	\$8,227 6,423	\$1,119 1,021	\$1,208 2,468	\$232 347	\$21 23	\$728 640	\$635 1,448	\$269 702	\$911 575	\$372 382	\$138 98	\$596 500
2014–15 2015–16	176 164	6,431 6,615	1,110 1,203	2,131 2,018	435 479	29 41	798 837	132 387	509 534	621 637	366 373	100 111	683 730
2016–17 2017–18	186 193	6,639 6,897	1,253 1,268	1,905 1,978	499 534	42 36	799 861	1,455 1,601	781 701	636 599	355 379	115 129	760 718
4-year													
2007–08 2010–11	347 313	10,418 8,292	85 86	1,016 1,998	238 392	20 22	1,131 1,025	867 2,331	347 1,025	1,102 657	541 550	223 160	904 788
2014–15 2015–16	255 242	7,771 7,928	89 157	1,723 1,721	436 450	24 31	1,182 1,226	182 563	679 697	705 709	515 520	152 167	964 1,016
2016–17 2017–18	267 271	7,749 8,005	198 234	1,614 1,711	457 551	34 32	1,226 1,132 1,202	2,097 2,269	697 1,024 909	707 644	468 504	167 184	964 1,016 1,017 995
<b>2-year</b> 2007–08													
2010–11	23 24 29	4,726 3,594	2,770 2,437	1,515 3,180	221 278	23 25 37	85 58	265 111	144 212	606 451	103 127	4 5	105 64
2014–15 2015–16	14	3,956 4,073	2,995 3,229	2,882 2,591	433 536	61	90 82	41 45	194 217	467 499	92 86	4 4	163 175
2016–17 2017–18	12 16	4,248 4,411	3,527 3,587	2,532 2,576	591 497	58 45	82 96	70 105	257 235	482 499	109 99	4 4	206 96

<sup>&</sup>lt;sup>1</sup>After deducting discounts and allowances.

data according to either Governmental Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2009 through Spring 2019, Finance component. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>Public institutions typically report Pell grants as revenues from federal grants and as allowances that reduce revenues from tuition and fees.

<sup>&</sup>lt;sup>3</sup>Includes sales and services of educational activities.

<sup>&</sup>lt;sup>4</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting

Table 333.20. Revenues of public degree-granting postsecondary institutions, by source of revenue and state or jurisdiction: 2017–18 [In thousands of current dollars]

					perating revenue				Nor	noperating rever	2116	
				U,	State, local,	Sales and			INOI	loperaung rever	lue	
				Federal	and private	services of	Sales and	Independent		State	Local	Other
Otata and invitadiation	Total	T-4-1	Tuition	grants and	grants and	auxiliary	services of	operations	T-1-M	appro-	appro-	revenues and
State or jurisdiction	revenues	Total	and fees <sup>1,2</sup>	contracts <sup>2</sup>	contracts	enterprises <sup>1</sup>	hospitals	and other <sup>3</sup>	Total <sup>4</sup>	priations	priations	additions
1	2	3	4	5	6	7	8	9	10	11	12	13
United States Alabama	<b>\$408,855,251</b> 8,716,819	<b>\$240,873,187</b> 6,217,058	<b>\$81,300,494</b> 1,989,264	<b>\$29,529,310</b> 714,569	<b>\$22,991,804</b> 271,299	<b>\$28,987,897</b> 572,120	<b>\$53,558,528</b> 2,280,790	<b>\$24,505,154</b> 389,016	\$148,690,596 2,234,559	<b>\$72,891,268</b> 1,404,166	<b>\$13,401,408</b> 2,917	<b>\$19,291,468</b> 265,202
Alaska Arizona	855,302 7,078,915	380,903 3,974,707 2,981,845	135.131	122,752	63,130 293,523	39,222 454,067	0	20,668	419,453	325,302 745,394	13.986	54,946 93,697
Arkansas	4,396,924	2,981,845	2,435,757 626,140	571,274 228,792	202,433	320,765	1,231,064	220,086 372,652	1,305,929	764,581	890,883 34,966	109,150
California	63,233,502	36,323,599	8,024,339	3,701,170	4,007,661	2,448,689	12,064,599	6,077,142	24,418,114	11,563,516	4,048,931	2,491,789
Colorado Connecticut	7,889,190 3,923,056 1,425,523	6,542,222 2,129,856	2,393,366 766,751	1,068,569 176,905	820,575 98,656	647,436 321,640	1,035,850 439,491	576,425 326,413	1,006,648 1,402,990	44,306 1,124,904	100,434 0	340,321 390,211
Delaware District of Columbia	1,425,523 159,987	962,176 57,169	525,959 33,759	137,165 13,829	83,272 5,969	162,662 417	0	53,117 3,194	451,405 91,169	236,699 80,000	0 0	11,942 11,649
Florida	13,472,403	6,136,343	2,509,411	1,177,619	1,350,949	919,685	Ő	178,679	6,728,937	4,195,023	Ö	607,122
Georgia Hawaii	9,246,194 1,846,509	5,337,378 793,277	2,271,578 259,446	938,347 305,248	666,834	925,084 100,246	236,420 0	299,115 37,901	3,567,264 846,279	2,442,075 485,153	737 0	341,551 206,954
Idaho	1,387,428	704,885	366,495	133,117	90,435 49,038	105,163	0	51,072	637,327	431,993	31,430	45,216
Illinois Indiana	14,459,180 7,385,602	6,236,993 4,661,601	2,458,427 2,451,011	798,550 600,871	386,482 317,358	859,753 812,256	835,807 0	897,975 480,105	8,147,020 2,508,441	2,282,662 1,566,933	1,164,980 8,802	75,167 215,561
lowa	7,081,669	5,121,444	1,407,655	501,295	162,970	597,416	2,040,227	411,881	1,391,815	806,471	153,442	568,411
Kansas Kentucky	3,854,195 6,453,223	2,269,389 4.573,365	978,546 1,111,410	317,642 438,287	213,591 250,934	471,928 396,679	0 1,893,750	287,683 482,305	1,428,852 1,613,590	735,972 879,606	307,814 25,389	155,953 266,269
Louisiana Maine	4,392,001 922,920	4,573,365 2,805,547 507,618	1,206,100 249,040	298,239 60,202	755,312 54,950	405,966 83,935	18,785	482,305 121,145 59,492	1,613,590 1,365,564 392,066	780,591 276,659	0 0	266,269 220,890 23,236
Maryland	7,395,279	4,198,607	1,777,871	774,498	464,032	742,916	0	439,291	2,745,123	1,754,397	415,121	1
Massachusetts Michigan	5,639,240 18,552,490	3,496,215 12,897,848	1,508,549 4,376,569	404,013 1,592,860	290,572 605,115	582,469 1,230,407	0 4,438,744	710,612 654,152	1,924,525 5,215,134	1,461,553 1,851,003	0	451,548 218,500 439,508
Minnesota	5,794,811	3,158,962	1,353,065	456,774	486,453	677,439	0	185,232	2,428,356	1,395,343	573,630 0	207,493
Mississippi	4,627,187	2,962,437	738,965	350,505	223,880	370,549	1,097,356	181,182	1,478,340	900,717	73,997	186,410
Missouri Montana	5,451,878 1,144,329 2,869,951	3,579,142 731,595 1,523,962	1,157,516 314,429	220,362 173,512 275,053	188,370 43,844 215,889	839,160 106,763 376,305	1,014,469 0	159,264 93,047	1,734,982 358,538 1,197,775	866,474 231,921	162,976 11,098	137,755 54,195 148,215
Nebraska Nevada	2,869,951 1,913,800	1,523,962 927,392	502,317 431,319	275,053 168,216	215,889 73,255	376,305 97,199	22,333 0	132,064 157,402	1,197,775 853,065	706,512 610,647	179,912 0	148,215 133,344
New Hampshire	1,072,058	768,862	392,934	67,823	55,871	220,407	0	31,827	265,463	127,475	0	37,732
New Jersey New Mexico	8,681,858 3,822,225	5,023,918 2,338,552	2,440,064 318,233	561,548 382,522	391,964 143,447	563,624 97,433	782,023 1,222,291	284,695 174,626	3,391,225 1,383,717	1,731,245 743,941	213,900 273,450	266,714 99,956
New York North Carolina	18,270,637 12,279,465	2,338,552 9,154,681 5,465,160	2,784,447 2,056,200	766,020 992,922	1,362,005 309,430	719,850 1,845,806	3,255,196	174,626 267,163 260,802	8,435,340 6,253,077	5,163,444 3,916,624	1,032,349 250,200	680,616 561,228
North Dakota	1,183,443	746,007	330,578	140,754	59,170	108,926	0	106,579	415,376	311,308	4,707	22,060
Ohio	15,013,059	10,613,391 2,965,434	3,727,381	682,204	630,381	1,230,740	3,980,411 98,766	362,274	3,975,751 1,407,262	2,108,298	203,217	423,917
Oklahoma Oregon	4,555,584 7,573,819	5,516,113	1,011,723 1,335,342	322,787 701,629	304,899 393,511	551,231 584,029	2,278,051	676,028 223,552	1,838,945	702,760 848,629	64,797 273,572	182,888 218,760
Pennsylvania Rhode Island	16,181,115 887,305	12,971,027 548,547	4,518,170 306,552	1,376,998 71,040	714,326 31,503	1,111,380 109,630	4,240,139 0	1,010,016 29,822	3,098,216 251,985	1,301,307 175,942	118,653 0	111,872 86,773
South Carolina	4,994,148 937,110	3,532,139 556,120	1,681,901	422,744	493,918	541,823	0	391.752	1,324,853	649,971	75,821	137,155 81,548
South Dakota Tennessee	937,110 4,845,600	556,120 2,383,086	263,673 1,170,821	95,715 278,557	62,603 322,859	76,735 377,189	0	57,394 233,660	299,443 2,262,071	201,270 1,310,889	0	81,548 200,444
Texas Utah	44,583,655 7,261,544	18,772,861 5,346,507	6,038,734 884,630	2,185,617 509,073	2,697,356 178,024	1,660,613 279,888	3,013,706 2,209,201	3,176,834 1,285,691	19,780,081 1,568,327	6,163,142 942,253	2,189,620	6,030,712 346,710
Vermont	926,655	755,131	412,792	124,364	70,731	113,130	2,209,201	34,114		73,329	0	4,643
Virginia	11,710,707	7,705,123	2,971,140	917,166	285,935 946,454	1,477,155	1,672,286	381,440	3,508,504	1,806,299	4,104	497,080
Washington West Virginia	10,679,623 1,920,743	7,621,928 1,290,117	2,072,003 635,377	1,295,707 134,673	220.911	807,479 243,556	2,008,317 0	491,968 55,601	2,673,494 589,591	1,528,779 362,646	0 833	384,202 41,036
Wisconsin Wyoming	6,791,863 923,839	3,999,110 349,451	1,460,158 100,831	648,199 75,636	513,835 62,982	494,859 62,378	0	882,058 47,625	2,601,182 450,921	1,338,784 303,171	446,893 47,847	191,572 123,467
U.S. Service Academies	2,189,686	256,386	26,625	55,377	2,910	41,700	148,455	-18,680	1,845,125	129,186	0	88,175
Other jurisdictions	1,540,141	418,746	95,182	162,720	42,012	9,249	68,198	41,384	1,113,295	781,855	45,961	8,099
American Samoa Federated States of	16,947	9,196	1,128	5,625	0	334	0		7,750	2,028	0	0
Micronesia	19,865	11,385	1,061	2,627	4,889	1,711	0	1,095	8,480	0 404	0 700	0
Guam Marshall Islands	146,093 15,180	63,431 7,226	16,538 625	31,078 4,326	2,382 0	2,798 894	0	10,636 1,380	82,515 7,335	30,491 3,120	21,722	147 620
Northern Marianas Palau	20,180 9,437	11,097 4,406	2,454 2,255	8,396 1,599	0	225 170	0	22 383	9,082	5,634 2,411	0	0
Puerto Rico	1,237,067	272,288	57,590	87,820	31,505	1,615	68,198	25,561	962,439	738,172	2,119	2,340
U.S. Virgin Islands	75,372	39,717	13,532	21,249	3,235	1,503	0	198	30,663	0	22,120	4,992

<sup>&</sup>lt;sup>1</sup>After deducting discounts and allowances.

data according to either Governmental Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detail may not sum to totals because

of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2019, Finance component. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>Public institutions typically report Pell grants as revenues from federal grants and as allowances that reduce revenues from tuition and fees. <sup>3</sup>Includes sales and services of educational activities.

<sup>&</sup>lt;sup>4</sup>Includes other categories not separately shown. NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting

Table 333.40. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years, 1999–2000 through 2017–18

	Selected y	ears, 1999	9–2000 thro	ougn 2017-	-18							
					Private gif	ts, grants, and	contracts					
			Federal	State and local			Private gifts and					
		Student tuition and	appropri- ations,	appropri- ations,		Private	contribu- tions from	Investment		Auxiliary enterprises		
Level of institution and year	Total	fees (net of allowances) <sup>1</sup>	grants, and contracts <sup>1,2</sup>	grants, and contracts	Total	grants and contracts	affiliated entities	return (gain or loss)	Educational activities	(net of allowances)	Hospitals	Other
1	2	3	4	5	6	7	8	9	10	allowarices)	12	13
				0		thousands of			10		12	
<b>All levels</b> 1999–2000	\$120,625,806	\$29,651,812	¢12 101 927	\$1,697,979	\$16,488,984			¢27 762 510	\$2,865,606	¢9 217 607	¢7 209 600	\$4,439,874
2004–05 2006–07	140,150,716 182,377,987	41,394,424 47,482,331	\$12,191,827 19,699,204	1,957,921 2,164,167	16,738,916 20,194,264		Ξ	\$37,763,518 30,431,521 55,907,577	3.595.559	\$8,317,607 10,823,963	\$7,208,600 10,377,808 12,636,904	5,131,401 7,402,884
2007–08 2008–09	139,261,907 69,064,340	50,741,273 53,698,893	20,193,722 20,204,251 21,026,721	2,386,121 2,391,238	20,991,920 17,670,642	_	=	6,261,553 -64,204,943	4,104,373 4,848,435 4,787,360	12,291,765 12,930,918 13,579,506	13,298,642 14,790,231	7,598,794 5,324,691
2009–10		56.386.895	22.913.755	2.193.062		\$4.189.574	\$13,829,726	28.427.192	4.821.683	14.080.329		5.304.802
2010–11 2011–12	168,688,480 207,132,349 161,843,203	60,069,691 63,010,873	24,319,663 24.147.131	2,165,584 1,964,921	18,019,300 22,096,853 21,619,470	4,379,206 4,446,517	17,717,647 17,172,953	53,574,169 4,538,153	4,979,595 5.082.873	14,797,601 15,500,185	16,541,461 17,521,091 18,658,649	7,608,102 7,320,948
2012–13 2013–14	202,042,331 228,806,876	65,562,231 67,681,378	23,710,290 23,640,029	1,939,417 1,971,815	22,335,345 25,842,976	4,834,258 5,152,784	17,501,087 20,690,192	38,532,782 57,147,772	5,530,428 6,280,766	15,969,232 16,407,013	19,011,711 20,667,484	9,450,894 9,167,642
2014–15	200,395,534 182,571,838	70,181,110 72,100,188	24 186 839	2,113,187 2,162,083	26,932,309 28,622,642		21.412.204		6,702,519 7,042,281	16 883 478	23,880,282	8,240,906 10,192,778
2015–16 2016–17	242,602,673	73.966.392	23,471,268 25,244,371	2,103,049	28,864,670	5,520,105 5,819,574 6,197,207	22,803,069 22,667,463	21,274,906 -2,735,211 48,838,957	7,516,359	17,608,294 18,004,385	24,107,516 26,744,919	11,319,571
2017–18 <b>4-year</b>	248,465,960	75,871,170	26,440,108	2,165,914	30,668,285	6,574,834	24,093,451	45,451,443	7,991,521	18,326,993	29,399,644	12,150,882
1999–2000 2004–05	119,708,625 139,528,763	29,257,523 41,045,608 47,211,942	12,133,829	1,673,707 1 931 021	16,346,616 16,671,017	_	=	37,698,219 30,408,545 55,857,135	2,837,784 3,581,869	8,261,507 10,784,161	7,208,600 10,377,808	4,290,841 5,106,733
2006–07 2007–08	139,528,763 181,850,660 138,760,610	47,211,942 50,436,622	19,622,002 20,137,197 20,143,562	1,931,021 2,143,146 2,361,744	16,671,017 20,144,883 20,938,758	_	_	55,857,135 6,273,767	3,581,869 4,096,086 4,837,355	10,784,161 12,253,089 12,892,828	10,377,808 12,636,904 13,298,642	5,106,733 7,370,278 7,577,331
2008–09	68,617,705	53,399,912	20,967,794	2,370,169	17,624,319	_	_	-64,172,755	4,781,845	13,542,690	14,790,231	5,313,500
2009–10 2010–11	168,169,216 206,473,105	56,087,965 59,603,541	22,843,520 24,260,568 24,098,863	2,179,050 2,150,124 1,953,307	17,968,453 22,057,300 21,580,612	4,185,607 4,376,381 4,444,004	13,782,846 17,680,919 17,136,608	28,406,397 53,557,782 4,532,992	4,814,283 4,975,158 5,079,866	14,044,652 14,762,888 15,471,860	16,541,461 17,521,091 18,658,649	5,283,434 7,584,652 7,298,849
2011–12 2012–13	161,246,877 201,526,648	62,571,879 65,213,804	23,664,427	1,925,893	22 293 530	4,831,951	17,461,579	38,519,232	5,527,564	15,939,735	19,011,711	9,430,753
2013–14 2014–15	228,233,305	67,325,986 69,519,464	23,578,760 24,127,099	1,959,405 2,102,335	25,792,211	5,149,819	20,642,392 21,376,727	57,105,397	6,278,456	16,376,022 16,840,357	20,667,484 23,880,282	9,149,584 8,217,562
2015–16 2016–17	199,546,338 181,729,580 241,772,907	71,425,134 73,307,606	23,427,914 25,206,303	2,155,610 2,097,462	26,895,138 28,581,387 28,824,410	5,518,411 5,816,843 6,194,800	22,764,544 22,629,610	21,267,202 -2,736,188 48,824,390	6,696,900 7,037,367 7,511,347	17,562,236 17,964,144	24,107,516 26,744,919	10,168,604 11,292,325
2017–18	247,644,652	75,218,369	26,404,744	2,159,775	30,615,084	6,572,718	24,042,366	45,435,307	7,986,306	18,290,555	29,399,644	12,134,868
<b>2-year</b> 1999–2000	917,181	394,289	57,998	24,272	142,368	_	_	65,299	27,822	56,100	0	149,033
2004–05 2006–07	917,181 621,953 527,327	348,815 270,389	77,202 56,525	24,272 26,900 21,021	67,899 49,381	_	=	22,976 50,442	13,690 8,288	39,802 38,675	0	24,668 32,606
2007–08 2008–09	501,297 446,635	304,651 298,981	60,689 58,927	24,377 21,069	53,162 46,323		=	-12,214 -32,187	11,080 5,515	38,091 36,816	0	21,462 11,191
2009–10 2010–11	519,264 659,244	298,930 466,149	70,235 59,095	14,012 15,460	50,847 39,553	3,967 2,825	46,880	20,795 16,388	7,400 4,437	35,677 34,712	0	21,368 23,450
2010–11 2011–12 2012–13	596,326 515,683	438,994 348,427	48,269 45,863	11,614 13,524	38,858 41,815	2,513 2,307	46,880 36,727 36,345 39,508	5,161 13,550	3,007 2,865	28,325 29,498	0	22,099 20,140
2013–14	573,571	355,392	61,269	12,409	50,766	2,965	47,800	42,376	2,311	30,991	0	18,058
2014–15 2015–16	849,197 842,258	661,646 675,053	59,740 43,354	10,852 6.473	37,171 41,256	1,694 2,731	35,477 38 525	7,704 976	5,619 4,913	43,121 46,058	0	23,344 24,174
2016–17 2017–18	829,766 821,309	658,786 652,801	38,068 35,364	6,473 5,587 6,139	40,260 53,201	2,407 2,116	38,525 37,853 51,085	14,567 16,135	5,012 5,216	40,241 36,438	0	27,245 16,014
	52.,500	332,331		2,102		Percentage			-,			
<b>All levels</b> 1999–2000	100.00	24.58	10.11	1.41	13.67	_	_	31.31	2.38	6.90	5.98	3.68
2004–05 2006–07	100.00 100.00	29.54 26.04	14.06 11.07	1.40 1.19	11.94 11.07	_	=	21.71 30.65	2.57 2.25	7.72 6.74	7.40 6.93	3.68 3.66 4.06
2007–08 2008–09	100.00 100.00	36.44 77.75	14.51 30.45	1.71 3.46	15.07 25.59	_	_	4.50 -92.96	3.48 6.93	9.29 19.66	9.55 21.42	5.46 7.71
2009–10 2010–11	100.00 100.00	33.43 29.00	13.58 11.74	1.30 1.05	10.68 10.67	2.48 2.11	8.20 8.55	16.85 25.86	2.86 2.40	8.35 7.14	9.81 8.46	3.14
2011–12 2012–13	100.00 100.00 100.00	38.93 32.45	14.92 11.74	1.21 0.96	13.36 11.05	2.75 2.39	10.61 8.66	2.80 19.07	3.14 2.74	9.58 7.90	11.53 9.41	3.67 4.52 4.68
2013–14	100.00	29.58	10.33	0.86	11.29	2.25	9.04	24.98	2.75	7.17	9.03	4.01
2014–15 2015–16	100.00 100.00	35.02 39.49	12.07 12.86	1.05 1.18	13.44 15.68	2.75 3.19	10.68 12.49	10.62 -1.50	3.34 3.86	8.43 9.64	11.92 13.20	4.11 5.58
2016–17 2017–18	100.00 100.00	30.49 30.54	10.41 10.64	0.87 0.87	11.90 12.34	2.55 2.65	9.34 9.70	20.13 18.29	3.10 3.22	7.42 7.38	11.02 11.83	4.67 4.89
4-year	100.00	04.44	40.44	4.40	40.00			04.40	0.07		0.00	0.50
1999–2000 2004–05	100.00 100.00 100.00	24.44 29.42	10.14 14.06	1.40 1.38	13.66 11.95	_	=	31.49 21.79 30.72	2.37 2.57	6.90 7.73	6.02 7.44	3.58 3.66 4.05
2006–07 2007–08	100.00	25.96 36.35	11.07 14.52	1.18 1.70	11.08 15.09	_	=	4.52	2.25 3.49	6.74 9.29	6.95 9.58	5.46
2008–09 2009–10	100.00	77.82 33.35	30.56 13.58	3.45 1.30	25.68 10.68	2.49	8.20	-93.52 16.89	6.97 2.86	19.74 8.35	21.55 9.84	7.74 3.14
2010–11 2011–12	100.00 100.00 100.00	28.87 38.81	11.75 14.95	1.04 1.21	10.68 13.38	2.49 2.12 2.76	8.56 10.63	25.94 2.81	2.41 3.15	7.15 9.60	8.49 11.57	3.67 4.53
2012–13 2013–14	100.00 100.00	32.36 29.50	11.74 10.33	0.96 0.86	11.06 11.30	2.40 2.26	8.66 9.04	19.11 25.02	2.74 2.75	7.91 7.18	9.43 9.06	4.68 4.01
2014–15	100.00	34.84	12.09	1.05	13.48	2.77	10.71	10.66	3.36	8.44	11.97	4.12
2015–16 2016–17	100.00 100.00	39.30 30.32	12.89 10.43	1.19 0.87	15.73 11.92	3.20 2.56	12.53 9.36	-1.51 20.19	3.87 3.11	9.66 7.43	13.27 11.06	5.60 4.67
2017–18	100.00	30.37	10.66	0.87	12.36	2.65	9.71	18.35	3.22	7.39	11.87	4.90

Table 333.40. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years, 1999-2000 through 2017-18-Continued

					Private nif	ts, grants, and	contracts					
Level of institution and year	Total 2	Student tuition and fees (net of allowances) <sup>1</sup>	Federal appropri- ations, grants, and contracts <sup>1,2</sup>	State and local appropri- ations, grants, and contracts	Total 6	Private grants and contracts	Private gifts and contribu- tions from affiliated entities	Investment return (gain or loss)	Educational activities	Auxiliary enterprises (net of allowances)	Hospitals 12	<u> </u>
2-vear		3	4	3	0	,	0	3	10	"	12	10
1999–2000 2004–05 2006–07 2007–08 2008–09	100.00 100.00 100.00 100.00 100.00	42.99 56.08 51.28 60.77 66.94	6.32 12.41 10.72 12.11 13.19	2.65 4.33 3.99 4.86 4.72	15.52 10.92 9.36 10.60 10.37	_ _ _ _	_ _ _ _	7.12 3.69 9.57 -2.44 -7.21	3.03 2.20 1.57 2.21 1.23	6.12 6.40 7.33 7.60 8.24	0.00 0.00 0.00 0.00 0.00	16.25 3.97 6.18 4.28 2.51
2009–10 2010–11 2011–12 2012–13 2013–14	100.00 100.00 100.00 100.00 100.00	57.57 70.71 73.62 67.57 61.96	13.53 8.96 8.09 8.89 10.68	2.70 2.35 1.95 2.62 2.16	9.79 6.00 6.52 8.11 8.85	0.76 0.43 0.42 0.45 0.52	9.03 5.57 6.09 7.66 8.33	4.00 2.49 0.87 2.63 7.39	1.43 0.67 0.50 0.56 0.40	6.87 5.27 4.75 5.72 5.40	0.00 0.00 0.00 0.00 0.00	4.12 3.56 3.71 3.91 3.15
2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00	77.91 80.15 79.39 79.48	7.03 5.15 4.59 4.31	1.28 0.77 0.67 0.75	4.38 4.90 4.85 6.48	0.20 0.32 0.29 0.26	4.18 4.57 4.56 6.22	0.91 0.12 1.76 1.96	0.66 0.58 0.60 0.64	5.08 5.47 4.85 4.44	0.00 0.00 0.00 0.00	2.75 2.87 3.28 1.95
				Revenu	e per full-time	equivalent stu	udent in const	ant 2018–19 d	lollars <sup>3</sup>			
All levels 1999–2000 2004–05 2006–07 2007–08 2008–09	\$71,078 64,531 76,404 54,878 26,446	\$17,472 19,060 19,892 19,995 20,562	\$7,184 9,070 8,460 7,962 8,051	\$1,001 902 907 940 916	\$9,716 7,707 8,460 8,272 6,766		_ _ _ _	\$22,252 14,012 23,422 2,467 -24,585	\$1,689 1,656 1,719 1,911 1,833	\$4,901 4,984 5,149 5,096 5,200	\$4,248 4,778 5,294 5,241 5,663	\$2,616 2,363 3,101 2,994 2,039
2009–10 2010–11 2011–12 2012–13 2013–14	62,281 72,235 54,360 65,994 73,483	20,818 20,949 21,164 21,415 21,736	8,460 8,481 8,111 7,745 7,592	810 755 660 633 633	6,653 7,706 7,262 7,295 8,300	\$1,547 1,527 1,494 1,579 1,655	\$5,106 6,179 5,768 5,716 6,645	10,496 18,683 1,524 12,586 18,353	1,780 1,737 1,707 1,806 2,017	5,199 5,160 5,206 5,216 5,269	6,107 6,110 6,267 6,210 6,637	1,959 2,653 2,459 3,087 2,944
2014–15 2015–16 2016–17 2017–18	62,958 56,531 73,251 73,205	22,049 22,325 22,333 22,354	7,599 7,268 7,622 7,790	664 669 635 638	8,461 8,863 8,715 9,036	1,734 1,802 1,871 1,937	6,727 7,061 6,844 7,099	6,684 -847 14,746 13,391	2,106 2,181 2,269 2,355	5,304 5,452 5,436 5,400	7,502 7,465 8,075 8,662	2,589 3,156 3,418 3,580
4-year 1999–2000 2004–05 2006–07 2007–08 2008–09	72,049 65,025 76,844 55,171 26,498	17,609 19,129 19,950 20,054 20,621	7,303 9,145 8,509 8,009 8,097	1,007 900 906 939 915	9,839 7,769 8,513 8,325 6,806	_ _ _ _	_ _ _	22,689 14,171 23,603 2,494 -24,781	1,708 1,669 1,731 1,923 1,847	4,972 5,026 5,178 5,126 5,230	4,339 4,836 5,340 5,288 5,712	2,583 2,380 3,114 3,013 2,052
2009–10 2010–11 2011–12 2012–13 2013–14	62,599 72,778 54,697 66,380 73,891	20,878 21,009 21,225 21,481 21,797	8,503 8,551 8,175 7,795 7,634	811 758 663 634 634	6,689 7,775 7,320 7,343 8,350	1,558 1,543 1,507 1,592 1,667	5,131 6,232 5,813 5,752 6,683	10,574 18,878 1,538 12,688 18,488	1,792 1,754 1,723 1,821 2,033	5,228 5,204 5,248 5,250 5,302	6,157 6,176 6,329 6,262 6,691	1,967 2,673 2,476 3,106 2,962
2014–15 2015–16 2016–17 2017–18	63,531 56,953 73,891 73,841	22,133 22,384 22,404 22,428	7,681 7,342 7,704 7,873	669 676 641 644	8,563 8,957 8,809 9,129	1,757 1,823 1,893 1,960	6,806 7,134 6,916 7,169	6,771 -858 14,922 13,548	2,132 2,205 2,296 2,381	5,362 5,504 5,490 5,454	7,603 7,555 8,174 8,766	2,616 3,187 3,451 3,618
<b>2-year</b> 1999–2000 2004–05 2006–07 2007–08 2008–09	25,762 23,864 25,706 22,216 20,292	11,075 13,384 13,181 13,501 13,584	1,629 2,962 2,755 2,690 2,677	682 1,032 1,025 1,080 957	3,999 2,605 2,407 2,356 2,105	_ _ _ _	_ _ _ _	1,834 882 2,459 -541 -1,462	781 525 404 491 251	1,576 1,527 1,885 1,688 1,673	0 0 0 0	4,186 947 1,589 951 508
2009–10 2010–11 2011–12 2012–13 2013–14	23,531 21,651 20,391 20,140 22,970	13,546 15,310 15,011 13,608 14,233	3,183 1,941 1,651 1,791 2,454	635 508 397 528 497	2,304 1,299 1,329 1,633 2,033	180 93 86 90 119	2,124 1,206 1,243 1,543 1,914	942 538 176 529 1,697	335 146 103 112 93	1,617 1,140 969 1,152 1,241	0 0 0 0	968 770 756 787 723
2014–15 2015–16 2016–17 2017–18	20,198 21,767 20,801 20,355	15,737 17,446 16,514 16,179	1,421 1,120 954 876	258 167 140 152	884 1,066 1,009 1,319	40 71 60 52	844 996 949 1,266	183 25 365 400	134 127 126 129	1,026 1,190 1,009 903	0 0 0 0	555 625 683 397

years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2001 through Spring 2007, Enrollment component; Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2001 through Spring 2019, "This integration of the property of the p Finance component. (This table was prepared December 2019.)

¹Private institutions typically report Pell grants as revenues from tuition and fees rather than as revenues from federal grants.

<sup>&</sup>lt;sup>2</sup>Includes independent operations.

<sup>&</sup>lt;sup>3</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor

Statistics, U.S. Department of Labor, adjusted to a school-year basis. NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal

Table 333.50. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and classification of institution: 2017-18

		Student	Federal	State	Local		Private gifts and					
		tuition and	appropri-	appropri-	appropri-		contribu-			Auxiliary		
		fees (net of	ations, grants, and	ations,	ations, grants, and	Private grants and	tions from affiliated	Investment return (gain	Educa- tional	enterprises (net of		
Classification of institution	Total	allowances)1	contracts <sup>1,2</sup>	contracts	contracts	contracts	entities	or loss)	activities	allowances)	Hospitals	Other
1	2	3	4	5	6	7	8	9	10	11	12	13
		,			In	thousands of	current dollar	'S				
Total	\$248,465,960				\$489,217			\$45,451,443			\$29,399,644	\$12,150,882
4-year Research university, very high <sup>3</sup>	247,644,652 127,519,521	75,218,369 19,589,241	26,404,744 20,165,663	1,671,850 858,374	487,925 226,256	6,572,718 4,337,374 333,538	24,042,366 11,619,637	45,435,307 30,437,749	7,986,306 5,994,725	18,290,555 5,427,298	29,399,644 20,368,962	12,134,868 8,494,243
Research university, high <sup>4</sup> Doctoral/research <sup>5</sup>	127,519,521 17,828,061 11,115,848	7,265,595 7,304,558	1,361,977 294,560	858,374 126,482 105.899	29,551 3,535	333,538 52,501	2,196,512 725,714	2,751,321 960,244	892,017 53,624	1,645,394 1,262,889	502,711	722,962 352,324
Master's <sup>6</sup>	34,970,904	22,545,043	852,411	261,910	8,968	155,239	2.602.695	2,627,314	166,748	4,781,855	13,773	954,946
Baccalaureate <sup>7</sup> Special-focus institutions <sup>8</sup>	27,564,073 28,646,245	10,398,318 8,115,613	635,604 3,094,529	103,155 216,031	4,319 215,297	259,275 1,434,791	4,374,179 2,523,629	6,651,087 2,007,593	161,084 718,108	4,286,562 886,556	0 8,514,198	690,490 919,902
Arts, music, or design Business and management	2,916,192 726,431	1,806,906 438,264	36.917	13,611 10,049	5,135	27,569 3,542	334,008 60,632	275,785 82,235	18,030 5,471	322,001 91,229	0	76,230 7,848
Engineering and other			27,161		Ī							·
technology-related Faith related	318,482 2,228,694	180,748 631,585	2,971 46,384	1,086 2,290	0 311	1,483 55,994	41,776 739,305	54,054 437,937	1,443 12,151	28,918 175,748	0	6,003 126,990
Law Medical schools and centers	472,683	335,577	8,943	2,614	422	4,393	33,424	60,914	558	14,733	0	11,104
and other heath	01 000 500	4.000.010	0.011.504	100.005	100.075	1 224 202	1 041 000	1.001.704	000 001	017.074	0.514.100	CCE 000
professions schools Tribal colleges <sup>9</sup>	21,262,589 90,269	4,366,610 7,683	2,811,524 72,413	180,905 1,242	199,975 242	1,334,393 1,199	1,241,892 958	1,061,734 443	668,261 697	217,274 978	8,514,198 0	665,823 4,413
Other special focus	630,905	348,240	88,214	4,233	9,213	6,218	71,634	34,491	11,496	35,674	0	21,491
2-year Associate's colleges	821,309 804,017	652,801 651,623	35,364 23,238	4,847 3,684	1,292 717	2,116 906	51,085 50,485	16,135 16,100	5,216 5,142	36,438 36,162	0	16,014 15,959
Tribal colleges <sup>9</sup>	17,292	1,178	12,126	1,163	575	1,210	600	35	73	276	Ö	15,959 55
							distribution			Г		
Total	100.00 100.00	<b>30.54</b> 30.37	10.64 10.66	<b>0.67</b> 0.68	0.20 0.20	2.65 2.65	<b>9.70</b> 9.71	<b>18.29</b> 18.35	3.22 3.22	<b>7.38</b> 7.39	<b>11.83</b> 11.87	4.89 4.90
4-year Research university, very high <sup>3</sup>	100.00	15.36	15.81	0.67	0.18	3.40	9.11	23.87	4.70	4.26	15.97	6.66
Research university, high <sup>4</sup> Doctoral/research <sup>5</sup>	100.00 100.00	40.75 65.71	7.64 2.65	0.71 0.95	0.17 0.03	1.87 0.47	12.32 6.53	15.43 8.64	5.00 0.48	9.23 11.36	2.82 0.00	4.06 3.17
Master's <sup>6</sup> Baccalaureate <sup>7</sup>	100.00 100.00	64.47 37.72	2.44 2.31	0.75 0.37	0.03 0.02	0.44 0.94	7.44 15.87	7.51 24.13	0.48 0.58	13.67 15.55	0.04 0.00	2.73 2.51
Special-focus institutions <sup>8</sup>	100.00	28.33	10.80	0.75	0.75	5.01	8.81	7.01	2.51	3.09	29.72	3.21
Arts, music, or design Business and management	100.00 100.00	61.96 60.33	1.27 3.74	0.47 1.38	0.18 0.00	0.95 0.49	11.45 8.35	9.46 11.32	0.62 0.75	11.04 12.56	0.00 0.00	2.61 1.08
Engineering and other technology-related	100.00	56.75	0.93	0.34	0.00	0.47	13.12	16.97	0.45	9.08	0.00	1 88
Faith related	100.00	28.34	2.08	0.10	0.01	2.51	33.17	19.65	0.55	7.89	0.00	1.88 5.70
Law Medical schools and centers	100.00	70.99	1.89	0.55	0.09	0.93	7.07	12.89	0.12	3.12	0.00	2.35
and other heath professions schools	100.00	20.54	13.22	0.85	0.94	6.28	5.84	4.99	3.14	1.02	40.04	3.13
Tribal colleges <sup>9</sup> Other special focus	100.00 100.00	8.51 55.20	80.22 13.98	1.38 0.67	0.27 1.46	1.33 0.99	1.06 11.35	0.49 5.47	0.77 1.82	1.08 5.65	0.00 0.00	4.89 3.41
	100.00	79.48	4.31	0.59	0.16	0.39	6.22	1.96	0.64	4.44	0.00	1.95
2-year Associate's colleges	100.00	81.05	2.89	0.46	0.09	0.11	6.28	2.00	0.64	4.50	0.00	1.98
Tribal colleges <sup>9</sup>	100.00	6.81	70.13	6.73	3.33	7.00	3.47	0.20 current dollars	0.42	1.60	0.00	0.32
Total	\$71,719	\$21,900	\$7,632	\$484	\$141	\$1,898	\$6,954	\$13,119	\$2,307	\$5,290	\$8,486	\$3,507
4-year	72,342	21.973	7,713	488	143 393	1,920	7,023	13,273 52,935	2,333	5,343	8,588	
Research university, very high <sup>3</sup> Research university, high <sup>4</sup>	221,773 61,028	34,068 24,871	35,071 4,662	1,493 433	393 101	7,543 1,142	20,208 7,519	52,935 9,418	10,426 3,054	9,439 5,632	35,424 1,721	3,545 14,773 2,475
Doctoral/research5	31,512	20,708	835	300	10	149	2,057	2,722	152	3.580	0	999
Master's <sup>6</sup> Baccalaureate <sup>7</sup>	27,217 46,210	17,546 17,432	663 1,066	204 173	7 7	121 435	2,026 7,333	2,045 11,150	130 270	3,722 7,186	11 0	999 743 1,158
Special-focus institutions <sup>8</sup> Arts, music, or design	88,963 49,511	25,204 30,678	9,610 627	671 231	669 87	4,456 468	7,837 5,671	6,235 4,682	2,230 306	2,753 5,467	26,441 0	2,857 1,294
Business and management	30,453	18,373	1,139	421	0	148	2,542	3,447	229	3,824	Ő	329
Engineering and other technology-related	26,022	14,768	243	89	0	121	3,413	4,417	118	2,363	0	490
Faith related Law	32,957 46,224	9,340 32,816	686 875	34 256	5 41	828 430	10,932 3,269	6,476 5,957	180 55	2,599 1,441	0	1,878 1,086
Medical schools and centers	70,224	32,010	0/3	230		430	0,203	0,557	33	1,771		1,000
and other heath professions schools	159,165	32,687	21,046	1,354	1,497	9,989	9,296	7,948	5,002	1,626	63,735	4,984 2,143
Tribal colleges <sup>9</sup> Other special focus	43,841 46,696	3,731 25,775	35,169 6,529	603 313	118 682	582 460	465 5,302	215 2,553	339 851	475 2,640	0	2,143 1,591
2-year	19,942	15,850	859	118	31	51	1,240	392	127	885	0	389
Associate's colleges	19,712	15,975	570	90	18	22	1,238	395	126	887	0	391
Tribal colleges <sup>9</sup>	43,667	2,974	30,622	2,937	1,452	3,055	1,515	88	185	698	0	140

<sup>&</sup>lt;sup>1</sup>Private institutions typically report Pell grants as revenues from tuition and fees rather than

<sup>9</sup>Tribally controlled colleges, which are located on reservations and are members of the American Indian Higher Education Consortium.

NOTE: Relative levels of research activity for research universities were determined by an

analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the Carnegie 2015 classification system used in this table may be obtained from <a href="https://carnegieclassifications.">https://carnegieclassifications.</a> iu.edu/downloads/CCIHE2015-FactsFigures.pdf. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated

Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component; and Spring 2019, Finance component. (This table was prepared December 2019.)

as revenues from federal grants. <sup>2</sup>Includes independent operations.

<sup>&</sup>lt;sup>3</sup>Research universities with a very high level of research activity.

<sup>4</sup>Research universities with a high level of research activity.

<sup>5</sup>Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have high levels of research activity.

finstitutions that award at least 50 master's and fewer than 20 doctor's degrees per year. 7Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees.

<sup>&</sup>lt;sup>8</sup>Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.

Table 333.55. Total revenue of private for-profit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years, 1999-2000 through 2017-18

	• '	•							
Level of institution and year	Total	Student tuition and fees (net of allowances) <sup>1</sup>	Federal appropriations, grants, and contracts <sup>1</sup>	State and local appropriations, grants, and contracts	Private gifts, grants, and contracts	Investment return (gain or loss)	Educational activities	Auxiliary enterprises (net of allowances)	Other
1	2	3	4	5	6	7	8	9	10
		T		In thou	isands of current of	dollars			
All levels 1999–2000 2010–11 2013–14 2014–15 2015–16 2016–17 2017–18	\$4,321,985 28,285,216 22,645,566 19,665,772 17,049,389 15,778,912 13,233,730	\$3,721,032 25,157,459 20,481,607 17,705,922 15,493,140 14,427,696 12,374,965	\$198,923 1,583,370 941,363 848,223 712,642 520,794 228,157	\$71,904 157,290 77,986 53,217 46,680 40,206 21,357	\$2,151 31,272 12,206 15,935 14,901 12,588 12,175	\$18,537 32,551 43,032 45,317 27,484 41,453 58,806	\$70,672 402,206 256,321 224,389 176,339 203,365 159,937	\$156,613 542,622 482,439 434,253 312,166 247,202 147,597	\$82,153 378,447 350,611 338,516 266,036 285,609 230,737
4-year 1999-2000 2010-11 2013-14 2014-15 2015-16 2016-17 2017-18	2,381,042 21,690,069 17,832,352 15,845,578 13,575,294 12,733,999 10,779,287	2,050,136 19,483,895 16,188,360 14,281,696 12,376,301 11,692,675 10,190,630	103,865 1,113,186 709,409 626,082 519,399 368,141 111,302	39,460 118,054 51,830 37,570 32,097 27,872 12,118	1,109 29,118 10,232 14,474 13,708 11,586 11,521	10,340 28,671 36,012 37,530 21,959 34,559 51,759	33,764 346,786 222,841 198,393 151,174 180,112 138,034	102,103 405,604 395,509 371,131 255,030 210,935 121,056	40,266 164,755 218,160 278,702 205,627 208,120 142,867
2-year 1999-2000 2010-11 2013-14 2014-15 2015-16 2016-17 2017-18	1,940,943 6,595,147 4,813,214 3,820,194 3,474,095 3,044,913 2,454,442	1,670,896 5,673,564 4,293,247 3,424,226 3,116,840 2,735,021 2,184,335	95,058 470,183 231,954 222,141 193,243 152,652 116,855	32,444 39,236 26,157 15,647 14,583 12,334 9,240	1,042 2,154 1,975 1,461 1,193 1,002 654	8,197 3,880 7,021 7,787 5,525 6,894 7,047	36,908 55,420 33,480 25,996 25,166 23,253 21,903	54,510 137,018 86,930 63,122 57,136 36,266 26,540	41,888 213,692 132,450 59,814 60,409 77,490 87,869
All loyele		1		Pe	rcentage distributi	on			
All levels 1999–2000 2010–11 2013–14 2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00 100.00 100.00 100.00	86.10 88.94 90.44 90.03 90.87 91.44 93.51	4.60 5.60 4.16 4.31 4.18 3.30 1.72	1.66 0.56 0.34 0.27 0.27 0.25 0.16	0.05 0.11 0.05 0.08 0.09 0.08 0.09	0.43 0.12 0.19 0.23 0.16 0.26 0.44	1.64 1.42 1.13 1.14 1.03 1.29 1.21	3.62 1.92 2.13 2.21 1.83 1.57 1.12	1.90 1.34 1.55 1.72 1.56 1.81 1.74
4-year 1999-2000 2010-11 2013-14 2014-15 2015-16 2016-17 2017-18	100.00 100.00 100.00 100.00 100.00 100.00 100.00	90.78 90.13 91.17 91.82	4.36 5.13 3.98 3.95 3.83 2.89 1.03	1.66 0.54 0.29 0.24 0.24 0.22	0.05 0.13 0.06 0.09 0.10 0.09 0.11	0.43 0.13 0.20 0.24 0.16 0.27 0.48	1.42 1.60 1.25 1.25 1.11 1.41 1.28	4.29 1.87 2.22 2.34 1.88 1.66 1.12	1.69 0.76 1.22 1.76 1.51 1.63
2-year 1999–2000 2010–11 2013–14 2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00 100.00 100.00	86.09 86.03 89.20 89.63 89.72 89.82 89.00	4.90 7.13 4.82 5.81 5.56 5.01 4.76	1.67 0.59 0.54 0.41 0.42 0.41 0.38	0.05 0.03 0.04 0.04 0.03 0.03	0.42 0.06 0.15 0.20 0.16 0.23 0.29	1.90 0.84 0.70 0.68 0.72 0.76 0.89	2.81 2.08 1.81 1.65 1.64 1.19 1.08	2.16 3.24 2.75 1.75 1.74 2.54 3.58
All levels			Revenue	e per full-time-equ	ivalent student in	constant 2018–19	dollars <sup>2</sup>		
2010–2000 2010–11 2013–14 2014–15 2015–16 2016–17 2017–18	\$16,811 19,595 23,017 17,803 18,326 18,387 17,989	\$14,474 17,428 20,818 16,029 16,653 16,813 16,821	\$774 1,097 957 768 766 607 310	\$280 109 79 48 50 47 29	\$8 22 12 14 16 15	\$72 23 44 41 30 48 80	\$275 279 261 203 190 237 217	\$609 376 490 393 336 288 201	\$320 262 356 306 286 333 314
4-year 1999–2000 2010–11 2013–14 2014–15 2015–16 2016–17 2017–18	17,063 19,755 24,661 17,807 18,265 18,364 18,167	14,691 17,746 22,387 16,049 16,652 16,863 17,174	744 1,014 981 704 699 531 188	283 108 72 42 43 40 20	8 27 14 16 18 17	74 26 50 42 30 50 87	242 316 308 223 203 260 233	732 369 547 417 343 304 204	289 150 302 313 277 300 241
2-year 1999-2000 2010-11 2013-14 2014-15 2015-16 2016-17 2017-18	16,513 19,087 18,460 17,786 18,568 18,484 17,247	14,215 16,420 16,465 15,943 16,658 16,602 15,349	809 1,361 890 1,034 1,033 927 821	276 114 100 73 78 75 65	9 6 8 7 6 6 5	70 11 27 36 30 42 50	314 160 128 121 131 141 141	464 397 333 294 305 220 186	356 618 508 278 323 470 617

<sup>&</sup>lt;sup>1</sup>Private institutions typically report Pell grants as revenues from tuition and fees rather

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2011 through Spring 2018, Fall Enrollment component; and selected years, Spring 2001 through Spring 2019, Finance component. (This table was prepared December 2019.)

than as revenues from federal grants.

<sup>2</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor

Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

Table 334.10. Total expenditures of public degree-granting postsecondary institutions, by purpose of expenditure and level of institution: 2009–10 through 2017–18

		Instru	ction										
Level of institution and year	Total	Total <sup>3</sup>	Salaries and wages	Research	Public service	Academic support	Student services	Institutional support	Auxiliary enterprises <sup>1</sup>	Net grant aid to students <sup>2</sup>	Hospitals	Independent operations	Other
1	2	3	4	5	6	7	8	9	10	11	12	13	14
						In thou	sands of current d	lollars					
All levels 2009–10 2010–11 2011–12 2012–13 2013–14	\$281,390,445 296,862,854 305,537,590 311,421,148 323,893,053	\$89,237,995 93,090,749 95,093,836 97,716,338 101,281,681	\$51,808,563 53,586,472 54,341,187 55,555,358 57,591,057	\$32,270,072 33,866,656 34,282,999 34,634,474 34,407,750	\$12,980,154 13,426,331 13,567,337 13,495,216 13,906,406	\$22,788,482 23,441,698 24,712,457 25,725,240 27,038,128	\$15,661,212 16,276,833 17,019,195 17,679,256 18,668,134	\$27,554,886 29,051,411 29,512,479 30,850,117 32,398,315	\$25,981,203 27,649,838 28,475,340 29,002,556 30,031,093	\$15,494,246 17,487,275 16,611,881 16,227,767 15,978,858	\$28,484,978 29,980,642 33,063,066 34,208,788 36,965,327	\$1,310,925 1,233,264 1,297,507 1,320,284 1,512,402	\$9,626,291 11,358,158 11,901,492 10,561,112 11,704,959
2014–15 2015–16 2016–17 2017–18	335,630,086 354,775,570 371,705,042 384,971,839	105,240,912 108,299,168 111,838,548 112,541,721	59,348,073 61,715,250 63,829,915 65,056,485	35,189,410 36,125,887 37,352,788 38,644,659	14,105,428 14,756,434 15,588,815 15,852,432	28,349,420 29,627,129 31,088,231 32,028,659	19,545,937 20,278,907 21,200,127 21,784,611	33,290,396 34,475,739 35,967,658 35,665,052	31,011,138 31,449,402 33,203,335 33,938,680	15,881,788 15,518,286 15,370,320 16,152,444	39,887,678 45,053,249 49,002,994 51,588,949	1,603,180 1,688,715 1,712,683 1,751,610	11,524,799 17,502,653 19,379,543 25,023,022
4-year 2009–10 2010–11 2011–12 2012–13 2013–14	230,212,346 242,591,219 251,518,494 257,550,418 269,871,401	67,643,385 70,524,278 72,456,621 74,836,904 78,181,765	39,032,863 40,420,752 41,334,687 42,537,154 44,567,486	32,246,034 33,842,288 34,259,475 34,613,057 34,381,434	12,071,239 12,497,023 12,635,035 12,608,770 13,042,105	18,517,775 19,037,101 20,246,241 21,150,882 22,291,975	10,439,050 10,918,171 11,548,269 12,114,278 12,983,254	19,637,465 20,760,495 21,042,773 22,151,644 23,519,705	23,267,303 24,856,936 25,720,831 26,335,976 27,469,515	9,103,655 10,088,873 9,737,295 9,823,162 9,914,507	28,484,978 29,980,642 33,063,066 34,208,788 36,965,327	1,310,925 1,233,264 1,297,507 1,320,284 1,512,402	7,490,538 8,852,149 9,511,380 8,386,673 9,609,411
2014–15 2015–16 2016–17 2017–18	281,198,453 301,270,243 317,579,534 331,147,172	81,857,112 85,962,887 89,338,819 90,341,563	46,260,575 48,769,505 50,967,703 52,367,162	35,166,043 36,100,447 37,324,213 38,615,952	13,257,351 13,954,900 14,748,258 14,982,606	23,504,976 24,946,937 26,371,904 27,343,769	13,595,835 14,449,291 15,226,010 15,734,637	24,290,848 25,621,839 26,688,763 26,981,641	28,543,769 29,213,644 31,028,018 31,830,062	10,057,062 10,403,387 10,631,345 11,285,805	39,887,678 45,053,249 49,002,994 51,588,949	1,603,180 1,688,715 1,712,683 1,751,610	9,434,598 13,874,946 15,506,527 20,690,580
2-year 2009–10 2010–11 2011–12 2012–13 2013–14	51,178,098 54,271,635 54,019,096 53,870,729 54,021,651	21,594,609 22,566,471 22,637,215 22,879,434 23,099,916	12,775,700 13,165,721 13,006,500 13,018,204 13,023,571	24,038 24,368 23,525 21,417 26,316	908,915 929,308 932,302 886,446 864,300	4,270,708 4,404,597 4,466,216 4,574,358 4,746,153	5,222,163 5,358,662 5,470,926 5,564,978 5,684,879	7,917,422 8,290,916 8,469,706 8,698,474 8,878,610	2,713,901 2,792,902 2,754,509 2,666,580 2,561,577	6,390,591 7,398,402 6,874,585 6,404,605 6,064,351	0 0 0 0	0 0 0 0	2,135,752 2,506,009 2,390,112 2,174,439 2,095,548
2014–15 2015–16 2016–17 2017–18	54,431,633 53,505,327 54,125,509 53,824,666	23,383,800 22,336,281 22,499,729 22,200,158	13,087,499 12,945,745 12,862,211 12,689,323	23,367 25,440 28,574 28,707	848,077 801,533 840,557 869,826	4,844,444 4,680,192 4,716,327 4,684,890	5,950,102 5,829,616 5,974,117 6,049,974	8,999,548 8,853,900 9,278,896 8,683,412	2,467,368 2,235,758 2,175,317 2,108,618	5,824,726 5,114,899 4,738,975 4,866,639	0 0 0 0	0 0 0 0	2,090,201 3,627,707 3,873,016 4,332,442
All levels						Pe	rcentage distribution	on					
2009–10 2010–11 2011–12 2012–13 2013–14	100.00 100.00 100.00 100.00 100.00	31.71 31.36 31.12 31.38 31.27	18.41 18.05 17.79 17.84 17.78	11.47 11.41 11.22 11.12 10.62	4.61 4.52 4.44 4.33 4.29	8.10 7.90 8.09 8.26 8.35	5.57 5.48 5.57 5.68 5.76	9.79 9.79 9.66 9.91 10.00	9.23 9.31 9.32 9.31 9.27	5.51 5.89 5.44 5.21 4.93	10.12 10.10 10.82 10.98 11.41	0.47 0.42 0.42 0.42 0.47	3.42 3.83 3.90 3.39 3.61
2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00	31.36 30.53 30.09 29.23	17.68 17.40 17.17 16.90	10.48 10.18 10.05 10.04	4.20 4.16 4.19 4.12	8.45 8.35 8.36 8.32	5.82 5.72 5.70 5.66	9.92 9.72 9.68 9.26	9.24 8.86 8.93 8.82	4.73 4.37 4.14 4.20	11.88 12.70 13.18 13.40	0.48 0.48 0.46 0.45	3.43 4.93 5.21 6.50
4-year 2009–10 2010–11 2011–12 2012–13 2013–14	100.00 100.00 100.00 100.00 100.00	29.38 29.07 28.81 29.06 28.97	16.96 16.66 16.43 16.52 16.51	14.01 13.95 13.62 13.44 12.74	5.24 5.15 5.02 4.90 4.83	8.04 7.85 8.05 8.21 8.26	4.53 4.50 4.59 4.70 4.81	8.53 8.56 8.37 8.60 8.72	10.11 10.25 10.23 10.23 10.18	3.95 4.16 3.87 3.81 3.67	12.37 12.36 13.15 13.28 13.70	0.57 0.51 0.52 0.51 0.56	3.25 3.65 3.78 3.26 3.56
2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00	29.11 28.53 28.13 27.28	16.45 16.19 16.05 15.81	12.51 11.98 11.75 11.66	4.71 4.63 4.64 4.52	8.36 8.28 8.30 8.26	4.83 4.80 4.79 4.75	8.64 8.50 8.40 8.15	10.15 9.70 9.77 9.61	3.58 3.45 3.35 3.41	14.18 14.95 15.43 15.58	0.57 0.56 0.54 0.53	3.36 4.61 4.88 6.25

Table 334.10. Total expenditures of public degree-granting postsecondary institutions, by purpose of expenditure and level of institution: 2009–10 through 2017–18—Continued

		Instru	ıction										
Level of institution and year	Total	Total <sup>3</sup>	Salaries and wages	Research	Public service	Academic support	Student services	Institutional support	Auxiliary enterprises <sup>1</sup>	Net grant aid to students <sup>2</sup>	Hospitals	Independent operations	Other
1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>2-year</b> 2009–10 2010–11 2011–12 2012–13 2013–14	100.00 100.00 100.00 100.00 100.00	42.20 41.58 41.91 42.47 42.76	24 08	0.05 0.04 0.04 0.04 0.05	1.78 1.71 1.73 1.65 1.60	8.34 8.12 8.27 8.49 8.79	10.20 9.87 10.13 10.33 10.52	15.47 15.28 15.68 16.15 16.44	5.30 5.15 5.10 4.95 4.74	12.49 13.63 12.73 11.89 11.23	0.00	0.00 0.00 0.00 0.00 0.00	4.17 4.62 4.42 4.04 3.88
2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00	42.96 41.75 41.57 41.25	24.04 24.20 23.76 23.58	0.04 0.05 0.05 0.05	1.56 1.50 1.55 1.62	8.90 8.75 8.71 8.70	10.93 10.90 11.04 11.24	16.53 16.55 17.14 16.13	4.53 4.18 4.02 3.92	10.70 9.56 8.76 9.04	0.00	0.00 0.00 0.00 0.00	3.84 6.78 7.16 8.05
					Expendit	ure per full-time-ec	uivalent student ir	constant 2018–19	dollars4				
All levels 2009–10 2010–11 2011–12 2012–13 2013–14	\$30,598 30,863 31,041 31,620 32,634	\$9,704 9,678 9,661 9,922 10,205	\$5,634 5,571 5,521 5,641 5,803	\$3,509 3,521 3,483 3,517 3,467	\$1,411 1,396 1,378 1,370 1,401	\$2,478 2,437 2,511 2,612 2,724	\$1,703 1,692 1,729 1,795 1,881	\$2,996 3,020 2,998 3,132 3,264	\$2,825 2,875 2,893 2,945 3,026	\$1,685 1,818 1,688 1,648 1,610	3,117 3,359 3,473	\$143 128 132 134 152	\$1,047 1,181 1,209 1,072 1,179
2014–15 2015–16 2016–17 2017–18	33,806 35,678 36,697 37,181	10,600 10,891 11,041 10,869	5,978 6,206 6,302 6,283	3,544 3,633 3,688 3,732	1,421 1,484 1,539 1,531	2,855 2,979 3,069 3,093	1,969 2,039 2,093 2,104	3,353 3,467 3,551 3,445	3,124 3,163 3,278 3,278	1,600 1,561 1,517 1,560	4,018 4,531 4,838 4,982	161 170 169 169	1,161 1,760 1,913 2,417
4-year 2009–10 2010–11 2011–12 2012–13 2013–14	41,692 41,879 41,568 41,683 42,835	12,251 12,175 11,975 12,112 12,409	7,069 6,978 6,831 6,884 7,074	5,840 5,842 5,662 5,602 5,457	2,186 2,157 2,088 2,041 2,070	3,354 3,286 3,346 3,423 3,538	1,891 1,885 1,909 1,961 2,061	3,556 3,584 3,478 3,585 3,733	4,214 4,291 4,251 4,262 4,360	1,649 1,742 1,609 1,590 1,574	5,176 5,464 5,536	237 213 214 214 240	1,357 1,528 1,572 1,357 1,525
2014–15 2015–16 2016–17 2017–18	43,661 45,943 45,903 46,244	12,710 13,109 12,913 12,616	7,183 7,437 7,367 7,313	5,460 5,505 5,395 5,393	2,058 2,128 2,132 2,092	3,650 3,804 3,812 3,818	2,111 2,203 2,201 2,197	3,772 3,907 3,858 3,768	4,432 4,455 4,485 4,445	1,562 1,586 1,537 1,576	7,083	249 258 248 245	1,465 2,116 2,241 2,889
2-year 2009–10 2010–11 2011–12 2012–13 2013–14	13,927 14,185 14,244 14,679 14,904	5,876 5,898 5,969 6,234 6,373	3,477 3,441 3,430 3,547 3,593	7 6 6 6 7	247 243 246 242 238	1,162 1,151 1,178 1,246 1,309	1,421 1,401 1,443 1,516 1,568	2,155 2,167 2,233 2,370 2,449	739 730 726 727 707	1,739 1,934 1,813 1,745 1,673	0 0	0 0 0 0	581 655 630 592 578
2014–15 2015–16 2016–17 2017–18	15,607 15,800 16,859 16,856	6,705 6,596 7,008 6,952	3,752 3,823 4,006 3,974	7 8 9 9	243 237 262 272	1,389 1,382 1,469 1,467	1,706 1,722 1,861 1,895	2,580 2,615 2,890 2,719	707 660 678 660	1,670 1,510 1,476 1,524	0	0 0 0 0	599 1,071 1,206 1,357

<sup>&</sup>lt;sup>1</sup>Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 through Spring 2018, Fall Enrollment component; and Spring 2011 through Spring 2019, Finance component. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>Scholarship and fellowship expenses, net of discounts and allowances. Excludes the amount of discounts and allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books.

<sup>&</sup>lt;sup>3</sup>Includes other categories not separately shown.

<sup>&</sup>lt;sup>4</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Table 334.20. Total expenditures of public degree-granting postsecondary institutions, by level of institution, purpose of expenditure, and state or jurisdiction: 2014-15 through 2017-18

[In thousands of current dollars]

Total
Total,   Total,   2015-16
State or jurisdiction   2014-15   2015-16   institutions   institutions   institutions   Total'   Instruction   Instruction   Instruction   Total'   Instruction   Inst
United States
Alabama 6,961,128 7,306,483 7,785,726 7,028,015 757,711 8,208,437 1,940,080 7,445,895 1,620,897 762,541 319,182 839,381 839,381 839,381 0 804,290 250,159 804,
Alaska   850,928   868,913   839,381   839,381   0   804,290   250,159   804,290   250,159   0   0   0   0   0   0   0   0   0
Arkansas California 50,652,807 55,642,923 57,844,991 45,542,517 12,302,474 61,866,678 15,879,303 49,392,235 11,433,986 12,476,443 4,445,317 Colorado 61,09,407 65,5642,923 57,844,991 45,542,517 12,302,474 61,866,678 15,879,303 49,392,235 11,433,986 12,476,443 4,445,317 Colorado 61,09,407 65,587,484 7,781,063 7,265,477 515,585 8,445,117 2,504,779 8,053,205 2,348,433 391,913 156,346 Colorado 11,90,562 1,247,600 1,264,208 12,642,08 0 1,335,450 592,062 1,335,450 592,062 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Colorado 6,109,407 6,587,748 7,781,063 7,265,477 515,585 8,445,117 2,504,779 8,053,205 2,348,433 391,913 156,346 Connecticut 3,496,698 3,662,471 3,798,052 3,277,990 520,062 3,908,139 1,169,712 3,390,801 954,605 517,338 215,107 Delaware 1,190,562 1,247,600 1,264,208 1,264,208 1,264,208 0 1,335,450 592,062 1,335,450 592,062 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Connecticut         3,496,698         3,662,471         3,798,052         3,277,990         520,062         3,908,139         1,169,712         3,390,801         954,605         517,338         215,107           Delaware         1,190,562         1,247,600         1,264,208         1,264,208         0         1,335,450         592,062         1,335,450         592,062         0         1,208,215         0
District of Columbia   139,524   147,290   141,861   141,861   0   158,530   43,712   158,530   43,712   0   0   0   0   0   0   0   0   0
Florida   11,511,020   11,822,548   12,415,119   12,232,102   183,017   13,163,072   4,257,666   12,972,157   4,184,349   190,915   73,318
Hawāii         1,664,624         1,816,736         1,847,752         1,575,966         271,786         1,821,603         631,700         1,532,735         480,771         288,868         150,930           Idaho         1,203,133         1,255,012         1,306,952         1,093,158         213,794         1,359,948         500,405         1,138,288         412,685         221,660         87,720           Illinois         12,195,375         12,355,733         12,961,076         9,604,390         3,356,686         13,280,125         4,574,301         9,788,570         3,169,674         3,491,555         1,404,626           Indiana         6,372,728         6,563,583         6,805,880         6,263,480         542,399         6,949,227         2,853,632         6,414,537         2,616,663         534,961         236,969           Iowa         5,261,496         5,512,712         5,789,532         4,842,637         786,894         6,383,620         1,316,608         5,431,567         898,782         952,054         417,827           Kansas         3,451,776         3,436,560         3,498,812         2,748,778         750,035         3,709,971         1,303,424         2,940,791         1,002,698         769,180         300,726           Kentucky
Idaho         1,203,133         1,255,012         1,306,952         1,093,158         213,794         1,359,948         500,405         1,138,288         412,685         221,660         87,720           Illinois         12,195,375         12,355,733         12,961,076         9,604,390         3,356,686         13,280,125         4,574,301         9,788,570         3,169,674         3,491,555         1,404,626           Indiana         6,372,728         6,563,583         6,805,880         6,263,480         542,399         6,949,227         2,853,632         6,414,537         2,616,663         534,691         236,969           Iowa         5,261,496         5,512,712         5,789,532         4,842,637         794,894         6,383,620         1,316,608         5,431,567         898,782         952,054         417,827           Kansas         3,451,776         3,436,560         3,498,812         2,748,778         750,035         3,709,971         1,303,424         2,940,791         1,002,698         769,180         300,726           Kentucky         5,547,286         5,873,502         6,113,027         5,541,058         571,969         6,166,575         1,343,745         5,603,907         1,117,207         562,668         226,637
Illinois         12,195,375         12,355,733         12,961,076         9,604,390         3,356,686         13,280,125         4,574,301         9,788,570         3,169,674         3,491,555         1,404,626           Indiana         6,372,728         6,563,583         6,805,880         6,263,480         542,399         6,949,227         2,853,632         6,414,537         2,616,663         534,691         236,969           lowa         5,261,496         5,512,712         5,789,532         4,842,637         946,894         6,383,620         1,316,608         5,431,567         89,782         952,054         417,827           Kansas         3,451,776         3,436,560         3,498,812         2,748,778         750,035         3,709,971         1,303,424         2,940,791         1,002,698         769,180         300,726           Kentucky         5,547,286         5,873,502         6,113,027         5,541,058         571,969         6,166,575         1,343,745         5,603,907         1,117,207         562,668         226,637
lowa 5,261,496 5,512,712 5,789,532 4,842,637 946,894 6,383,620 1,316,608 5,431,567 898,782 952,054 417,827 Kansas 3,451,776 3,436,560 3,498,812 2,748,778 750,035 3,709,971 1,303,424 2,940,791 1,002,698 769,180 300,726 Kentucky 5,547,286 5,873,502 6,113,027 5,541,058 571,969 6,166,575 1,343,745 5,603,907 1,117,207 562,668 226,537
Kansas 3,451,776 3,436,560 3,498,812 2,748,778 750,035 3,709,971 1,303,424 2,940,791 1,002,698 769,180 300,726 Kentucky 5,547,286 5,873,502 6,113,027 5,541,058 571,969 6,166,575 1,343,745 5,603,907 1,117,207 562,668 226,537
Neitlucky 0,047,200 0,073,002 0,173,027 0,041,000 0,100,070 1,043,740 0,000,007 1,117,207 02,000 220,007
Louisiana 3,910,077 3,883,693 4,108,399 3,624,253 484,147 4,133,564 1,339,865 3,680,115 1,162,909 453,449 176,955
Maine 864,068 849,532 869,566 738,682 130,885 894,187 286,390 765,817 222,965 128,370 63,424
Maryland         6,343,340         6,502,220         6,724,452         5,287,563         1,436,889         6,958,575         2,101,528         5,516,612         1,502,509         1,441,963         599,018           Massachusetts         4,758,073         5,170,474         5,246,452         4,334,984         911,468         5,411,839         1,838,525         4,500,608         1,450,023         911,231         388,502           Michigan         14,627,268         15,327,986         16,259,165         14,803,153         1,456,011         17,589,767         4,445,796         16,122,686         3,816,280         1,467,081         629,516
Michigan 14,627,268 15,327,986 16,259,165 14,803,153 1,456,011 17,589,767 4,445,796 16,122,686 3,816,280 1,467,081 629,516 Minnesota 5,215,646 5,303,793 5,927,210 4,738,233 1,188,977 5,952,483 1,761,270 4,780,542 1,243,585 1,171,941 517,685
Mississippi 4,171,973 4,451,207 4,623,103 3,675,243 947,861 4,603,388 1,130,522 3,669,367 771,027 934,021 359,495
Missouri         4,904,991         5,010,347         5,175,185         4,420,785         754,400         5,202,013         1,530,046         4,452,878         1,199,662         749,134         330,384           Montana         1,022,708         1,046,082         1,101,301         987,966         113,334         1,101,233         329,145         989,266         288,907         111,967         40,239
Nebraska   2,398,348   2,450,500   2,574,085   2,146,023   428,062   2,643,655   869,695   2,196,035   671,570   447,620   198,125
Nevada         1,544,133         1,621,662         1,701,829         1,633,648         68,181         1,794,822         773,264         1,794,822         773,264         0         0           New Hampshire         973,796         997,737         989,727         842,941         146,786         1,010,063         319,221         862,491         268,420         147,572         50,801
New Jersey         7,266,925         7,473,275         7,999,108         6,680,061         1,319,047         8,645,442         2,655,631         7,270,427         2,114,350         1,375,015         541,281           New Mexico         3,454,803         3,523,749         3,786,755         3,176,827         609,928         4,134,037         838,375         3,452,140         589,589         681,897         248,785
New York   16.791.853   17.785.235   18.073.969   14.594.521   3.479.447   18.562.136   6.362.628   15.107.942   4.683.210   3.454.194   1.679.419
New York         16,791,853         17,785,235         18,073,969         14,594,521         3,479,447         18,562,136         6,362,628         15,107,942         4,683,210         3,454,194         1,679,419           North Carolina         10,484,190         10,499,040         11,144,591         8,942,833         2,201,758         11,479,183         3,692,580         9,218,460         2,713,475         2,260,722         979,105           North Dakota         1,150,777         1,192,090         1,194,445         1,090,829         103,616         1,164,255         431,205         1,064,138         390,326         100,117         40,879
Ohio 12,534,515 13,257,601 14,314,104 12,875,624 1,438,480 12,433,497 3,634,154 11,475,674 3,117,620 957,822 516,534
Oklahoma   4.158.353  4.335.312  4.364.905  3.884.702  480.203  4.411.735  1.349.828  3.941.232  1.159.165  470.503  190.663
Pennsylvania   13,046,794   13,752,080   14,340,017   13,147,338   1,192,679   14,773,798   3,867,582   13,564,163   3,344,515   1,209,635   523,067
Rhode Island 737,640 775,112 792,218 667,893 124,325 827,466 281,000 698,103 213,295 129,363 67,705
South Carolina         4,352,405         4,459,393         4,646,259         3,827,382         818,877         4,899,684         1,795,711         4,082,571         1,431,884         817,113         363,827           South Dakota         784,051         827,198         841,747         754,648         87,099         851,429         299,830         769,171         258,931         82,258         40,899
Tennessee   4,172,603   4,320,721   4,503,298   3,836,474   666,824   4,595,946   1,848,382   3,877,564   1,549,342   718,382   299,040
Texas         31,050,594         33,792,807         35,461,725         30,311,913         5,149,812         36,447,523         10,628,437         31,430,227         8,546,091         5,017,296         2,082,347           Utah         5,349,506         5,700,948         6,189,020         5,971,621         217,399         6,483,500         1,140,874         6,278,272         1,044,534         205,228         96,341
Vermont         854,406         865,326         896,401         862,131         34,270         905,945         277,083         873,832         267,204         32,112         9,879           Virginia         9,540,486         9,896,996         10,253,120         9,125,778         1,127,342         10,796,512         3,256,187         9,659,568         2,720,015         1,136,944         536,172
Washington 8 588 560 9 171 287 10 229 088 9 808 391 420 697 10 220 427 3 085 099 9 829 859 2 919 746 390 568 165 354
West Virginia         1,819,173         1,874,851         1,889,691         1,752,931         136,760         1,866,864         616,135         1,733,190         563,086         133,674         53,050           Wisconsin         6,285,882         6,566,464         6,598,862         5,367,016         1,231,846         6,538,284         2,230,861         5,293,472         1,523,866         1,244,812         706,995
Wyoming 798,626 878,588 877,311 579,425 297,886 819,916 274,028 527,813 174,282 292,104 99,746
U.S. Service Academies 1,662,286 1,805,213 1,755,387 1,755,387 0 1,966,837 584,072 1,966,837 584,072 0 0
Other jurisdictions 1,638,670 1,693,441 987,460 891,071 96,389 1,798,094 645,709 1,723,072 618,519 75,022 27,190
American Samoa         13,690         13,952         14,337         0         15,470         3,783         15,470         3,783         0         0           Federated States of         15,470 </td
Micronesia         18,324         20,070         20,331         0         20,331         19,435         7,227         0         0         19,435         7,227           Guam         116,302         129,640         127,294         88,902         38,392         132,066         32,586         99,617         22,487         32,449         10,099
Marshall Islands   11,382   13,731   15,022   0   15,022   15,008   2,240   15,008   2,240   0   0
Northern Marianas         19,048         16,502         17,443         17,443         0         18,358         3,968         18,358         3,968         0         0           Palau         10,209         9,425         9,621         0         9,621         8,861         3,085         0         0         8,861         3,085
Puerto Rico         1,362,861         1,406,463         701,403         688,381         13,022         1,513,526         579,668         1,499,249         572,889         14,277         6,779           U.S. Virgin Islands         86,855         83,659         82,008         82,008         0         75,370         13,152         75,370         13,152         0         0

¹Includes other categories not separately shown.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board (FASB) guidance. Data in this table pertain to institutions'

fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016 through Spring 2019, Finance component. (This table was prepared December 2019.)

Table 334.30. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999–2000 through 2017–18

Selected years, 1999–2000 tillough 2017–16												
Level of institution and year	Total	Instruction	Research	Public service	Academic support	Student services	support	Auxiliary enterprises <sup>1</sup>	Net grant aid to students <sup>2</sup>	Hospitals	Indepen- dent operations	Other
1	2	3	4	5	6	7 n thousands of	8	9	10	11	12	13
All levels												
1999–2000 2004–05 2005–06 2006–07 2007–08		\$26,012,599 36,258,473 38,451,724 41,224,316 44,227,021	\$8,381,926 12,812,857 13,242,851 13,704,450 14,474,152	\$1,446,958 2,000,437 1,937,149 2,036,662 2,182,525	\$6,510,951 9,342,064 10,225,476 10,881,954 11,883,707		\$10,585,850 14,690,328 15,668,595 16,831,560 18,366,446			\$7,355,110 9,180,775 9,645,428 10,400,055 10,752,821	\$2,753,679 4,223,779 4,203,523 4,680,393 4,887,609	\$2,396,563 1,679,741 2,022,926 2,030,146 2,327,446
2008–09 2009–10 2010–11 2011–12 2012–13	141,363,564 145,115,244 152,501,429 159,831,378 165,515,671	46,456,178 47,566,210 49,759,574 52,163,647 54,296,267	15,264,804 16,221,823 17,362,082 17,483,157 17,597,379	2,298,520 2,090,243 2,255,075 2,333,298 2,317,116	12,585,948 12,953,023 13,601,137 14,215,689 14,924,886	11,016,097 11,422,737 12,198,263 12,881,102 13,692,561	19,403,346 19,438,608 20,214,683 21,175,119 21,766,760	13,713,701 13,890,396 14,460,084 14,948,315 15,349,949	754,752 826,379 759,683 845,525 844,435	11,930,840 13,174,405 14,239,347 15,474,737 16,726,819	5,158,480 5,154,851 5,376,016 5,450,038 5,437,783	2,780,898 2,376,569 2,275,486 2,860,752 2,561,716
2013–14 2014–15 2015–16 2016–17 2017–18	172,529,736 181,419,541 188,689,819 197,171,304 206,778,042	56,711,775 58,769,788 60,227,646 62,161,805 63,489,832	17,736,647 18,310,027 18,386,969 21,059,795 21,872,856	2,459,956 2,636,019 2,730,335 2,890,409 3,090,888	15,454,493 15,557,155 16,011,794 16,261,179 17,843,700	14,555,421 15,421,897 16,061,062 16,868,202 17,560,444	22,623,170 23,845,927 24,829,855 25,517,409 26,471,439	15,984,991 16,358,009 16,723,913 17,224,876 17,824,434	867,482 887,495 914,001 942,542 986,591	17,377,766 20,529,450 21,267,887 24,090,294 26,740,972	5,693,990 6,063,555 6,192,792 5,810,625 6,294,985	3,064,047 3,040,219 5,343,565 4,344,168 4,601,901
4-year 1999–2000 2004–05 2005–06 2006–07 2007–08	79,699,659 109,789,731 116,250,621 124,062,344 132,965,591	25,744,199 36,051,084 38,235,791 41,057,423 44,041,854	8,376,568 12,812,326 13,242,277 13,703,502 14,473,179	1,438,544 1,993,767 1,927,434 2,028,438 2,176,544	6,476,338 9,307,600 10,185,584 10,850,196 11,847,284	5,590,978 8,101,214 8,854,613 9,523,002 10,284,649	10,398,914 14,516,197 15,525,499 16,694,195 18,218,103	8,228,409 10,899,456 11,745,356 12,412,575 13,280,036	1,162,570 1,051,216 698,715 714,459 711,180	7,355,110 9,180,775 9,645,428 10,400,055 10,752,821	2,752,019 4,223,779 4,203,523 4,680,393 4,887,609	2,176,011 1,652,317 1,986,402 1,998,105 2,292,334
2008-09 2009-10 2010-11 2011-12 2012-13	140,866,945 144,624,598 151,878,613 159,245,924 165,015,452	46,289,898 47,400,673 49,550,398 51,959,761 54,115,153	15,264,459 16,221,238 17,361,796 17,482,484 17,597,050	2,294,909 2,085,201 2,252,726 2,331,249 2,315,345	12,544,436 12,910,113 13,547,801 14,164,326 14,885,715	10,947,638 11,353,608 12,111,973 12,795,619 13,624,969	19,261,017 19,303,251 20,048,321 21,024,665 21,628,217	13,676,329 13,855,994 14,430,101 14,924,702 15,323,444	747,586 819,196 758,318 843,453 839,753	11,930,840 13,174,405 14,239,347 15,474,737 16,726,819	5,158,480 5,154,851 5,376,016 5,450,038 5,437,783	2,751,352 2,346,068 2,201,817 2,794,891 2,521,204
2013–14 2014–15 2015–16 2016–17 2017–18	171,974,051 180,583,663 187,829,392 196,311,110 205,992,273	56,513,597 58,497,366 59,962,885 61,907,159 63,268,589	17,736,254 18,309,351 18,386,002 21,058,634 21,872,111	2,458,223 2,633,736 2,728,006 2,889,051 3,089,523	15,405,771 15,460,861 15,907,072 16,157,576 17,745,371	14,462,852 15,226,681 15,846,653 16,652,370 17,345,090	22,499,365 23,669,210 24,654,441 25,330,274 26,293,205	15,953,094 16,323,295 16,684,252 17,187,656 17,794,013	863,119 883,309 910,455 941,362 985,036	17,377,766 20,529,450 21,267,887 24,090,294 26,740,972	5,693,990 6,063,555 6,192,792 5,810,625 6,294,985	3,010,020 2,986,850 5,288,945 4,286,108 4,563,379
2-year 1999–2000 2004–05 2005–06 2006–07 2007–08	913,378 604,395 570,554 496,247 536,187		5,358 532 574 947 973	8,415 6,670 9,715 8,224 5,982	34,612 34,464 39,893 31,758 36,423	97,521 90,523 71,374 68,799 76,696	186,936 174,131 143,096 137,366 148,343	71,612 44,886 44,748 36,478 37,908	18,311 18,375 8,696 13,741 9,584	0 0 0 0	1,660 0 0 0 0	220,553 27,425 36,524 32,041 35,112
2008–09 2009–10 2010–11 2011–12 2012–13	496,620 490,645 622,815 585,454 500,218	166,280 165,538 209,176 203,885 181,113	345 585 285 673 329	3,612 5,041 2,349 2,049 1,771	41,511 42,909 53,336 51,363 39,171	68,459 69,129 86,290 85,483 67,591	142,330 135,357 166,362 150,455 138,543	37,372 34,402 29,983 23,613 26,505	7,165 7,183 1,365 2,072 4,682	0 0 0 0	0 0 0 0	29,546 30,502 73,669 65,861 40,512
2013–14 2014–15 2015–16 2016–17 2017–18	555,685 835,878 860,427 860,194 785,770	198,178 272,422 264,761 254,647 221,244	393 677 967 1,160 745	1,732 2,283 2,329 1,358 1,366	48,722 96,294 104,722 103,603 98,329	92,569 195,216 214,409 215,833 215,354	123,804 176,718 175,414 187,135 178,234	31,897 34,714 39,660 37,219 30,421	4,364 4,186 3,546 1,180 1,555	0 0 0 0	0 0 0 0 0	54,027 53,369 54,620 58,060 38,522
All levels						Percentage	distribution					
1999–2000 2004–05 2005–06 2006–07 2007–08	100.00 100.00 100.00 100.00 100.00	32.27 32.84 32.92 33.10 33.13	10.40 11.61 11.34 11.00 10.84	1.79 1.81 1.66 1.64 1.63	8.08 8.46 8.75 8.74 8.90	7.06 7.42 7.64 7.70 7.76	13.13 13.31 13.41 13.51 13.76	10.09 9.99 9.98	1.46 0.97 0.61 0.58 0.54	9.12 8.32 8.26 8.35 8.05	3.42 3.83 3.60 3.76 3.66	2.97 1.52 1.73 1.63 1.74
2008–09 2009–10 2010–11 2011–12 2012–13	100.00 100.00 100.00 100.00 100.00	32.86 32.78 32.63 32.64 32.80	10.80 11.18 11.38 10.94 10.63	1.63 1.44 1.48 1.46 1.40	8.90 8.93 8.92 8.89 9.02	7.79 7.87 8.00 8.06 8.27	13.73 13.40 13.26 13.25 13.15	9.70 9.57 9.48 9.35 9.27	0.53 0.57 0.50 0.53 0.51	8.44 9.08 9.34 9.68 10.11	3.65 3.55 3.53 3.41 3.29	1.97 1.64 1.49 1.79 1.55
2013–14 2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00 100.00	32.87 32.39 31.92 31.53 30.70	10.28 10.09 9.74 10.68 10.58	1.43 1.45 1.45 1.47 1.49	8.96 8.58 8.49 8.25 8.63	8.44 8.50 8.51 8.56 8.49	13.11 13.14 13.16 12.94 12.80	9.27 9.02 8.86 8.74 8.62	0.50 0.49 0.48 0.48 0.48	10.07 11.32 11.27 12.22 12.93	3.30 3.34 3.28 2.95 3.04	1.78 1.68 2.83 2.20 2.23
<b>4-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	100.00 100.00 100.00 100.00 100.00	32.30 32.84 32.89 33.09 33.12	10.51 11.67 11.39 11.05 10.88	1.80 1.82 1.66 1.64 1.64	8.13 8.48 8.76 8.75 8.91	7.02 7.38 7.62 7.68 7.73	13.05 13.22 13.36 13.46 13.70	10.32 9.93 10.10 10.01 9.99	1.46 0.96 0.60 0.58 0.53	9.23 8.36 8.30 8.38 8.09	3.45 3.85 3.62 3.77 3.68	2.73 1.50 1.71 1.61 1.72
2008-09 2009-10 2010-11 2011-12 2012-13	100.00 100.00 100.00 100.00 100.00	32.86 32.77 32.63 32.63 32.79	10.84 11.22 11.43 10.98 10.66	1.63 1.44 1.48 1.46 1.40	8.91 8.93 8.92 8.89 9.02	7.77 7.85 7.97 8.04 8.26	13.67 13.35 13.20 13.20 13.11	9.71 9.58 9.50 9.37 9.29	0.53 0.57 0.50 0.53 0.51	8.47 9.11 9.38 9.72 10.14	3.66 3.56 3.54 3.42 3.30	1.95 1.62 1.45 1.76 1.53
2013–14 2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00 100.00	32.86 32.39 31.92 31.54 30.71	10.31 10.14 9.79 10.73 10.62	1.43 1.46 1.45 1.47 1.50	8.96 8.56 8.47 8.23 8.61	8.41 8.43 8.44 8.48 8.42	13.08 13.11 13.13 12.90 12.76	9.28 9.04 8.88 8.76 8.64	0.50 0.49 0.48 0.48 0.48	10.10 11.37 11.32 12.27 12.98	3.31 3.36 3.30 2.96 3.06	1.75 1.65 2.82 2.18 2.22

Table 334.30. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2017-18-Continued

Level of institution and year	Total	Instruction	Research	Public service	Academic support	Student services	Institutional support	Auxiliary enterprises <sup>1</sup>	Net grant aid to students <sup>2</sup>	Hospitals	Indepen- dent operations	Other
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>2-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	100.00 100.00 100.00 100.00 100.00	29.39 34.31 37.85 33.63 34.53	0.59 0.09 0.10 0.19 0.18	0.92 1.10 1.70 1.66 1.12	3.79 5.70 6.99 6.40 6.79	10.68 14.98 12.51 13.86 14.30	20.47 28.81 25.08 27.68 27.67	7.84 7.43 7.84 7.35 7.07	2.00 3.04 1.52 2.77 1.79	0.00 0.00 0.00 0.00 0.00	0.18 0.00 0.00 0.00 0.00	24.15 4.54 6.40 6.46 6.55
2008–09 2009–10 2010–11 2011–12 2012–13	100.00 100.00 100.00 100.00 100.00	33.48 33.74 33.59 34.83 36.21	0.07 0.12 0.05 0.11 0.07	0.73 1.03 0.38 0.35 0.35	8.36 8.75 8.56 8.77 7.83	13.78 14.09 13.85 14.60 13.51	28.66 27.59 26.71 25.70 27.70	7.53 7.01 4.81 4.03 5.30	1.44 1.46 0.22 0.35 0.94	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00	5.95 6.22 11.83 11.25 8.10
2013–14 2014–15 2015–16 2016–17 2017–18	100.00 100.00 100.00 100.00 100.00	35.66 32.59 30.77 29.60 28.16	0.07 0.08 0.11 0.13 0.09	0.31 0.27 0.27 0.16 0.17	8.77 11.52 12.17 12.04 12.51	16.66 23.35 24.92 25.09 27.41	22.28 21.14 20.39 21.75 22.68	5.74 4.15 4.61 4.33 3.87	0.79 0.50 0.41 0.14 0.20	0.00 0.00 0.00 0.00 0.00	0.00 0.00 0.00 0.00 0.00	9.72 6.38 6.35 6.75 4.90
All levels				Expendi	ture per full-ti	ne-equivalent	student in con	stant 2018–19	dollars <sup>3</sup>			
All levels 1999–2000 2004–05 2005–06 2006–07 2007–08	\$47,501 50,830 51,110 52,182 52,608	\$15,328 16,695 16,823 17,270 17,428	\$4,939 5,900 5,794 5,741 5,704	\$853 921 848 853 860	\$3,837 4,301 4,474 4,559 4,683	\$3,352 3,772 3,905 4,018 4,083	\$6,238 6,764 6,855 7,051 7,238	\$4,891 5,039 5,158 5,215 5,248	\$696 492 309 305 284	\$4,334 4,227 4,220 4,357 4,237	\$1,623 1,945 1,839 1,961 1,926	\$1,412 773 885 850 917
2008–09 2009–10 2010–11 2011–12 2012–13	54,130 53,578 53,183 53,685 54,063	17,789 17,562 17,353 17,521 17,735	5,845 5,989 6,055 5,872 5,748	880 772 786 784 757	4,819 4,782 4,743 4,775 4,875	4,218 4,217 4,254 4,327 4,472	7,430 7,177 7,050 7,112 7,110	5,251 5,128 5,043 5,021 5,014	289 305 265 284 276	4,568 4,864 4,966 5,198 5,464	1,975 1,903 1,875 1,831 1,776	1,065 877 794 961 837
2013–14 2014–15 2015–16 2016–17 2017–18	55,409 56,997 58,426 59,534 60,923	18,213 18,464 18,649 18,769 18,706	5,696 5,752 5,693 6,359 6,444	790 828 845 873 911	4,963 4,888 4,958 4,910 5,257	4,675 4,845 4,973 5,093 5,174	7,266 7,492 7,688 7,705 7,799	5,134 5,139 5,178 5,201 5,252	279 279 283 285 291	5,581 6,450 6,585 7,274 7,879	1,829 1,905 1,918 1,754 1,855	984 955 1,655 1,312 1,356
4-year 1999–2000 2004–05 2005–06 2006–07 2007–08	47,969 51,166 51,413 52,424 52,867	15,495 16,801 16,910 17,349 17,511	5,042 5,971 5,857 5,791 5,755	866 929 852 857 865	3,898 4,338 4,505 4,585 4,710	3,365 3,775 3,916 4,024 4,089	6,259 6,765 6,866 7,054 7,244	4,952 5,080 5,195 5,245 5,280	700 490 309 302 283	4,427 4,279 4,266 4,395 4,275	1,656 1,968 1,859 1,978 1,943	1,310 770 879 844 911
2008-09 2009-10 2010-11 2011-12 2012-13	54,398 53,835 53,534 54,019 54,354	17,876 17,644 17,466 17,626 17,825	5,895 6,038 6,120 5,930 5,796	886 776 794 791 763	4,844 4,806 4,775 4,805 4,903	4,228 4,226 4,269 4,340 4,488	7,438 7,185 7,067 7,132 7,124	5,281 5,158 5,086 5,063 5,047	289 305 267 286 277	4,607 4,904 5,019 5,249 5,510	1,992 1,919 1,895 1,849 1,791	1,062 873 776 948 830
2013–14 2014–15 2015–16 2016–17 2017–18	55,677 57,493 58,865 59,997 61,421	18,296 18,624 18,792 18,920 18,865	5,742 5,829 5,762 6,436 6,522	796 839 855 883 921	4,988 4,922 4,985 4,938 5,291	4,682 4,848 4,966 5,089 5,172	7,284 7,536 7,727 7,741 7,840	5,165 5,197 5,229 5,253 5,306	279 281 285 288 294	5,626 6,536 6,665 7,363 7,973	1,843 1,930 1,941 1,776 1,877	974 951 1,658 1,310 1,361
<b>2-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	25,655 23,190 23,215 24,191 23,762	7,539 7,957 8,786 8,136 8,206	150 20 23 46 43	236 256 395 401 265	972 1,322 1,623 1,548 1,614	2,739 3,473 2,904 3,354 3,399	5,251 6,681 5,822 6,696 6,574	2,011 1,722 1,821 1,778 1,680	514 705 354 670 425	0 0 0 0	47 0 0 0	6,195 1,052 1,486 1,562 1,556
2008–09 2009–10 2010–11 2011–12 2012–13	22,563 22,234 20,455 20,019 19,536	7,555 7,501 6,870 6,972 7,074	16 27 9 23 13	164 228 77 70 69	1,886 1,944 1,752 1,756 1,530	3,110 3,133 2,834 2,923 2,640	6,467 6,134 5,464 5,145 5,411	1,698 1,559 985 807 1,035	326 325 45 71 183	0 0 0 0	0 0 0 0	1,342 1,382 2,419 2,252 1,582
2013–14 2014–15 2015–16 2016–17 2017–18	22,254 19,881 22,236 21,563 19,474	7,937 6,479 6,842 6,383 5,483	16 16 25 29 18	69 54 60 34 34	1,951 2,290 2,706 2,597 2,437	3,707 4,643 5,541 5,410 5,337	4,958 4,203 4,533 4,691 4,417	1,277 826 1,025 933 754	175 100 92 30 39	0 0 0 0 0	0 0 0 0	2,164 1,269 1,412 1,455 955

<sup>1</sup>Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.

Statistics, U.S. Department of Labor, adjusted to a school-year basis.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2005 through Spring 2007, Enrollment component; Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2001 through Spring 2019, Finance component. (This table was prepared December 2019.)

<sup>&</sup>lt;sup>2</sup>Excludes allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books; also excludes agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants. 
<sup>3</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor

Table 334.40. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and classification of institution: 2017–18

Classification of institution	Total	Instruction	Research	Public service	Academic support	Student services	Institutional support	Auxiliary enterprises¹	Net grant aid to students <sup>2</sup>	Hospitals	Independent operations	Other
1	2	3	4	5	6	7	8	9	10	11	12	13
		In thousands of current dollars										
Total	\$206,778,042	\$63,489,832	\$21,872,856	\$3,090,888	\$17,843,700	\$17,560,444	\$26,471,439	\$17,824,434	\$986,591	\$26,740,972	\$6,294,985	\$4,601,901
4-year Research university, very high³ Research university, high⁴ Doctoral/research⁵ Master's⁶ Baccalaureate <sup>7</sup> Special-focus institutions⁶ Arts, music, or design Business and management Engineering and other technology-related Faith related Law Medical schools and centers and other	205,992,273 101,260,896 15,062,942 9,676,253 31,610,369 22,030,214 26,351,599 2,471,665 605,790 259,879 1,928,756 492,177	63,268,589 29,581,680 5,063,970 3,859,881 11,872,385 7,750,332 5,140,341 999,416 155,921 111,205 601,819 201,053	21,872,111 17,638,396 1,408,749 178,397 254,173 215,145 2,177,251 1,091 2,276 3,775 6,900 3,342	3,089,523 1,094,333 259,422 118,602 234,696 184,662 27,551 965 0 64,080 9,373	17,745,371 7,563,986 2,420,869 1,032,995 3,206,398 2,003,276 1,517,846 312,765 72,852 22,563 203,568 77,201	17,345,090 4,053,799 1,264,753 1,536,102 5,493,979 3,761,583 1,234,874 257,447 107,557 45,229 187,516 64,758	26,293,205 8,959,755 2,164,286 1,686,602 6,044,947 4,198,525 3,239,090 510,317 181,779 52,512 512,868 120,779	17,794,013 6,545,325 1,792,043 1,197,216 3,894,197 3,533,439 831,792 272,625 75,047 19,028 185,618 13,437	985,036 685,271 34,484 7,002 114,820 75,007 68,452 4,626 635 4,081 43,131 1,394	26,740,972 17,680,570 499,279 0 28,873 0 0,8,532,249 0 0 0	6,294,985 4,239,227 82,486 33,388 124,800 46,614 1,768,470 48,636 0 14,019	4,563,379 3,218,555 72,600 26,067 341,100 261,630 643,426 37,190 8,759 1,487 109,239 840
niedical schools and centers and other hearth professions schools Tribal colleges <sup>9</sup> Other special focus	19,893,768 88,983 610,581	2,842,277 24,300 204,350	2,151,002 2,383 6,482	987,097 6,157 102,586	775,697 5,420 47,780	484,958 13,099 74,313	1,709,264 21,532 130,041	222,768 1,534 41,734	13,087 742 757	8,532,249 0 0	1,705,796 0 19	469,575 13,817 2,520
2-year Associate's colleges Tribal colleges <sup>9</sup>	785,770 770,539 15,231	221,244 217,993 3,251	745 19 726	1,366 1,060 306	98,329 95,733 2,596	215,354 213,901 1,454	178,234 174,135 4,099	30,421 30,072 349	1,555 322 1,233	0 0 0	0 0 0	38,522 37,305 1,217
						Percentage	distribution					
Total	100.00	30.70	10.58	1.49	8.63	8.49	12.80	8.62	0.48	12.93	3.04	2.23
4-year Research university, very high³ Research university, high⁴ Doctoral/research² Master's⁰ Baccalaureate¹ Special-focus institutions⁰ Arts, music, or design Business and management Engineering and other technology-related Faith related Law Medical schools and centers and other heath professions schools Tribal colleges⁰ Other special focus	100.00 100.00 100.00 100.00 100.00 100.00 100.00 100.00 100.00 100.00 100.00 100.00 100.00	30.71 29.21 33.62 39.89 37.56 35.18 19.51 40.43 25.74 42.79 31.20 40.85 14.29 27.31 33.47	10.62 17.42 9.35 1.84 0.80 0.98 8.26 0.04 0.38 1.45 0.36 0.68	1.50 1.08 1.72 1.23 0.74 0.84 4.55 1.11 0.16 0.00 3.32 1.90 4.96 6.92 16.80	8.61 7.47 16.07 10.68 10.14 9.09 5.76 12.65 12.03 8.68 10.55 15.69 3.90 6.09 7.83	8.42 4.00 8.40 15.87 17.38 17.07 4.69 10.42 17.75 17.40 9.72 13.16 2.44 14.72 12.17	12.76 8.85 14.37 17.43 19.12 19.06 12.29 20.65 30.01 20.21 26.59 24.54 8.59 24.20 21.30	8.64 6.46 11.90 12.37 12.32 16.04 3.16 11.03 12.39 7.32 9.62 2.73 1.12 1.72 6.84	0.48 0.68 0.23 0.07 0.36 0.34 0.26 0.19 0.10 1.57 2.24 0.28 0.07 0.83 0.12	12.98 17.46 3.31 0.00 0.09 0.00 32.38 0.00 0.00 0.00 0.00 42.89 0.00	3.06 4.19 0.55 0.39 0.21 6.71 1.97 0.00 0.00 0.73 0.00	2.22 3.18 0.48 0.27 1.08 1.19 2.44 1.50 1.45 0.57 5.66 0.17 2.36 15.53 0.41
2-year Associate's colleges Tribal colleges <sup>9</sup>	100.00 100.00 100.00	28.16 28.29 21.34	0.09 # 4.77	0.17 0.14 2.01	12.51 12.42 17.05	27.41 27.76 9.54	22.68 22.60 26.91	3.87 3.90 2.29	0.20 0.04 8.10	0.00 0.00 0.00	0.00 0.00 0.00	4.90 4.84 7.99

Table 334.40. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and classification of institution: 2017–18—Continued

Classification of institution	Total	Instruction	Research	Public service	Academic support	Student services	Institutional support	Auxiliary enterprises <sup>1</sup>	Net grant aid to students <sup>2</sup>	Hospitals	Independent operations	Other
1	2	3	4	5	6	7	8	9	10	11	12	13
	Expenditure per full-time-equivalent student in current dollars											
Total	\$59,686	\$18,326	\$6,314	\$892	\$5,151	\$5,069	\$7,641	\$5,145	\$285	\$7,719	\$1,817	\$1,328
4-year	60,174	18,482	6,389	903	5,184	5,067	7,681	5,198	288	7,812	1,839	1,333
Research university, very high <sup>3</sup>	176,106	51,446	30,676	1,903	13,155	7,050	15,582	11,383	1,192	30,749	7,373	5,597
Research university, high4	51,563	17,335	4,822	888	8,287	4,329	7,409	6,134	118	1,709	282	249
Doctoral/research5	27,431	10,942	506	336	2,928	4,355	4,781	3,394	20	0	95	74
Master's <sup>6</sup>	24,602	9,240	198	183	2,495	4,276	4,705	3,031	89	22	97	265
Baccalaureate <sup>7</sup>	36,932	12,993	361	310	3,358	6,306	7,039	5,924	126	0	78	439
Special-focus institutions <sup>8</sup>	81,837	15,964	6,762	3,720	4,714	3,835	10,059		213	26,498	5,492	1,998
Arts, music, or design	41,964	16,968	19	468	5,310	4,371	8,664	4,629	79	0	826	631
Business and management	25,396	6,536	95	40	3,054	4,509	7,620		27	0	0	367
Engineering and other technology-related	21,234	9,086	308	0	1,844	3,695	4,291	1,555	333	0	0	121
Faith related	28,521	8,899	102	948	3,010	2,773	7,584	2,745	638	0	207	1,615
Law	48,130	19,661	327	917	7,550	6,333	11,811	1,314	136	0	0	82
Medical schools and centers and other	440.040	04.070	40.400			0.000	40 705			00.070	40 =00	0.545
heath professions schools	148,919	21,276	16,102	7,389	5,807	3,630	12,795		98	63,870	12,769	3,515
Tribal colleges <sup>9</sup>	43,217	11,802	1,157	2,990	2,632	6,362	10,458		360	0	0	6,710
Other special focus	45,191	15,125	480	7,593	3,536	5,500	9,625	3,089	56	0	1	187
2-vear	19,079	5,372	18	33	2,387	5,229	4,328	739	38	0	0	935
Associate's colleges	18,890	5,344	#	26	2,347	5,244	4,269		8	0	0	915
Tribal colleges <sup>9</sup>	38,461	8,209	1,834	772	6,557	3,671	10,351	880	3,114	0	0	3,073

#Rounds to zero

<sup>1</sup>Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.

<sup>2</sup>Excludes allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books; also excludes agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants.

<sup>3</sup>Research universities with a very high level of research activity.

<sup>4</sup>Research universities with a high level of research activity.

<sup>5</sup>Institutions that award at least 20 research/scholarship doctor's degrees per year, but did not have high levels of research activity.

<sup>6</sup>Institutions that award at least 50 master's and fewer than 20 doctor's degrees per year.

<sup>7</sup>Institutions that primarily emphasize undergraduate education. In addition to institutions that primarily award bachelor's degrees, also includes institutions classified as 4-year in the IPEDS system, but classified as 2-year baccalaureate/associate's colleges in the Carnegie Classification system because they primarily award associate's degrees.

\*Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.

<sup>9</sup>Tribally controlled colleges, which are located on reservations and are members of the American Indian Higher Education

NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctor's degrees conferred, by field. Further information on the Carnegie 2015 classification system used in this table may be obtained from <a href="https://carnegieclassifications.iu.edu/downloads/CCIHE2015-FactsFigures.pdf">https://carnegieclassifications.iu.edu/downloads/CCIHE2015-FactsFigures.pdf</a>. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component; and Spring 2019, Finance component. (This table was prepared December 2019.)

Table 334.50. Total expenditures of private for-profit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999–2000 through 2017–18

Selected years, 1999–2000 through 2017–18											
Year and level of institution	Total	Instruction	Research and public service	Academic support, student services, and institutional support	Auxiliary enterprises <sup>1</sup>	Net grant aid to students²	Other <sup>3</sup>				
1	2	3	4	5	6	7	8				
All levels			In t	housands of current doll							
1999–2000	\$3,846,246	\$1,171,732	\$24,738	\$2,041,594	\$144,305	\$26,278	\$437,599				
2004–05	8,830,792	2,313,895	7,583	5,693,200	269,883	54,819	491,411				
2005–06	10,208,845	2,586,870	8,445	6,575,800	276,108	66,569	695,053				
2006–07	12,165,629	2,883,207	6,087	7,776,210	332,887	67,090	1,100,148				
2007–08	13,939,251	3,273,627	9,695	9,299,306	421,714	82,072	852,837				
2008–09	16,375,034	3,876,258	9,939	11,069,416	396,715	44,440	978,267				
2009–10	19,973,034	4,759,300	13,257	13,230,271	466,040	120,032	1,384,134				
2010–11	22,632,244	5,656,167	19,327	14,853,799	486,433	87,151	1,529,368				
2011–12	22,713,683	5,538,070	42,657	15,111,978	489,409	54,579	1,476,991				
2012–13	21,923,722	5,467,671	27,729	14,294,090	467,973	53,555	1,612,705				
2013–14	20,644,593	5,536,025	16,447	13,103,182	472,204	36,569	1,480,166				
2014–15	18,441,030	4,917,479	20,028	11,624,796	504,091	35,524	1,339,112				
2015–16	16,000,640	4,248,320	17,453	10,081,942	399,110	25,277	1,228,537				
2016–17	14,698,133	3,923,606	17,027	9,196,550	318,897	26,649	1,215,403				
2017–18	12,165,398	3,304,987	19,403	7,712,011	232,192	15,417	881,389				
<b>4-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	2,022,622 5,989,792 7,218,830 8,850,759 10,422,080	595,976 1,430,196 1,680,603 1,856,614 2,184,872	4,393 3,513 4,065 4,303 7,682	1,104,001 4,110,514 4,986,009 5,925,855 7,312,117	92,071 180,036 178,587 228,624 312,834	11,805 38,639 54,291 56,930 71,324	214,377 226,894 315,276 778,433 533,252				
2008–09	12,409,748	2,585,133	7,629	8,893,714	276,211	33,417	613,644				
2009–10	15,286,893	3,268,070	10,726	10,732,002	337,499	72,082	866,514				
2010–11	17,141,926	3,925,347	15,582	12,031,073	343,319	74,921	751,684				
2011–12	17,407,585	3,928,903	37,912	12,153,860	349,405	51,818	885,687				
2012–13	16,759,402	3,939,227	24,432	11,377,216	359,987	46,446	1,012,095				
2013–14	16,017,246	4,078,270	15,190	10,545,883	371,018	32,306	974,579				
2014–15	14,628,734	3,729,921	17,904	9,617,433	334,087	33,089	896,300				
2015–16	12,564,815	3,199,028	15,489	8,199,419	323,247	22,834	804,796				
2016–17	11,680,961	2,995,663	15,090	7,592,227	261,821	24,039	792,122				
2017–18	9,748,366	2,539,652	18,026	6,418,623	175,954	13,803	582,308				
2-year 1999–2000 2004–05 2005–06 2006–07 2007–08	1,823,624 2,840,999 2,990,015 3,314,870 3,517,171	575,756 883,699 906,267 1,026,592 1,088,755	20,345 4,070 4,381 1,784 2,014	937,593 1,582,687 1,589,791 1,850,355 1,987,189	52,234 89,846 97,521 104,264 108,880	14,473 16,181 12,278 10,160 10,747	223,223 264,517 379,777 321,715 319,586				
2008–09	3,965,287	1,291,124	2,310	2,175,703	120,504	11,023	364,623				
2009–10	4,686,142	1,491,230	2,531	2,498,269	128,542	47,950	517,619				
2010–11	5,490,318	1,730,820	3,744	2,822,726	143,113	12,230	777,685				
2011–12	5,306,098	1,609,167	4,745	2,958,118	140,004	2,761	591,304				
2012–13	5,164,320	1,528,444	3,297	2,916,874	107,986	7,109	600,609				
2013–14	4,627,347	1,457,755	1,257	2,557,299	101,186	4,263	505,588				
2014–15	3,812,297	1,187,558	2,124	2,007,363	170,004	2,435	442,812				
2015–16	3,435,825	1,049,292	1,964	1,882,523	75,863	2,443	423,740				
2016–17	3,017,172	927,944	1,937	1,604,323	57,076	2,610	423,281				
2017–18	2,417,033	765,335	1,377	1,293,388	56,238	1,615	299,080				
All levels				Percentage distribution							
1999–2000	100.00	30.46	0.64	53.08	3.75	0.68	11.38				
2004–05	100.00	26.20	0.09	64.47	3.06	0.62	5.56				
2005–06	100.00	25.34	0.08	64.41	2.70	0.65	6.81				
2006–07	100.00	23.70	0.05	63.92	2.74	0.55	9.04				
2007–08	100.00	23.48	0.07	66.71	3.03	0.59	6.12				
2008–09	100.00	23.67	0.06	67.60	2.42	0.27	5.97				
2009–10	100.00	23.83	0.07	66.24	2.33	0.60	6.93				
2010–11	100.00	24.99	0.09	65.63	2.15	0.39	6.76				
2011–12	100.00	24.38	0.19	66.53	2.15	0.24	6.50				
2012–13	100.00	24.94	0.13	65.20	2.13	0.24	7.36				
2013–14	100.00	26.82	0.08	63.47	2.29	0.18	7.17				
2014–15	100.00	26.67	0.11	63.04	2.73	0.19	7.26				
2015–16	100.00	26.55	0.11	63.01	2.49	0.16	7.68				
2016–17	100.00	26.69	0.12	62.57	2.17	0.18	8.27				
2017–18	100.00	27.17	0.16	63.39	1.91	0.13	7.25				
<b>4-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	100.00 100.00 100.00 100.00 100.00	29.47 23.88 23.28 20.98 20.96	0.22 0.06 0.06 0.05 0.07	54.58 68.63 69.07 66.95 70.16	4.55 3.01 2.47 2.58 3.00	0.58 0.65 0.75 0.64 0.68	10.60 3.79 4.37 8.80 5.12				
2008–09	100.00	20.83	0.06	71.67	2.23	0.27	4.94				
2009–10	100.00	21.38	0.07	70.20	2.21	0.47	5.67				
2010–11	100.00	22.90	0.09	70.19	2.00	0.44	4.39				
2011–12	100.00	22.57	0.22	69.82	2.01	0.30	5.09				
2012–13	100.00	23.50	0.15	67.89	2.15	0.28	6.04				

Table 334.50. Total expenditures of private for-profit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2017-18-Continued

	•	_					
Year and level of institution	Total	Instruction	Research and public service	Academic support, student services, and institutional support	Auxiliary enterprises <sup>1</sup>	Net grant aid to students²	Other <sup>3</sup>
1	2	3	4	5	6	7	8
2013–14	100.00	25.46	0.09	65.84	2.32	0.20	6.08
2014–15	100.00	25.50	0.12	65.74	2.28	0.23	6.13
2015–16	100.00	25.46	0.12	65.26	2.57	0.18	6.41
2016–17	100.00	25.65	0.13	65.00	2.24	0.21	6.78
2017–18	100.00	26.05	0.18	65.84	1.80	0.14	5.97
<b>2-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	100.00 100.00 100.00 100.00 100.00	31.57 31.11 30.31 30.97 30.96	1.12 0.14 0.15 0.05 0.06	51.41 55.71 53.17 55.82 56.50	2.86 3.16 3.26 3.15 3.10	0.79 0.57 0.41 0.31 0.31	12.24 9.31 12.70 9.71 9.09
2008–09	100.00	32.56	0.06	54.87	3.04	0.28	9.20
2009–10	100.00	31.82	0.05	53.31	2.74	1.02	11.05
2010–11	100.00	31.52	0.07	51.41	2.61	0.22	14.16
2011–12	100.00	30.33	0.09	55.75	2.64	0.05	11.14
2012–13	100.00	29.60	0.06	56.48	2.09	0.14	11.63
2013–14	100.00	31.50	0.03	55.26	2.19	0.09	10.93
2014–15	100.00	31.15	0.06	52.65	4.46	0.06	11.62
2015–16	100.00	30.54	0.06	54.79	2.21	0.07	12.33
2016–17	100.00	30.76	0.06	53.17	1.89	0.09	14.03
2017–18	100.00	31.66	0.06	53.51	2.33	0.07	12.37
All levels		E	xpenditure per full-time	-equivalent student in c	onstant 2018–19 dollar:	S <sup>4</sup>	
1999–2000	\$14,961	\$4,558	\$96	\$7,941	\$561	\$102	\$1,702
2004–05	14,805	3,879	13	9,544	452	92	824
2005–06	14,429	3,656	12	9,294	390	94	982
2006–07	15,997	3,791	8	10,225	438	88	1,447
2007–08	16,188	3,802	11	10,800	490	95	990
2008–09	15,340	3,631	9	10,369	372	42	916
2009–10	15,666	3,733	10	10,377	366	94	1,086
2010–11	15,679	3,918	13	10,290	337	60	1,060
2011–12	15,681	3,823	29	10,433	338	38	1,020
2012–13	16,962	4,230	21	11,059	362	41	1,248
2013–14	20,983	5,627	17	13,318	480	37	1,504
2014–15	16,694	4,452	18	10,524	456	32	1,212
2015–16	17,199	4,566	19	10,837	429	27	1,321
2016–17	17,128	4,572	20	10,717	372	31	1,416
2017–18	16,536	4,492	26	10,483	316	21	1,198
<b>4-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	14,494 14,293 13,870 15,594 15,797	4,271 3,413 3,229 3,271 3,312	31 8 8 8 12	7,911 9,808 9,580 10,441 11,083	660 430 343 403 474	85 92 104 100 108	1,536 541 606 1,372 808
2008-09	15,161	3,158	9	10,865	337	41	750
2009-10	15,983	3,417	11	11,220	353	75	906
2010-11	15,613	3,575	14	10,958	313	68	685
2011-12	15,462	3,490	34	10,796	310	46	787
2012-13	16,566	3,894	24	11,246	356	46	1,000
2013–14	22,151	5,640	21	14,584	513	45	1,348
2014–15	16,439	4,192	20	10,808	375	37	1,007
2015–16	16,905	4,304	21	11,032	435	31	1,083
2016–17	16,846	4,320	22	10,949	378	35	1,142
2017–18	16,429	4,280	30	10,817	297	23	981
<b>2-year</b> 1999–2000 2004–05 2005–06 2006–07 2007–08	15,514 16,013 15,984 17,180 17,470	4,898 4,981 4,845 5,321 5,408	173 23 23 9 10	7,977 8,921 8,499 9,590 9,871	444 506 521 540 541	123 91 66 53 53	1,899 1,491 2,030 1,667 1,587
2008-09	15,926	5,186	9	8,739	484	44	1,464
2009-10	14,714	4,682	8	7,845	404	151	1,625
2010-11	15,890	5,009	11	8,169	414	35	2,251
2011-12	16,445	4,987	15	9,168	434	9	1,833
2012-13	18,386	5,442	12	10,385	384	25	2,138
2013–14	17,747	5,591	5	9,808	388	16	1,939
2014–15	17,750	5,529	10	9,346	792	11	2,062
2015–16	18,363	5,608	10	10,061	405	13	2,265
2016–17	18,315	5,633	12	9,739	346	16	2,569
2017–18	16,984	5,378	10	9,088	395	11	2,102

<sup>1</sup>Essentially self-supporting operations of institutions that furnish a service to students,

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey"

(IPEDS-EF:99); Spring 2005 through Spring 2007, Enrollment component; Spring 2008 through Spring 2018, Fall Enrollment component; and Spring 2001 through Spring 2019, Finance component. (This table was prepared December 2019.)

faculty, or staff, such as residence halls and food services.

\*Excludes allowances that were recorded as a reduction to revenues from tuition and fees and from auxiliary enterprises, such as room, board, and books; also excludes agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants.

3"Other" categories of expenditures include hospitals.

<sup>\*</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.



## **CHAPTER 4**

## Federal Funds for Education and Related Activities

This chapter provides information on federal support for education. The tables include detailed data on funding by specific federal agencies, funding for different levels of education and types of education-related activities, and funding for specific programs. Preceding the tables is a brief chronology of federal education legislation enacted since 1787, which provides historical context for the education funding data.

The data in this chapter primarily reflect outlays and appropriations of federal agencies. The data are compiled from budget information prepared by federal agencies. In contrast, most of the federal revenue data reported in other chapters are compiled by educational institutions or state education agencies and reported to the federal government through standardized survey forms. Tabulations based on institution- or state-reported revenue data differ substantially from federal budget reports because of numerous variations in methodology and definitions. Federal dollars are not necessarily spent by recipient institutions in the same year in which they are appropriated. In some cases, institutions cannot identify the source of federal revenues because they flow through state agencies. Some types of revenues, such as tuition and fees, are reported as revenues from students even though they may be supported by federal student aid programs. Some institutions that receive federal education funds (e.g., Department of Defense overseas and domestic schools, state education agencies, Head Start programs, and federal libraries) are not included in regular surveys, censuses, and administrative data collections conducted by the National Center for Education Statistics (NCES). Thus, the federal programs data tabulated in this chapter are not comparable with figures reported in other chapters. Readers should also be careful about comparing the data on obligations shown in table 402.10 (web only) with the data on outlays and appropriations appearing in other tables in this chapter.

## Federal Education Funding

Federal on-budget funding (federal funds for education programs tied to appropriations) for education increased by 77 percent from \$138.1 billion in fiscal year (FY) 2000 to \$244.4 billion in FY 2019, after adjustment for inflation (table D, table 401.10, and figure 20). Federal funds in FY 2019 were higher than in FY 2000 for all major program categories. Federal funds for elementary and secondary education in FY 2019 were 34 percent higher than in FY 2000; funds for postsecondary education were 219 percent higher; funds for other education were 16 percent higher; and funds for research at educational institutions were 30 percent higher. While funding levels were higher in FY 2019 than in

FY 2000 for these major categories, changes were not consistent across the categories during this time period.

The overall increase in the federal funding level for education was smaller between FY 2010 and FY 2019 (18 percent) than between FY 2000 and FY 2010 (50 percent), after adjustment for inflation. Federal on-budget funding was higher in FY 2010 than in FY 2000 for each of the four major categories reported: postsecondary education (by 99 percent), elementary and secondary education (by 35 percent), research at educational institutions (by 34 percent), and other education (by 25 percent; table D, table 401.10, and figure 20). In contrast, federal on-budget funding was higher in FY 2019 than in FY 2010 for only one of the four categories: for postsecondary education, federal on-budget funding was 60 percent higher in FY 2019 than in FY 2010. Federal funding for the category of other education was 7 percent lower in FY 2019 than in FY 2010, after adjustment for inflation. Also, funding for research at educational institutions was 3 percent lower in FY 2019 than in FY 2010, and funding for elementary and secondary education was 1 percent lower.

Table D. Federal on-budget funding for education, by category: Selected fiscal years, 2000 through 2019

[In billions of constant fiscal year (FY) 2019 dollars]

Fiscal year	Total	Elementary/ secondary	Post- secondary	Other education	Research at educational institutions
2000	\$138.1	\$64.2	\$33.7	\$8.5	\$31.7
2005	201.8	89.0	60.4	9.4	43.1
2010	206.7	86.5	67.0	10.6	42.6
2015	220.9	84.0	92.3	10.1	34.5
2016	211.6	86.8	79.2	10.2	35.5
2017 <sup>1</sup>	249.9	85.1	118.7	10.0	36.1
2018	219.9	86.5	85.0	9.7	38.7
2019	244.4	85.9	107.5	9.9	41.2

<sup>&</sup>lt;sup>1</sup>The increase in postsecondary expenditures in 2017 resulted primarily from an accounting

NOTE: Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Budget Service and National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, various FYs. National Science Foundation, Federal Funds for Research and Development, various FYs.

After adjustment for inflation, off-budget support and nonfederal funds generated by federal legislation (e.g., primarily loans for postsecondary students supported by federal appropriations) showed an increase of 135 percent between FY 2000 (\$49.3 billion in FY 2019 dollars) and FY 2010 (\$116.1 billion in FY 2019 dollars; table 401.10). In FY 2019, these same funds totaled \$91.0 billion, reflecting a decrease of 22 percent from FY 2010. Note that total enrollment in degree-granting institutions decreased by 7 percent between fall 2010 and fall 2018 (table 303.10).

In current dollars (not adjusted for inflation), federal on-budget funds for education in FY 2018 totaled \$216.1 billion (figure 21 and table 401.20). The U.S. Department of Education provided 45 percent (\$96.4 billion) of this total. Funds exceeding \$2.5 billion also came from the U.S. Department of Health and Human Services (\$45.0 billion), the U.S. Department of Agriculture (\$26.8 billion), the U.S. Department of Veterans Affairs (\$14.5 billion), the U.S. Department of Defense (\$7.9 billion), the National Science Foundation (\$6.1 billion), the U.S. Department of Energy (\$4.4 billion), and the National Aeronautics and Space Administration (\$2.9 billion).

The largest program areas for elementary and secondary education in FY 2019 were Child nutrition programs (U.S. Department of Agriculture, \$23.1 billion), Education for the disadvantaged (U.S. Department of Education, \$16.5 billion), Special education (U.S. Department of Education, \$13.5 billion), and Head Start (U.S. Department of Health and Human Services, \$10.1 billion; table 401.30). The largest postsecondary programs were the Direct Loan Program (U.S. Department of Education, \$36.5 billion), Student financial assistance (U.S. Department of Education, \$31.6 billion), Medicare medical education benefits (U.S. Department of Health and Human Services, \$14.1 billion), and the Post-9/11 GI Bill (U.S. Department of Veterans Affairs, \$10.7 billion). Another program area exceeding \$10 billion in FY 2019 was U.S. Department of Health and Human Services funds for research at universities and related institutions (\$20.9 billion).

## **Chronology of Federal Education Legislation**

A capsule view of the history of federal education activities is provided in the following list of selected legislation:

- 1787 *Northwest Ordinance* authorized land grants for the establishment of educational institutions.
- 1802 An Act Fixing the Military Peace Establishment of the United States established the U.S. Military Academy. (The U.S. Naval Academy was established in 1845 by the Secretary of the Navy.)
- **1862** *First Morrill Act* authorized public land grants to the states for the establishment and maintenance of agricultural and mechanical colleges.
- **1867** *Department of Education Act* authorized the establishment of the U.S. Department of Education.<sup>1</sup>
- **1876** Appropriation Act, U.S. Department of the Treasury, established the U.S. Coast Guard Academy.

- **1890** Second Morrill Act provided for monetary grants for support of instruction in the agricultural and mechanical colleges.
- 1911 State Marine School Act authorized federal funds to be used for the benefit of any nautical school in any of 11 specified seaport cities.
- **1917** *Smith-Hughes Act* provided for grants to states for support of vocational education.
- **1918** *Vocational Rehabilitation Act* provided for grants for rehabilitation through training of World War I veterans.
- **1920** *Smith-Bankhead Act* authorized grants to states for vocational rehabilitation programs.
- **1935** Bankhead-Jones Act (Public Law 74-182) authorized grants to states for agricultural experiment stations.
  - Agricultural Adjustment Act (Public Law 74-320) authorized 30 percent of the annual customs receipts to be used to encourage the exportation and domestic consumption of agricultural commodities. Commodities purchased under this authorization began to be used in school lunch programs in 1936. The National School Lunch Act of 1946 continued and expanded this assistance.
- 1936 An Act to Further the Development and Maintenance of an Adequate and Well-Balanced American Merchant Marine (Public Law 74-415) established the U.S. Merchant Marine Academy.
- 1937 National Cancer Institute Act (Public Law 75-244) established the Public Health Service fellowship program.
- 1941 Amendment to Lanham Act of 1940 authorized federal aid for construction, maintenance, and operation of schools in federally impacted areas. Such assistance was continued under Public Law 815 and Public Law 874, 81st Congress, in 1950.
- **1943** *Vocational Rehabilitation Act* (Public Law 78-16) provided assistance to veterans with disabilities.
  - School Lunch Indemnity Plan (Public Law 78-129) provided funds for local lunch food purchases.
- **1944** *Servicemen's Readjustment Act* (Public Law 78-346), known as the GI Bill, provided assistance for the education of veterans.
  - Surplus Property Act (Public Law 78-457) authorized transfer of surplus property to educational institutions.
- 1946 National School Lunch Act (Public Law 79-396) authorized assistance through grants-in-aid and other means to states to assist in providing adequate foods and facilities for the establishment, maintenance, operation, and expansion of non-profit school lunch programs.
  - *George-Barden Act* (Public Law 80-402) expanded federal support of vocational education.

The U.S. Department of Education as established in 1867 was later known as the Office of Education. In 1980, under Public Law 96-88, it became a cabinet-level department. Therefore, for purposes of consistency, it is referred to as the "U.S. Department of Education" even in those tables covering years when it was officially the Office of Education.

- 1948 United States Information and Educational Exchange
  Act (Public Law 80-402) provided for the interchange of people, knowledge, and skills between
  the United States and other countries.
- 1949 Federal Property and Administrative Services Act (Public Law 81-152) provided for donation of surplus property to educational institutions and for other public purposes.
- 1950 Financial Assistance for Local Educational Agencies Affected by Federal Activities (Public Law 81-815 and Public Law 81-874) provided assistance for construction (Public Law 815) and operation (Public Law 874) of schools in federally affected areas.
  - Housing Act (Public Law 81-475) authorized loans for construction of college housing facilities.
- 1954 An Act for the Establishment of the United States Air Force Academy and Other Purposes (Public Law 83-325) established the U.S. Air Force Academy.
  - Educational Research Act (Public Law 83-531) authorized cooperative arrangements with universities, colleges, and state educational agencies for educational research.
  - School Milk Program Act (Public Law 83-597) provided funds for purchase of milk for school lunch programs.
- **1956** *Library Services Act* (Public Law 84-597) provided grants to states for extension and improvement of rural public library services.
- **1957** Practical Nurse Training Act (Public Law 84-911) provided grants to states for practical nurse training.
- 1958 National Defense Education Act (Public Law 85-864) provided assistance to state and local school systems for instruction in science, mathematics, modern foreign languages, and other critical subjects; state statistical services; guidance, counseling, and testing services and training institutes; higher education student loans and fellowships as well as foreign language study and training; experimentation and dissemination of information on more effective use of television, motion pictures, and related media for educational purposes; and vocational education for technical occupations necessary to the national defense.
  - Education of Mentally Retarded Children Act (Public Law 85-926) authorized federal assistance for training teachers of the disabled.
  - Captioned Films for the Deaf Act (Public Law 85-905) authorized a loan service of captioned films for the deaf.
- **1961** *Area Redevelopment Act* (Public Law 87-27) included provisions for training or retraining of people in redevelopment areas.
- 1962 Manpower Development and Training Act (Public Law 87-415) provided training in new and improved skills for the unemployed and underemployed.

- Migration and Refugee Assistance Act of 1962 (Public Law 87-510) authorized loans, advances, and grants for education and training of refugees.
- 1963 Health Professions Educational Assistance Act of 1963 (Public Law 88-129) provided funds to expand teaching facilities and for loans to students in the health professions.
  - Vocational Education Act of 1963 (Public Law 88-210, Part A) increased federal support of vocational education schools; vocational work-study programs; and research, training, and demonstrations in vocational education.
  - Higher Education Facilities Act of 1963 (Public Law 88-204) authorized grants and loans for classrooms, libraries, and laboratories in public community colleges and technical institutes, as well as undergraduate and graduate facilities in other higher education institutions.
- 1964 Civil Rights Act of 1964 (Public Law 88-352) authorized the Commissioner of Education to arrange for support for higher education institutions and school districts to provide inservice programs for assisting instructional staff in dealing with problems caused by desegregation.
  - Economic Opportunity Act of 1964 (Public Law 88-452) authorized grants for college work-study programs for students from low-income families; established a Job Corps program and authorized support for work-training programs to provide education and vocational training and work experience opportunities in welfare programs; authorized support of education and training activities and of community action programs, including Head Start, Follow Through, and Upward Bound; and authorized the establishment of Volunteers in Service to America (VISTA).
- 1965 Elementary and Secondary Education Act of 1965
  (Public Law 89-10) authorized grants for elementary and secondary school programs for children of low-income families; school library resources, textbooks, and other instructional materials for school children; supplementary educational centers and services; strengthening state education agencies; and educational research and research training.
  - Health Professions Educational Assistance Amendments of 1965 (Public Law 89-290) authorized scholarships to aid needy students in the health professions.
  - Higher Education Act of 1965 (Public Law 89-329) provided grants for university community service programs, college library assistance, library training and research, strengthening developing institutions, teacher training programs, and undergraduate instructional equipment. Authorized insured student loans, established a National Teacher Corps, and provided for graduate teacher training fellowships.
  - National Foundation on the Arts and the Humanities Act (Public Law 89-209) authorized grants and loans for projects in the creative and performing arts and for research, training, and scholarly publications in the humanities.

- National Technical Institute for the Deaf Act (Public Law 89-36) provided for the establishment, construction, equipping, and operation of a residential school for postsecondary education and technical training of the deaf.
- School Assistance in Disaster Areas Act (Public Law 89-313) provided for assistance to local education agencies to help meet exceptional costs resulting from a major disaster.
- 1966 International Education Act (Public Law 89-698) provided grants to higher education institutions for the establishment, strengthening, and operation of centers for research and training in international studies and the international aspects of other fields of study.
  - National Sea Grant College and Program Act (Public Law 89-688) authorized the establishment and operation of Sea Grant Colleges and programs by initiating and supporting programs of education and research in the various fields relating to the development of marine resources.
  - Adult Education Act (Public Law 89-750) authorized grants to states for the encouragement and expansion of educational programs for adults, including training of teachers of adults and demonstrations in adult education (previously part of Economic Opportunity Act of 1964).
  - Model Secondary School for the Deaf Act (Public Law 89-694) authorized the establishment and operation, by Gallaudet College, of a model secondary school for the deaf.
- 1967 Education Professions Development Act (Public Law 90-35) amended the Higher Education Act of 1965 for the purpose of improving the quality of teaching and to help meet critical shortages of adequately trained educational personnel.
  - Public Broadcasting Act of 1967 (Public Law 90-129) established a Corporation for Public Broadcasting to assume major responsibility in channeling federal funds to noncommercial radio and television stations, program production groups, and educational television networks; conduct research, demonstration, or training in matters related to noncommercial broadcasting; and award grants for construction of educational radio and television facilities.
- 1968 Elementary and Secondary Education Amendments of 1968 (Public Law 90-247) modified existing programs and authorized support of regional centers for education of children with disabilities, model centers and services for deaf-blind children, recruitment of personnel and dissemination of information on education of children with disabilities; technical assistance in education to rural areas; support of dropout prevention projects; and support of bilingual education programs.
  - Handicapped Children's Early Education Assistance Act (Public Law 90-538) authorized preschool and early education programs for children with disabilities.

- Vocational Education Amendments of 1968 (Public Law 90-576) modified existing programs and provided for a National Advisory Council on Vocational Education and collection and dissemination of information for programs administered by the Commissioner of Education.
- 1970 Elementary and Secondary Education Assistance Programs, Extension (Public Law 91-230) authorized comprehensive planning and evaluation grants to state and local education agencies; provided for the establishment of a National Commission on School Finance.
  - National Commission on Libraries and Information Science Act (Public Law 91-345) established a National Commission on Libraries and Information Science to effectively utilize the nation's educational resources.
  - Office of Education Appropriation Act (Public Law 91-380) provided emergency school assistance to desegregating local education agencies.
  - Environmental Education Act (Public Law 91-516) established an Office of Environmental Education to develop curriculum and initiate and maintain environmental education programs at the elementary/secondary levels; disseminate information; provide training programs for teachers and other educational, public, community, labor, and industrial leaders and employees; provide community education programs; and distribute material dealing with the environment and ecology.
  - Drug Abuse Education Act of 1970 (Public Law 91-527) provided for development, demonstration, and evaluation of curricula on the problems of drug abuse.
- 1971 Comprehensive Health Manpower Training Act of 1971 (Public Law 92-257) amended Title VII of the Public Health Service Act, increasing and expanding provisions for health manpower training and training facilities.
- 1972 Drug Abuse Office and Treatment Act of 1972 (Public Law 92-255) established a Special Action Office for Drug Abuse Prevention to provide overall planning and policy for all federal drug-abuse prevention functions; a National Advisory Council for Drug Abuse Prevention; community assistance grants for community mental health centers for treatment and rehabilitation of people with drugabuse problems; and, in December 1974, a National Institute on Drug Abuse.
  - Education Amendments of 1972 (Public Law 92-318) established the Education Division in the U.S. Department of Health, Education, and Welfare and the National Institute of Education; general aid for higher education institutions; federal matching grants for state Student Incentive Grants; a National Commission on Financing Postsecondary Education; State Advisory Councils on Community Colleges; a Bureau of Occupational and Adult Education and State Grants for the design, establishment, and conduct of postsecondary occupa-

- tional education; and a bureau-level Office of Indian Education. Amended current U.S. Department of Education programs to increase their effectiveness and better meet special needs. Prohibited sex bias in admission to vocational, professional, and graduate schools, and public institutions of undergraduate higher education.
- 1973 Older Americans Comprehensive Services Amendment of 1973 (Public Law 93-29) made available to older citizens comprehensive programs of health, education, and social services.
  - Comprehensive Employment and Training Act of 1973 (Public Law 93-203) provided for employment and training opportunities for unemployed and underemployed people. Extended and expanded provisions in the Manpower Development and Training Act of 1962, Title I of the Economic Opportunity Act of 1962, Title I of the Economic Opportunity Act of 1964, and the Emergency Employment Act of 1971 as in effect prior to June 30, 1973.
- **1974** Education Amendments of 1974 (Public Law 93-380) provided for the consolidation of certain programs and established a National Center for Education Statistics.
  - Juvenile Justice and Delinquency Prevention Act of 1974 (Public Law 93-415) provided for technical assistance, staff training, centralized research, and resources to develop and implement programs to keep students in elementary and secondary schools; and established, in the U.S. Department of Justice, a National Institute for Juvenile Justice and Delinquency Prevention.
- 1975 Indian Self-Determination and Education Assistance Act (Public Law 93-638) provided for increased participation of American Indian/Alaska Native populations in the establishment and conduct of their education programs and services.
  - Harry S Truman Memorial Scholarship Act (Public Law 93-642) established the Harry S Truman Scholarship Foundation and created a perpetual education scholarship fund for young Americans to prepare for and pursue careers in public service.
  - Education for All Handicapped Children Act (Public Law 94-142) provided that all children with disabilities have available to them a free appropriate education designed to meet their unique needs.
- 1976 Educational Broadcasting Facilities and Telecommunications Demonstration Act of 1976 (Public Law 94-309) established a telecommunications demonstration program to promote the development of nonbroadcast telecommunications facilities and services for the transmission, distribution, and delivery of health, education, and public or social service information.
- 1977 Youth Employment and Demonstration Projects Act of 1977 (Public Law 95-93) established a youth employment training program including, among

- other activities, promotion of education-to-work transition, literacy training and bilingual training, and attainment of certificates of high school equivalency.
- Career Education Incentive Act (Public Law 95-207) authorized the establishment of a career education program for elementary and secondary schools.
- 1978 Tribally Controlled Community College Assistance
  Act of 1978 (Public Law 95-471) provided federal
  funds for the operation and improvement of tribally controlled community colleges for American
  Indian/Alaska Native students.
  - Middle Income Student Assistance Act (Public Law 95-566) modified the provisions for student financial assistance programs to allow middle-income as well as low-income students attending college or other postsecondary institutions to qualify for federal education assistance.
- 1979 Department of Education Organization Act (Public Law 96-88) established a U.S. Department of Education containing functions from the Education Division of the U.S. Department of Health, Education, and Welfare (HEW) along with other selected education programs from HEW, the U.S. Department of Justice, U.S. Department of Labor, and the National Science Foundation.
- 1980 Asbestos School Hazard Detection and Control Act of 1980 (Public Law 96-270) established a program for inspection of schools for detection of hazardous asbestos materials and provided loans to assist educational agencies to contain or remove and replace such materials.
- 1981 Education Consolidation and Improvement Act of 1981 (Part of Public Law 97-35) consolidated 42 programs into 7 programs to be funded under the elementary and secondary block grant authority.
- 1983 Student Loan Consolidation and Technical Amendments Act of 1983 (Public Law 98-79) established an 8 percent interest rate for Guaranteed Student Loans and an extended Family Contribution Schedule.
  - Challenge Grant Amendments of 1983 (Public Law 98-95) amended Title III of the Higher Education Act of 1965 and added authorization of the Challenge Grant program. The Challenge Grant program provides funds to eligible institutions on a matching basis as an incentive to seek alternative sources of funding.
  - Education of the Handicapped Act Amendments of 1983 (Public Law 98-199) added the Architectural Barrier amendment (providing funds for altering existing buildings and equipment to make them accessible to those with physical disabilities) and clarified participation of children with disabilities in private schools.
- 1984 Education for Economic Security Act (Public Law 98-377) added new science and mathematics programs for elementary, secondary, and postsecondary education. The new programs included magnet schools, excellence in education, and equal access.

- Carl D. Perkins Vocational Education Act (Public Law 98-524) continued federal assistance for vocational education through FY 1989. The act replaced the Vocational Education Act of 1963. It provided aid to the states to make vocational education programs accessible to all people, including disabled and disadvantaged, single parents and homemakers, and the incarcerated.
- Human Services Reauthorization Act (Public Law 98-558) created a Carl D. Perkins scholarship program, a National Talented Teachers Fellowship program, a Federal Merit Scholarships program, and a Leadership in Educational Administration program.
- 1985 Montgomery GI Bill—Active Duty (Public Law 98-525) brought about a new GI Bill for individuals who initially entered active military duty on or after July 1, 1985.
  - Montgomery GI Bill—Selected Reserve (Public Law 98-525) established an education program for members of the Selected Reserve (which includes the National Guard) who enlist, reenlist, or extend an enlistment after June 30, 1985, for a 6-year period.
- 1986 Handicapped Children's Protection Act of 1986
  (Public Law 99-372) allowed parents of children with disabilities to collect attorneys' fees in cases brought under the Education of the Handicapped Act and provided that the Education of the Handicapped Act does not preempt other laws, such as Section 504 of the Rehabilitation Act.
  - Drug-Free Schools and Communities Act of 1986 (Part of Public Law 99-570) established programs for drug abuse education and prevention, coordinated with related community efforts and resources, through the use of federal financial assistance.
- 1988 Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297) reauthorized through 1993 major elementary and secondary education programs, including Chapter 1, Chapter 2, Bilingual Education, Math-Science Education, Magnet Schools, Impact Aid, Indian Education, Adult Education, and other smaller education programs.
  - Stewart B. McKinney Homeless Assistance Amendments Act of 1988 (Public Law 100-628) extended for 2 additional years programs providing assistance to the homeless, including literacy training for homeless adults and education for homeless youths.
  - Tax Reform Technical Amendments (Public Law 100-647) authorized an Education Savings Bond for the purpose of postsecondary educational expenses. The bill grants tax exclusion for interest earned on regular series EE savings bonds.
- 1989 Childhood Education and Development Act of 1989 (Part of Public Law 101-239) authorized the appropriations to expand Head Start programs and

- programs carried out under the Elementary and Secondary Education Act of 1965 to include child care services.
- 1990 Excellence in Mathematics, Science and Engineering Education Act of 1990 (Public Law 101-589) created a national mathematics and science clearinghouse and created several other mathematics, science, and engineering education programs.
  - Student Right-To-Know and Campus Security Act (Public Law 101-542) required higher education institutions receiving federal financial assistance to provide certain information about graduation rates of student-athletes and about campus crime statistics and security policies. (The 1990 campus crime and security legislation, along with later acts that amended it, is generally referred to as "the Clery Act.")
  - Americans with Disabilities Act of 1990 (Public Law 101-336) prohibited discrimination against people with disabilities.
  - National and Community Service Act of 1990 (Public Law 101-610) increased school and college-based community service opportunities and authorized the President's Points of Light Foundation.
- 1991 National Literacy Act of 1991 (Public Law 102-73) established the National Institute for Literacy, the National Institute Board, and the Interagency Task Force on Literacy. Amended various federal laws to establish and extend various literacy programs.
  - High-Performance Computing Act of 1991 (Public Law 102-194) directed the President to implement a National High-Performance Computing Program. Provided for (1) establishment of a National Research and Education Network; (2) standards and guidelines for high-performance networks; and (3) the responsibility of certain federal departments and agencies with regard to the Network.
  - Veterans' Educational Assistance Amendments of 1991 (Public Law 102-127) restored certain educational benefits available to reserve and active-duty personnel under the Montgomery GI Bill to students whose courses of studies were interrupted by the Persian Gulf War.
  - Civil Rights Act of 1991 (Public Law 102-166) amended the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, with regard to employment discrimination. Established the Technical Assistance Training Institute.
- 1992 Ready-To-Learn Act (Public Law 102-545) amended the General Education Provisions Act to establish Ready-To-Learn Television programs to support educational programming and related materials for preschool and elementary school children and their parents, child care providers, and educators.
- 1993 Student Loan Reform Act (Public Law 103-66) reformed the student aid process by phasing in a system of direct lending designed to provide savings for taxpayers and students. Allows students to choose among a variety of repayment options, including income contingency.

- National Service Trust Act (Public Law 103-82) amended the National and Community Service Act of 1990 to establish a Corporation for National Service. In addition, provided education grants up to \$4,725 per year for 2 years to people age 17 or older who perform community service before, during, or after postsecondary education.
- 1994 Goals 2000: Educate America Act (Public Law 103-227) established a new federal partnership through a system of grants to states and local communities to reform the nation's education system. The Act formalized the national education goals and established the National Education Goals Panel.
  - School-to-Work Opportunities Act of 1994 (Public Law 103-239) established a national framework within which states and communities can develop School-to-Work Opportunities systems to prepare young people for first jobs and continuing education. The Act also provided money to states and communities to develop a system of programs that include work-based learning, school-based learning, and connecting activities components.
  - Safe Schools Act of 1994 (Part of Public Law 103-227) authorized the award of competitive grants to local educational agencies with serious crime to implement violence prevention activities such as conflict resolution and peer mediation.
- 1996 Contract With America: Unfunded Mandates (Public Law 104-4) ended the imposition, in the absence of full consideration by Congress, of federal mandates on state, local, and tribal governments without adequate funding, in a manner that may displace other essential governmental priorities; and ensured that the federal government pays the costs incurred by those governments in complying with certain requirements under federal statutes and regulations.
- 1997 The Taxpayer Relief Act of 1997 (Public Law 105-34) enacted the Hope Scholarship and Life-Long Learning Tax Credit provisions into law.
  - Emergency Student Loan Consolidation Act of 1997 (Public Law 105-78) amended the Higher Education Act of 1965 to provide for improved student loan consolidation services.
- 1998 Workforce Investment Act of 1998 (Public Law 105-220) enacted the Adult Education and Family Literacy Act, and substantially revised and extended, through FY 2003, the Rehabilitation Act of 1973.
  - Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Public Law 105-244) expanded crime categories that must be reported by postsecondary institutions.
  - Omnibus Consolidated and Emergency Supplemental Appropriations Act, 1999 (Public Law 105-277) enacted the Reading Excellence Act, to promote the ability of children to read independently by the third grade, and earmarked funds to help states and school districts reduce class sizes in the early grades.

- Charter School Expansion Act (Public Law 105-278) amended the charter school program, enacted in 1994 as Title X, Part C of the Elementary and Secondary Education Act of 1965.
- Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (Public Law 105-332) revised, in its entirety, the Carl D. Perkins Vocational and Applied Technology Education Act and reauthorized the Act through FY 2003.
- Assistive Technology Act of 1998 (Public Law 105-394) replaced the Technology-Related Assistance for Individuals with Disabilities Act of 1988 with a new Act, authorized through FY 2004, to address the assistive-technology needs of individuals with disabilities.
- 1999 Education Flexibility Partnership Act of 1999 (Public Law 106-25) authorized the Secretary of Education to allow all states to participate in the Education Flexibility Partnership program.
  - District of Columbia College Access Act of 1999 (Public Law 106-98) established a program to afford high school graduates from the District of Columbia the benefits of in-state tuition at state colleges and universities outside the District of Columbia.
- 2000 The National Defense Authorization Act for Fiscal Year 2001 (Public Law 106-398) included, as Title XVIII, the Impact Aid Reauthorization Act of 2000, which extended the Impact Aid programs through FY 2003.
  - College Scholarship Fraud Prevention Act of 2000 (Public Law 106-420) enhanced federal penalties for offenses involving scholarship fraud; required an annual scholarship fraud report by the Attorney General, the Secretary of Education, and the Federal Trade Commission (FTC); and required the Secretary of Education, in conjunction with the FTC, to maintain a scholarship fraud awareness website.
  - Consolidated Appropriations Act 2001 (Public Law 106-554) created a new program of assistance for school repair and renovation and amended the Elementary and Secondary Education Act of 1965 to authorize credit enhancement initiatives to help charter schools obtain, construct, or repair facilities; reauthorized the Even Start program; and enacted the Children's Internet Protection Act.
- 2001 50th Anniversary of Brown v. Board of Education (Public Law 107-41) established a commission for the purpose of encouraging and providing for the commemoration of the 50th anniversary of the 1954 Supreme Court decision Brown v. Board of Education.
- 2002 No Child Left Behind Act of 2001 (Public Law 107-110) provided for the comprehensive reauthorization of the Elementary and Secondary Education Act of 1965, incorporating specific proposals in such areas as testing, accountability, parental choice, and early reading.

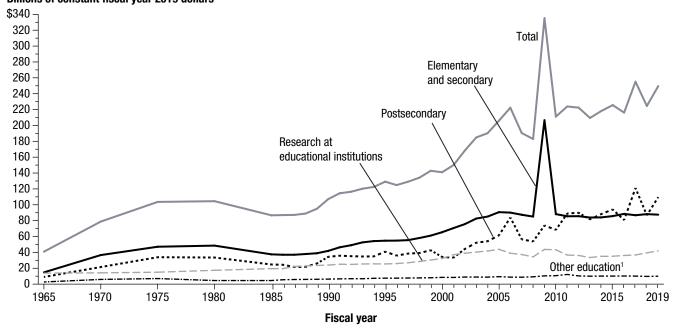
- Education Sciences Reform Act (Public Law 107-279) established the Institute of Education Sciences within the U.S. Department of Education to carry out a coordinated, focused agenda of high-quality research, statistics, and evaluation that is relevant to the educational challenges of the nation.
- The Higher Education Relief Opportunities for Students Act of 2001 (Public Law 107-122) provided the Secretary of Education with waiver authority over student financial aid programs under Title IV of the Higher Education Act of 1965, to deal with student and family situations resulting from the September 11, 2001, terrorist attacks.
- Public Law 107-139 amended Title IV of the Higher Education Act to establish fixed interest rates for student and parent borrowers.
- 2003 The Higher Education Relief Opportunities for Students Act of 2003 (Public Law 108-76) provided the Secretary of Education with waiver authority over student financial aid programs under Title IV of the Higher Education Act of 1965, to deal with student and family situations resulting from wars or national emergencies.
- 2004 Assistive Technology Act of 2004 (Public Law 108-364) reauthorized the Assistive Technology program, administered by the Department of Education.
  - Taxpayer-Teacher Protection Act of 2004 (Public Law 108-409) temporarily stopped excessive special allowance payments to certain lenders under the Federal Family Education Loan (FFEL) Program and increased the amount of loans that can be forgiven for certain borrowers who are highly qualified in mathematics, science, and special education teachers who serve in high-poverty schools for 5 years.
  - Individuals with Disabilities Education Improvement Act of 2004 (Public Law 108-446) provided a comprehensive reauthorization of the Individuals with Disabilities Education Act.
- 2005 Student Grant Hurricane and Disaster Relief Act (Public Law 109-67) authorized the Secretary of Education to waive certain repayment requirements for students receiving campus-based federal grant assistance if they were residing in, employed in, or attending an institution of higher education located in a major disaster area, or their attendance was interrupted because of the disaster.
  - Natural Disaster Student Aid Fairness Act (Public Law 109-86) authorized the Secretary of Education during FY 2006 to reallocate campus-based student aid funds to institutions of higher learning in Louisiana, Mississippi, Alabama, and Texas, or institutions that had accepted students displaced by Hurricane Katrina or Rita. The law also waived requirements for matching funds that are normally imposed on institutions and students.
  - Hurricane Education Recovery Act (Public Law 109-148, provision in the Defense Department Appropriations Act for FY 2006) provided funds

- for states affected by Hurricane Katrina to restart school operations, provide temporary emergency aid for displaced students, and assist homeless youth. The law also permitted the Secretary of Education to extend deadlines under the Individuals with Disabilities Education Act for those affected by Katrina or Rita.
- 2006 Higher Education Reconciliation Act of 2005 (Public Law 109-171) made various amendments to programs of student financial assistance under Title IV of the Higher Education Act of 1965.
  - Public Law 109-211 reauthorized the "ED-FLEX" program (under the Education Flexibility Partnership Act of 1999), under which the Secretary of Education permits states to waive certain requirements of federal statutes and regulations if they meet certain conditions.
  - Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270) reauthorized the vocational and technical education programs under the Perkins Act through 2012.
- 2007 America COMPETES Act (or "America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act") (Public Law 110-69) created new STEM (science, technology, engineering, and mathematics) education programs in various agencies, including the Department of Education.
  - College Cost Reduction and Access Act of 2007 (Public Law 110-84) reduced interest rates on student loans and made other amendments to the Higher Education Act of 1965 to make college more accessible and affordable.
  - Public Law 110-93 made permanent the waiver authority of the Secretary of Education with respect to student financial assistance during a war or other military operation or national emergency.
- 2008 Ensuring Continued Access to Student Loans Act of 2008 (Public Law 110-227) provided various authorities to the Department of Education, among other provisions, to help ensure that college students and their parents continue to have access to loans in the tight credit market.
  - Higher Education Opportunity Act (Public Law 110-315) provided a comprehensive reauthorization of the Higher Education Act of 1965.
- 2009 American Recovery and Reinvestment Act of 2009 (Public Law 111-5) provided about \$100 billion to state education systems and supplemental appropriations for several Department of Education programs.
  - Public Law 111-39 made miscellaneous and technical amendments to the Higher Education Act of 1965.
- 2010 Health Care and Education Reconciliation Act of 2010 (Public Law 111-152) included, as Title II, the "SAFRA Act" (also known as the "Student Aid and Fiscal Responsibility Act"). The SAFRA Act ended the federal government's role in subsidizing

- financial institutions that make student loans through the Federal Family Education Loan (FFEL) Program under Part B of Title IV of the Higher Education Act of 1965 (HEA), and correspondingly expanded the Federal Direct Student Loan Program administered by the Department of Education under Part D of Title IV of the HEA.
- Public Law 111-226 provided an additional \$10 billion to states and school districts, through an "Education Jobs Fund" modeled closely on the State Fiscal Stabilization Fund created by the 2009 Recovery Act, to hire (or avoid laying off) teachers and other educators.
- 2013 The Bipartisan Student Loan Certainty Act of 2013
  (Public Law 113-28) amended the Higher Education Act of 1965 (HEA) to govern the interest rates on the various categories of student loans under Title IV of the HEA.
  - Violence Against Women Reauthorization Act of 2013 (Public Law 113-4) amended the Clery Act, increasing the responsibility of postsecondary institutions to prevent, address, and report crimes on campus.
- 2014 Workforce Innovation and Opportunity Act (Public Law 113-128) amended the Workforce Investment Act of 1998 to strengthen the U.S. workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.
  - Public Law 113-174 extended the National Advisory Committee on Institutional Quality and Integrity and the Advisory Committee on Student Financial Assistance for 1 year.
- 2015 Need-Based Educational Aid Act of 2015 (Public Law 114-44) amended the Improving America's Schools Act of 1994 to extend through FY 2022 the antitrust exemption that allows higher education institutions that admit all students on a needblind basis to enter or attempt to enter into agreements among themselves regarding the administration of need-based financial aid.
  - STEM Education Act of 2015 (Public Law 114-59) defined STEM education to include computer science and provided for continued support for existing STEM education programs at the National Science Foundation.
  - Every Student Succeeds Act (Public Law 114-95) reauthorized and amended the Elementary and Secondary Education Act of 1965, incorporating provisions to expand state responsibility over schools, provide grants to charter schools, and reduce the federal test-based accountability system of the No Child Left Behind Act.

- Federal Perkins Loan Program Extension Act of 2015 (Public Law 114-105) temporarily extended the Federal Perkins Loan program, allowing continued disbursement of loans to current undergraduate borrowers through September 30, 2017.
- 2016 National Defense Authorization Act for Fiscal Year 2017 (Public Law 114-328) authorizes appropriations to continue assistance to local educational agencies that benefit dependents of members of the Armed Forces and Department of Defense civilian employees, including assistance to schools with significant numbers of military dependents as well as impact aid for children with severe disabilities.
- 2017 Hurricanes Harvey, Irma, and Maria Education Relief Act of 2017 (Public Law 115-64) provides educational relief in areas for which the President has declared a major disaster or an emergency as a result of Hurricanes Harvey, Irma, or Maria or Tropical Storms Harvey, Irma, or Maria.
- 2018 National Historic Site Boundary Modification Act of 2018 (Public Law 115-117) adjusts the boundary of the Little Rock Central High School National Historic Site in Arkansas.
  - Bipartisan Budget Act of 2018 (Public Law 115-123) provides disaster-relief funds for education.
  - National Memorial to Fallen Educators Act (Public Law 115-169) designates a National Memorial to Fallen Educators at the National Teachers Hall of Fame in Emporia, Kansas.
  - Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) brings changes to the \$1.2 billion annual federal investment in career and technical education (CTE).
  - Foundations for Evidence-Based Policymaking Act of 2018 (Public Law 115-435) establishes an Interagency Council on Evaluation Policy to assist the OMB in supporting government-wide evaluation activities and policies.
- 2019 Recognizing Achievement in Classified School Employees Act (Public Law 116-13) establishes the Recognizing Inspiring School Employees (RISE) Award Program recognizing excellence exhibited by school employees providing services to students in prekindergarten through high school.
  - Building Blocks of STEM Act (Public Law 116-102) modifies grant programs of the National Science Foundation that support science, technology, engineering, and mathematics, including computer science (STEM) education, particularly for underrepresented groups.
- **2020** *Never Again Education Act* (Public Law 116-141) authorizes the U.S. Holocaust Memorial Museum to support Holocaust education programs.

Figure 20. Federal on-budget funds for education, by level or other educational purpose: Selected years, 1965 through 2019 Billions of constant fiscal year 2019 dollars

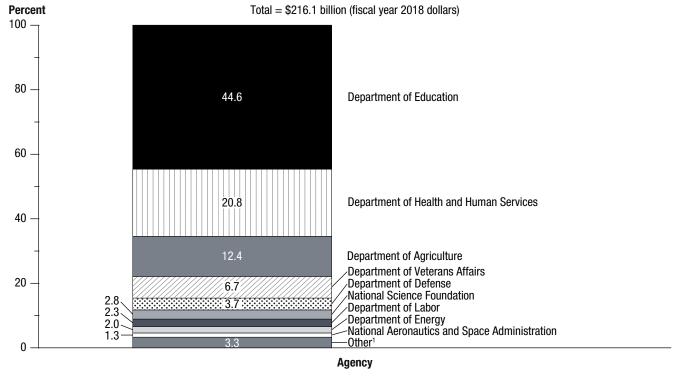


<sup>1</sup>Other education includes libraries, museums, cultural activities, and miscellaneous research.

NOTE: On-budget funds are tied to appropriations for education programs. The increase in postsecondary expenditures in 2006 and 2017 resulted primarily from an accounting adjustment. Amounts for 2009 include funds from the American Recovery and Reinvestment Act of 2009 (ARRA). Data for research at education institutions are estimated for 2019. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

SOURCE: U.S. Department of Education, Budget Service, unpublished tabulations. U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, fiscal years 1967 through 2020. National Science Foundation, Federal Funds for Research and Development, fiscal years 1967 through 2019.

Figure 21. Percentage distribution of federal on-budget funds for education, by agency: Fiscal year 2018



<sup>1</sup>In addition to the nine agencies shown in this figure, other agencies provide smaller amounts of funding for education.

NOTE: On-budget funds are tied to federal appropriations for education programs. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, *Budget of the U.S. Government, Appendix*, fiscal year 2019. National Science Foundation, *Federal Funds for Research and Development*, fiscal year 2018.

Table 401.10. Federal support and estimated federal tax expenditures for education, by category: Selected fiscal years, 1965 through 2019

[In thousands of dollars]

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	Total on-budget			On-budget suppor	Tt'				JIT-DUOGET SUPPO	rt and nonfederal	tunos generateo	by rederal legisla	ation		
	support, off-budget							Off-budget support			Nonfe	deral funds			
	support, and nonfederal funds generated by		Elementary			Research at		Direct	Federal Family Education		Income	Leveraging Educational	Supplemental Educational		Estimated federal tax
Fiscal year	federal legislation	Total	and secondary	Post- secondary	Other education <sup>3</sup>	educational institutions	Total	Loan Program <sup>4</sup>	Loan Program⁵	Perkins Loans <sup>6</sup>	Contingent Loans <sup>7</sup>	Assistance Partnerships <sup>8</sup>	Opportunity Grants <sup>9</sup>	Work-Study Aid10	expenditures for education <sup>2</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		ļ			l		ļ	Current dollar	S						
1965 1970 1975 1980 1985	\$5,324,767 13,318,909 24,412,487 39,273,874 47,642,802	\$5,331,016 12,511,079 23,288,120 34,465,612 39,027,876	\$1,942,577 5,830,442 10,617,195 16,027,686 16,901,334	\$1,197,511 3,432,277 7,644,037 11,087,992 11,174,379	\$374,652 964,719 1,608,478 1,548,730 2,107,588	\$1,816,276 2,283,641 3,418,410 5,801,204 8,844,575	-\$6,249 807,830 1,124,367 4,808,262 8,614,926	† † † †	\$770,000 1,233,000 4,598,000 8,467,000	\$16,111 20,976 35,667 31,778 21,387	† † † †	† \$20,000 76,800 76,000	† -\$30,986 -39,300 -8,477 -12,961	-\$22,360 47,840 -125,000 110,161 63,500	\$8,605,000 13,320,000 19,105,000
1990 1991 1992 1993 1994	67,188,203 75,249,116 80,151,676 87,266,261 97,404,473	56,033,753 62,499,477 66,153,112 70,314,009 72,934,561	21,984,361 25,418,031 27,926,887 30,834,326 32,304,356	18,060,326 19,607,407 20,057,407 20,417,407 20,857,407	3,383,031 3,698,617 3,991,955 4,107,193 4,483,704	12,606,035 13,775,422 14,176,863 14,955,083 15,289,094	11,154,450 12,749,639 13,998,564 16,952,252 24,469,912	† † † † \$818,540	10,826,000 12,372,000 13,568,000 16,524,000 23,214,000	15,014 17,349 17,333 29,255 52,667	\$500 500 542 †	59,181 63,530 72,000 72,429 72,429	127,719 131,115 175,656 172,023 172,000	126,036 165,145 165,033 154,545 140,276	19,040,000 18,995,000 19,950,000 21,010,000 22,630,000
1995 1996 1997 1998 1999	102,727,958 103,633,432 111,760,841 116,853,639 123,427,861	79,149,520 78,107,362 82,431,845 86,369,233 93,153,597	33,623,809 34,391,501 35,478,905 37,486,166 39,937,911	25,128,137 22,555,508 24,659,425 25,259,570 27,941,199	4,719,655 4,828,038 5,021,163 5,148,492 5,318,020	15,677,919 16,332,315 17,272,352 18,475,005 19,956,467	23,578,438 25,526,070 29,328,996 30,484,406 30,274,264	4,615,671 8,414,470 9,758,696 10,087,664 9,805,764	18,519,000 16,711,000 19,163,000 20,002,500 20,107,000	52,667 31,100 52,700 45,000 33,300	† † † †	63,400 31,400 50,000 25,000 25,000	181,000 179,000 228,200 240,950 255,900	146,700 159,100 76,400 83,292 47,300	24,600,000 26,340,000 28,125,000 29,540,000 37,360,000
2000 2001 2002 2003 2004	127,911,420 138,337,565 157,459,682 178,450,390 191,990,526	94,257,817 102,876,476 117,211,479 132,374,489 139,762,703	43,790,783 48,530,061 52,754,118 59,274,219 62,653,231	22,997,852 22,968,278 30,964,176 37,499,694 39,774,974	5,809,048 5,880,007 6,297,697 6,532,502 6,576,821	21,660,134 25,498,130 27,195,488 29,068,074 30,757,677	33,653,603 35,461,089 40,248,203 46,075,901 52,227,823	10,577,535 10,324,341 11,117,896 11,742,063 12,448,155	22,711,000 24,694,000 28,606,000 33,791,000 39,266,000	33,300 25,000 25,000 33,000 33,000	† † † †	50,000 80,000 104,000 103,000 102,000	276,743 316,655 308,811 304,671 295,143	5,025 21,093 86,496 102,167 83,525	39,475,000 41,460,000 — —
2005 2006 <sup>11</sup> 2007 2008 2009 <sup>12</sup>	212,926,929 234,749,825 218,194,867 228,598,213 376,406,421	156,606,678 174,795,661 153,897,988 152,938,889 280,097,568	69,029,389 70,948,229 70,735,875 71,272,580 172,660,784	46,860,566 66,057,738 45,665,287 44,986,271 61,885,401	7,297,025 7,074,484 7,214,906 7,882,220 8,853,694	33,419,698 30,715,210 30,281,920 28,797,817 36,697,689	56,320,251 59,954,164 64,296,879 75,659,324 96,308,853	12,569,446 12,175,674 12,507,162 17,850,773 28,857,577	43,284,000 47,307,000 51,320,000 57,296,000 66,778,000	0 0 0 0	† † † †	101,000 100,000 100,000 98,000 98,000	305,644 309,608 287,126 281,812 309,058	60,161 61,882 82,591 132,739 266,218	_ _ _ _
2010 2011 2012 2013 2014	280,458,555 305,352,452 302,574,280 290,712,525 299,166,582	179,560,187 195,006,154 197,534,242 188,644,529 199,611,510	75,155,797 74,538,319 76,106,350 75,642,514 77,055,620	58,198,856 77,645,852 79,923,155 73,479,680 80,916,948	9,212,228 10,804,871 9,328,554 9,217,187 9,435,306	36,993,306 32,017,112 32,176,184 30,305,148 32,203,636	100,898,368 110,346,298 105,040,038 102,067,996 99,555,072	80,709,552 109,917,342 104,612,005 101,729,011 99,186,791	19,618,000 0 0 0 0	0 0 0 0	† † † †	98,000 0 0 0 0	255,108 231,480 243,871 192,116 249,553	217,708 197,476 184,162 146,869 118,728	_ _ _ _
2015 2016 2017 <sup>11</sup> 2018 2019	303,379,413 294,818,076 334,728,235 309,167,308 336,598,961	207,426,048 200,023,892 241,137,480 217,316,354 245,591,373	78,909,699 82,029,675 82,803,943 86,166,625 87,085,005	86,660,617 74,837,278 114,022,573 83,544,180 107,465,117	9,464,840 9,600,541 9,643,170 9,565,623 9,872,654	32,390,891 33,556,398 34,667,794 38,039,926 41,168,597 <sup>13</sup>	95,953,365 94,794,185 93,590,755 91,850,953 91,007,588	95,578,878 94,435,754 93,288,102 91,504,259 90,660,894	0 0 0 0	0 0 0 0	† † † †	0 0 0 0	259,745 253,991 274,607 314,667 <sup>13</sup> 314,667 <sup>13</sup>	114,742 104,440 28,046 32,027 <sup>13</sup> 32,027 <sup>13</sup>	
1965	\$40,196,342	\$40,243,515	\$14,664,395	\$9,039,938	\$2,828,225	\$13,710,957	-\$47,173	nt fiscal year 20°	19 dollars <sup>14</sup>	\$121,621	†	†	+	-\$168,794	
1970 1975 1980 1985	82,293,696 106,505,269 116,720,980 103,864,887	77,302,348 101,599,951 102,430,944 85,083,701	36,024,619 46,320,033 47,633,885 36,846,178	31,207,049 33,348,926 32,953,237 24,360,986	5,960,720 7,017,367 4,602,787 4,594,700	14,109,959 14,913,625 17,241,034 19,281,838	4,991,348 4,905,318 14,290,035 18,781,186	† † † †	\$4,757,608 5,379,255 13,665,142 18,458,696	129,605 155,606 94,443 46,625	† † † †	\$87,255 228,248 165,686	-\$191,454 -171,456 -25,193 -28,256	295,590 -545,342 327,396 138,435	\$37,541,355 39,586,710 41,650,335
1990 1991 1992 1993 1994	126,023,586 135,100,521 138,275,119 146,226,009 160,387,270	105,101,405 112,210,114 114,125,242 117,820,299 120,094,845	41,235,631 45,634,944 48,178,576 51,666,937 53,192,706	33,875,398 35,202,685 34,602,400 34,212,030 34,344,034	6,345,485 6,640,411 6,886,794 6,882,138 7,382,916	23,644,891 24,732,074 24,457,473 25,059,193 25,175,189	20,922,182 22,890,407 24,149,877 28,405,711 40,292,425	† † † † \$1,347,818	20,306,115 22,212,402 23,407,081 27,688,119 38,224,426	28,161 31,148 29,902 49,021 86,722	\$938 898 935 †	111,005 114,060 124,212 121,364 119,262	239,560 235,401 303,036 288,247 283,217	236,403 296,498 284,710 258,960 230,980	35,712,952 34,103,183 34,417,105 35,204,997 37,262,805

Table 401.10. Federal support and estimated federal tax expenditures for education, by category: Selected fiscal years, 1965 through 2019—Continued

	Total		(	On-budget suppo	rt¹			(	Off-budget suppo	ort and nonfederal f	unds generated	d by federal legisla	ation		
	on-budget support, off-budget							Off-budget support			Nonfe	deral funds			
Fiscal year	support, and nonfederal funds generated by federal legislation	Total	Elementary and secondary	Post- secondary	Other education <sup>3</sup>	Research at educational institutions	Total	Direct Loan Program <sup>4</sup>	Federal Family Education Loan Program <sup>5</sup>	Perkins Loans <sup>6</sup>	Income Contingent Loans <sup>7</sup>	Leveraging Educational Assistance Partnerships <sup>8</sup>	Supplemental Educational Opportunity Grants <sup>9</sup>	Work-Study Aid <sup>10</sup>	Estimated federal tax expenditures for education <sup>2</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1995 1996 1997 1998 1999	164,272,387 162,308,026 171,433,979 177,762,591 185,486,561	126,568,081 122,329,749 126,445,176 131,388,451 139,990,601	53,767,869 53,863,088 54,422,370 57,025,507 60,018,425	40,182,430 35,325,859 37,825,980 38,425,903 41,989,847	7,547,205 7,561,549 7,702,143 7,832,099 7,991,885	25,070,577 25,579,253 26,494,683 28,104,942 29,990,445	37,704,306 39,978,277 44,988,803 46,374,140 45,495,960	7,380,925 13,178,528 14,969,215 15,345,772 14,736,036	29,613,753 26,172,340 29,394,816 30,428,631 30,216,665	84,220 48,708 80,838 68,456 50,043	† † † †	101,383 49,178 76,697 38,031 37,570	289,437 280,345 350,044 366,543 384,565	234,588 249,178 117,193 126,707 71,082	39,337,886 41,253,033 43,141,951 44,937,470 56,144,358
2000 2001 2002 2003 2004	187,473,097 197,581,585 221,479,764 244,063,660 255,917,755	138,148,766 146,934,040 164,867,415 181,046,409 186,299,595	64,181,866 69,313,396 74,202,929 81,068,373 83,514,924	33,706,752 32,804,602 43,553,615 51,287,714 53,018,877	8,514,019 8,398,161 8,858,220 8,934,395 8,766,710	31,746,129 36,417,881 38,252,651 39,755,926 40,999,084	49,324,331 50,647,546 56,612,349 63,017,251 69,618,160	15,502,942 14,745,811 15,638,219 16,059,427 16,593,026	33,286,328 35,269,377 40,236,650 46,215,394 52,340,430	48,806 35,706 35,165 45,134 43,988	† † † †	73,282 114,261 146,284 140,871 135,963	405,608 452,265 434,368 416,694 393,417	7,365 30,126 121,664 139,732 111,336	57,856,449 59,215,532 — — —
2005 2006 <sup>11</sup> 2007 2008 2009 <sup>12</sup>	274,406,532 292,416,515 264,476,447 267,814,923 441,026,922	201,824,615 217,734,509 186,541,478 179,176,015 328,184,009	88,960,637 88,376,781 85,739,748 83,499,606 202,302,750	60,390,884 82,284,933 55,351,407 52,703,801 72,509,730	9,403,936 8,812,343 8,745,269 9,234,439 10,373,673	43,069,157 38,260,453 36,705,055 33,738,169 42,997,855	72,581,918 74,682,005 77,934,969 88,638,908 112,842,913	16,198,694 15,166,649 15,160,072 20,913,127 33,811,773	55,781,635 58,928,044 62,205,548 67,125,301 78,242,278	0 0 0 0	† † † †	130,162 124,565 121,211 114,812 114,824	393,894 385,664 348,029 330,158 362,116	77,532 77,083 100,109 155,511 311,922	_ _ _ _
2010 2011 2012 2013 2014	322,844,943 343,470,902 333,709,173 316,137,688 320,278,415	205,143,020	86,514,277 83,843,255 83,937,693 82,258,064 82,493,344	66,994,591 87,338,715 88,147,247 79,906,073 86,627,162	10,604,495 12,153,689 10,288,462 10,023,304 10,101,144	42,584,195 36,013,945 35,487,114 32,955,579 34,476,209	116,147,385 124,121,297 115,848,658 110,994,668 106,580,556		22,582,916 0 0 0 0	0 0 0 0	† † † †	112,811 0 0 0 0	293,663 260,377 268,965 208,918 267,164	250,611 222,128 203,112 159,714 127,106	_ _ _ _
2015 2016 2017 <sup>11</sup> 2018 2019	323,126,175 311,929,064 348,373,852 314,586,792 336,598,961	220,927,270 211,633,106 250,967,752 221,125,756 245,591,373	84,045,879 86,790,606 86,179,549 87,677,065 87,085,005	92,301,299 79,180,769 118,670,847 85,008,650 107,465,117	10,080,900 10,157,748 10,036,286 9,733,302 9,872,654	34,499,192 35,503,982 36,081,070 38,706,739 41,168,597 <sup>13</sup>	102,198,905 100,295,958 97,406,100 93,461,036 91,007,588	101,800,043 99,916,724 97,091,109 93,108,264 90,660,894	0 0 0 0	0 0 0 0	† † † †	0 0 0 0	276,652 268,732 285,802 320,183 <sup>13</sup> 314,667 <sup>13</sup>	122,210 110,502 29,189 32,588 <sup>13</sup> 32,027 <sup>13</sup>	

<sup>-</sup>Not available.

<sup>1</sup>On-budget support includes federal funds for education programs tied to appropriations. Excludes federal support for medical education benefits under Medicare in the U.S. Department of Health and Human Services prior to fiscal year (FY) 1990 because data before FY 1990 are not available. This program has existed since Medicare began but was not available as a separate budget item until FY 1990.

<sup>2</sup>Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

<sup>3</sup>Other education includes libraries, museums, cultural activities, and miscellaneous research.

<sup>4</sup>The William D. Ford Federal Direct Loan Program (commonly referred to as the Direct Loan Program) provides students with the same benefits they were eligible to receive under the Federal Family Education Loan (FFEL) Program, but provides loans to students through federal capital rather than through private lenders.

<sup>5</sup>The Federal Family Education Loan (FFEL) Program, formerly known as the Guaranteed Student Loan Program, provided student loans guaranteed by the federal government and disbursed to borrowers. Since June 30, 2010, no new FFEL loans have been originated; all new loans are originated through the Direct Loan Program.

<sup>6</sup>Student loans created from institutional matching funds (since 1993, one-third of federal capital contributions). Excludes repayments of outstanding loans.

7 Student loans created from institutional matching funds (one-ninth of federal contributions). This was a demonstration project that involved only 10 institutions and had unsubsidized interest rates. Program repealed in fiscal year 1992.

<sup>8</sup>Formerly the State Student Incentive Grant Program. Starting in fiscal year 2000, amounts under \$30.0 million have required dollar-for-dollar state matching contributions, while amounts over \$30.0 million have required two-to-one state matching contributions.

<sup>9</sup>Institutions award grants to undergraduate students, and the federal share of such grants may not exceed 75 percent of the total grant.

<sup>10</sup>Employer contributions to student earnings are generally one-third of federal allocation.

11The increases in postsecondary expenditures in 2006 and 2017 resulted primarily from accounting adjustments.

<sup>12</sup>All education funds from the American Recovery and Reinvestment Act of 2009 (ARRA) are included in the FY 2009 row of this table. Most of these funds had a 2-year availability, meaning that they were available for the U.S. Department of Education to obligate during FY 2009 and FY 2010.

<sup>13</sup>Estimated.

<sup>14</sup>Data adjusted by the federal budget composite deflator, as reported in the U.S. Office of Management and Budget's *Budget* of the U.S. Government, *Historical Tables, Fiscal Year 2021*.

NOTE: To the extent possible, federal education funds data do not represent obligations, but instead represent appropriations or (especially for earlier years) outlays. Negative amounts occur when program receipts exceed outlays. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Budget Service, unpublished tabulations. U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, fiscal years 1967 through 2020. National Science Foundation, Federal Funds for Research and Development, fiscal years 1967 through 2020. (This table was prepared June 2020.)

<sup>†</sup>Not applicable

Table 401.20. Federal on-budget funds for education, by agency: Selected fiscal years, 1970 through 2018

[In thousands of dollars]

Agency	1970¹	1980¹	1990	2000	2010	2012	2013	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13
						Current	dollars					
Total	\$12,511,079	\$34,465,612	\$56,033,753	\$94,257,817	\$179,560,187	\$197,534,242	\$188,644,529	\$199,611,510	\$207,426,048	\$200,023,892	\$241,137,480	\$217,316,354
Department of Education <sup>2</sup> Department of Agriculture Department of Commerce Department of Defense Department of Energy Department of Health and Human Services Department of Homeland Security Department of Housing and Urban Development	4,625,224 960,910 13,990 821,388 551,527 1,127,521 † 114,709	13,137,785 4,562,467 135,561 1,560,301 1,605,558 3,712,930 † 5,314	23,198,575 6,260,843 53,835 3,605,509 2,561,950 11,906,197 †	34,106,697 11,080,031 114,575 4,525,080 3,577,004 24,961,831 †	80,886,361 19,719,460 303,000 7,686,288 3,402,600 39,742,472 540,229 400	98,948,633 20,578,995 205,085 7,400,880 2,983,055 37,100,826 333,630 300	88,839,759 22,354,763 235,936 7,036,469 2,941,159 35,766,013 358,580 4,500	95,402,189 21,739,689 275,521 7,297,021 3,288,681 39,071,095 371,808 100	100,421,930 23,855,189 272,897 7,006,346 3,484,388 38,996,167 372,144 1,100	88,871,248 24,712,496 272,936 7,194,204 3,680,701 41,076,948 332,266 500	127,025,204 25,388,830 310,300 7,230,743 3,690,688 42,492,380 312,254 1,200	97,614,576 26,763,572 383,612 7,920,474 4,417,406 44,973,040 301,672 3,000
Department of the Interior Department of Justice Department of Labor Department of State Department of Transportation Department of the Treasury Department of Veterans Affairs	175,555 15,728 424,494 59,742 27,534 18 1,032,918	412,657 60,721 1,862,738 25,188 54,712 1,247,463 2,351,233	599,948 99,775 2,511,380 51,225 76,186 41,715 757,476	928,939 292,859 4,696,100 388,349 117,054 83,000 1,577,374	1,008,316 219,993 4,845,735 801,180 160,243 † 8,795,010	939,075 224,295 4,898,863 741,922 173,888 † 10,905,455	873,040 218,994 4,729,187 812,957 178,502 † 12,616,616	944,214 240,957 4,837,010 835,741 168,000 † 13,085,173	947,975 233,264 4,827,861 870,920 178,050 † 13,517,156	1,012,768 265,780 5,024,580 864,395 182,614 † 13,960,336	1,011,876 242,304 5,018,397 854,326 188,918 † 14,423,386	1,044,119 197,797 5,020,641 914,232 228,054 †
Other agencies and programs ACTION Agency for International Development Appalachian Regional Commission Barry Goldwater Scholarship and Excellence in	† 88,034 37,838	2,833 176,770 19,032	8,472 249,786 93	† 332,500 7,243	557,900 5,070	† 629,900 11,124	603,900 13,070	† 594,039 13,073	† 648,000 23,682	† 657,111 39,639	688,243 35,712	† 461,030 21,904
Education Foundation Corporation for National and Community Service Environmental Protection Agency Estimated education share of federal aid to the	† † 19,446	† † 41,083	1,033 † 87,481	3,000 696,545 98,900	4,000 857,021 54,700	4,000 750,252 87,200	4,000 711,009 73,700	3,000 756,849 86,100	2,000 758,349 68,600	3,000 787,929 56,600	3,000 736,029 51,500	3,000 736,029 51,400
District of Columbia Federal Emergency Management Agency General Services Administration Harry S. Truman Scholarship Foundation	33,019 290 14,775 †	81,847 1,946 34,800 -1,895	104,940 215 † 2,883	127,127 14,894 † 3,000	159,670 † † 2,000	151,381 † † 1,200	217,160 † † 1,500	210,732 † † 1,000	147,424 † † 1,000	129,091 † † 1,000	161,031 † † 1,000	147,483 † † 1,000
Institute of American Indian and Alaska Native Culture and Arts Development Institute of Museum and Library Services James Madison Memorial Fellowship Foundation Japanese-United States Friendship Commission Library of Congress National Aeronautics and Space Administration National Archives and Records Administration National Commission on Libraries and Information	† † † 29,478 258,366	† † 2,294 151,871 255,511	4,305 † 191 2,299 189,827 1,093,303 77,397	2,000 166,000 7,000 3,000 299,000 2,077,830 121,879	8,000 282,251 2,000 2,000 510,877 1,585,500 339,000	9,000 231,954 2,000 3,700 465,961 2,289,837 391,500	8,000 219,821 2,000 3,700 442,051 2,200,143 371,022	9,000 226,860 2,000 3,000 455,760 2,287,755 386,630	9,000 227,860 2,000 3,000 464,449 2,355,450 381,730	12,000 230,000 2,000 3,000 469,547 2,522,132 389,073	12,000 230,000 2,000 3,000 500,915 2,683,000 392,956	15,000 229,000 2,000 3,000 510,412 2,894,900 393,960
Science National Endowment for the Arts National Endowment for the Humanities National Science Foundation Nuclear Regulatory Commission Office of Economic Opportunity	† 340 8,459 295,628 † 1,092,410	2,090 5,220 142,586 808,392 32,590	3,281 5,577 141,048 1,588,891 42,328	2,000 10,048 100,014 2,955,244 12,200	14,413 142,654 5,533,530 14,500	16,595 136,100 5,534,426 8,600	13,910 114,171 5,302,011 5,400	15,426 117,533 5,476,858 9,400	13,509 120,216 5,808,512 8,000	14,364 121,925 5,735,629 8,000	14,216 104,533 5,956,118 5,900	† 13,354 93,392 6,109,979 6,000 +
Social Security Administration Smithsonian Institution U.S. Arms Control and Disarmament Agency United States Information Agency United States Institute of Peace Other agencies	1,092,410 669,333 2,461 100 8,423 †	1,901,000 5,153 661 66,210 †	489,814 5,779 25 201,547 7,621 885	729,036 25,764 † 13,000 300	1,281,700 28,814 † 49,000 14,300	1,301,800 28,809 † † 39,000 5,000	1,300,700 29,986 † 37,000 3,800	1,328,700 28,796 † † 37,000 4,800	1,327,200 29,979 † † 35,000 5,700	1,319,900 27,779 † 1 35,300 7,100	1,294,600 27,538 † 1 37,884 5,500	1,288,700 28,070 † † 37,884 8,700

Table 401.20. Federal on-budget funds for education, by agency: Selected fiscal years, 1970 through 2018—Continued

[In thousands of dollars]

Agency	1970¹	1980¹	1990	2000	2010	2012	2013	2014	2015	2016	2017	2018
1	2	3	4	5	6	7	8	9	10	11	12	13
					(	Constant fiscal ye	ar 2019 dollars³					
Total	\$77,302,348	\$102,430,944	\$105,101,405	\$138,148,766	\$206,697,558	\$217,860,516		\$213,697,859	\$220,927,270	\$211,633,106	\$250,967,752	\$221,125,756
Department of Education <sup>2</sup> Department of Agriculture Department of Commerce Department of Defense Department of Energy Department of Health and Human Services Department of Homeland Security Department of Housing and Urban Development Department of the Interior	28,577,925 5,937,186 86,440 5,075,119 3,407,726 6,966,627 † 708,754 1,084,704	39,045,171 13,559,539 402,884 4,637,176 4,771,679 11,034,736 † 15,793 1,226,406	43,513,109 11,743,340 100,977 6,762,782 4,805,399 22,332,218 † 221 1,125,311	49,988,407 16,239,424 167,927 6,632,174 5,242,628 36,585,254 † 2,052 1,361,497	93,110,915 22,699,710 348,793 8,847,936 3,916,843 45,748,849 621,875 460 1,160,705	109,130,447 22,696,574 226,188 8,162,431 3,290,011 40,918,501 367,961 331 1,035,705	96,609,515 24,309,868 256,571 7,651,865 3,198,387 38,894,040 389,941 4,894 949,394	102,134,609 23,273,833 294,964 7,811,963 3,520,759 41,828,296 398,046 107 1,010,846	106,958,326 25,407,907 290,660 7,462,384 3,711,185 41,534,402 396,367 1,172 1,009,678	94,029,259 26,146,788 288,777 7,611,749 3,894,326 43,461,019 351,550 529 1,071,548	132,203,546 26,423,838 322,950 7,525,513 3,841,143 44,224,635 324,983 1,249 1,053,126	99,325,690 27,232,718 390,336 8,059,314 4,494,840 45,761,386 306,960 3,053 1,062,422
Department of Justice Department of Justice Department of State Department of State Department of Transportation Department of the Treasury Department of Veterans Affairs	97,179 2,622,826 369,129 170,125 111 6,382,102	1,220,400 180,461 5,536,011 74,858 162,603 3,707,429 6,987,806	1,123,114 187,146 4,710,546 96,082 142,900 78,244 1,420,783	1,301,497 429,228 6,882,829 569,183 171,560 121,649 2,311,875	253,241 5,578,083 922,264 184,461 †	247,375 5,402,956 818,266 191,781 †	238,147 5,142,793 884,057 194,113 † 13,720,041	257,961 5,178,352 894,718 179,856 † 14,008,578	248,447 5,142,103 927,608 189,639 † 14,396,979	281,206 5,316,202 914,564 193,213 †	252,182 5,222,978 889,154 196,619 †	201,264 5,108,649 930,258 232,052 † 14,731,751
Other agencies and programs ACTION Agency for International Development Appalachian Regional Commission Barry Goldwater Scholarship and Excellence in	† 543,937 233,790	8,420 525,356 56,563	15,891 468,519 174	† 487,328 10,615	† 642,217 5,836	† 694,717 12,269	† 656,716 14,213	635,960 13,996	† 690,178 25,223	695,249 41,940	716,300 37,168	† 469,112 22,288
Education Foundation Corporation for National and Community Service Environmental Protection Agency Estimated education share of federal aid to the	† † 120,151	† † 122,098	1,938 † 164,086	4,397 1,020,890 144,953	4,605 986,545 62,967	4,412 827,453 96,173	4,350 773,192 80,146	3,212 810,259 92,176	2,130 807,709 73,065	3,174 833,660 59,885	3,122 766,034 53,599	3,053 748,931 52,301
District of Columbia Federal Emergency Management Agency General Services Administration Harry S. Truman Scholarship Foundation Institute of American Indian and Alaska Native	204,015 1,792 91,290 †	243,247 5,783 103,425 -5,632	196,834 403 † 5,408	186,323 21,830 † 4,397	183,801 † † 2,302	166,958 † † 1,323	236,152 † † 1,631	225,603 † † 1,071	157,020 † † 1,065	136,583 † † 1,058	167,596 † † 1,041	150,068 † † 1,018
Culture and Arts Development Institute of Museum and Library Services James Madison Memorial Fellowship Foundation Japanese-United States Friendship Commission Library of Congress National Aeronautics and Space Administration National Archives and Records Administration National Commission on Libraries and Information	† † † 182,136 1,596,369 †	† † 6,818 451,357 759,372 †	8,075 † 358 4,312 356,055 2,050,687 145,172	2,931 243,298 10,260 4,397 438,229 3,045,367 178,632	9,209 324,908 2,302 2,302 588,087 1,825,120 390,234	9,926 255,822 2,206 4,081 513,908 2,525,462 431,785	8,700 239,046 2,175 4,024 480,712 2,392,563 403,471	9,635 242,869 2,141 3,212 487,922 2,449,199 413,914	9,586 242,691 2,130 3,195 494,680 2,508,765 406,577	12,696 243,349 2,116 3,174 496,799 2,668,514 411,654	12,489 239,376 2,082 3,122 521,335 2,792,376 408,975	15,263 233,014 2,035 3,053 519,359 2,945,646 400,866
Science National Endowment for the Arts National Endowment for the Humanities National Science Foundation Nuclear Regulatory Commission Office of Economic Opportunity	2,101 52,266 1,826,600 † 6,749,686	6,211 15,514 423,762 2,402,521 96,857	6,154 10,461 264,561 2,980,252 79,394	2,931 14,726 146,586 4,331,347 17,881	16,591 164,213 6,369,826 16,691	18,303 150,105 6,103,919 9,485	15,127 124,156 5,765,715 5,872	16,515 125,827 5,863,354 10,063	14,388 128,041 6,186,584 8,521	15,198 129,001 6,068,520 8,464	14,796 108,794 6,198,926 6,141	† 13,588 95,029 6,217,082 6,105 +
Social Security Administration Smithsonian Institution U.S. Arms Control and Disarmament Agency United States Information Agency United States Institute of Peace Other agencies	6,749,666 4,135,615 15,206 618 52,043 †	5,649,725 15,315 1,964 196,774 † 2,942	918,734 10,840 47 378,038 14,295 1,660	1,068,510 37,761 † † 19,053 440	1,475,406 33,169 † 56,405 16,461	1,435,755 31,773 † 43,013 5,515	1,414,457 32,609 † 40,236 4,132	1,422,465 30,828 † † 39,611 5,139	1,413,587 31,930 † † 37,278 6,071	1,396,506 29,391 † 37,349 7,512	1,347,376 28,661 † 39,428 5,724	1,311,290 28,562 † 38,548 8,853

<sup>†</sup>Not applicable

of the U.S. Government, Historical Tables, Fiscal Year 2021.

NOTE: To the extent possible, federal education funds data do not represent obligations but instead represent appropriations or (especially for earlier years) outlays. Negative amounts occur when program receipts exceed outlays. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, *Budget of the U.S. Government, Appendix*; and supplemental agency budget documents, fiscal years 1972 through 2019. National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1970 through 2018. (This table was prepared June 2020.)

Excludes federal support for medical education benefits under Medicare in the U.S. Department of Health and Human Services. Benefits are excluded because data before fiscal year (FY) 1990 are not available. This program has existed since Medicare began but was not available as a separate budget item until FY 1990.

<sup>&</sup>lt;sup>2</sup>The U.S. Department of Education was created in May 1980. It formerly was the Office of Education in the U.S. Department of Health, Education, and Welfare. This table does not include education funds from the American Recovery and Reinvestment Act of 2009 (ARRA) because these funds are included only in tables that show FY 2009. Most of these funds had a 2-year availability, meaning that they were available for the Department of Education to obligate during FY 2009 and FY 2010.

<sup>3</sup>Data adjusted by the federal budget composite deflator, as reported in the U.S. Office of Management and Budget's *Budget* 

Table 401.60. U.S. Department of Education appropriations for major programs, by state or jurisdiction: Fiscal year 2018

[In thousands of current dollars]

			[	iousarius or cui	Tonic donaroj					
State or jurisdiction	Total	Grants for the disadvantaged <sup>1</sup>	Block grants to states for school improvement <sup>2</sup>	School assistance in federally affected areas <sup>3</sup>	Career/ technical and adult education <sup>4</sup>	Special education <sup>5</sup>	English language acquisition	Indian education	Student financial assistance <sup>6</sup>	Rehabilitation
1	2	3	4	5	6	7	8	9	10	services <sup>7</sup>
Total, 50 states and D.C.8	\$69,286,547	\$15,595,840	\$3,743,760	\$1,186,981	\$1,758,536	\$12,826,617	\$673,966	\$105,381	\$30,200,695	\$3,194,771
Total, 50 states, D.C., other	\$09,200,347	<b>\$15,595,640</b>	\$3,743,700	\$1,100,901	\$1,730,330	\$12,020,017	\$073,900	\$100,301	\$30,200,093	\$3,194,771
activities, and other jurisdictions	71,590,817	16,182,167	3,911,343	1,335,964	1,809,553	13,128,968	737,400	105,381	31,068,488	3,311,553
Alabama Alaska	1,193,338 342,173	254,363 59,869	63,549 19,968	1,974 148,003	30,005 5,724	202,667 42,371	3,728 1,294	1,336 12,863	566,202 39,966	69,514 12,115
Arizona	1,969,266	368,734	74,578	164,024	42,056	226,541	13,282	11,330	986,694	82,027
Arkansas California	754,417 8,701,763	164,501 2,104,943	42,472 419,338	223 53,020	18,110 220,209	126,934 1,375,595	3,621 150,625	143 5,190	354,685 4,060,756	43,726 312,087
Colorado	970,658	159,530	44,768	32,154	25,267	179,965	9,779	679	472,789	45,727
Connecticut Delaware	666,759 201,839	126,222 51,938	35,218 19,587	3,886 49	15,624 6,898	148,543 41,342	6,381 1,180	37 0	306,050 68,397	24,799 12,449
District of Columbia	300,203	50,996	19,309	23	5,982	22,372	1,212	0	183,336	16,972
Florida Georgia	4,222,747 2,294,667	875,726 541,965	184,215 118,390	6,849 17,902	112,278 62,588	718,293 386,016	43,458 15,269	105	2,081,925 1,050,201	199,898 102,336
Hawaii	263,192 361.409	52,114	19,817	40,317	7,977	45,019	3,710	0	80,030	14,208
Idaho Illinois	2,818,895	63,992 681,399	22,456 154,422	6,119 14,378	9,601 63,501	64,021 565,595	2,259 24,944	504 217	172,368 1,198,536	20,088 115,902
Indiana	1,319,151	273,351	66,885	50	37,618	289,627	8,447	0	573,747	69,427
lowa Kansas	685,908 603,207	99,760 108,229	32,710 34,052	175 43,234	15,878 14,769	136,616 120,562	4,167 4,731	287 738	362,534 248,067	33,781 28,826
Kentucky Louisiana	985,091 1,161,538	245,461 342,801	61,953 79,423	302 7,895	26,969 30,891	182,104 211,209	3,826 3,450	0 896	410,531 447,325	53,945 37,648
Maine	284,273	56,121	22,693	2,104	7,555	62,262	830	198	115,089	17,422
Maryland	1,030,919 1,288,396	240,867	55,041 63,547	5,343 535	26,640 30,342	225,012 315,919	10,890 14,888	63 211	421,479	45,585 54,797
Massachusetts Michigan	2,075,228	240,813 496,235	131,878	4,240	53,152	444,142	12,289	1,955	567,345 816,839	114,498
Minnesota Mississippi	1,094,627 851,482	172,060 210,779	50,885 56,229	23,207 1,855	23,984 19,627	214,280 134,057	9,551 1,493	4,348 513	543,949 382,505	52,363 44,423
Missouri	1,268,002	246,277	70,876	22,511	32,491	252,769	4,682	75	567,364	70,957
Montana Nebraska	273,207 392,315	50,376 80,833	24,886 24,877	58,392 19,093	6,884 9,537	43,042 83,622	500 3,403	3,932 1,000	72,572 148,953	12,622 20,997
Nevada	443,819	130,625	27,543	4,731	16,998	86,688	6,642	616	149,325	20.652
New Hampshire	283,958	40,798	21,753	12.000	7,501	53,675	985	0	146,982	12,258
New Jersey New Mexico	1,709,693 605,734	366,591 130,195	86,219 32,707	13,096 86,101	40,267 13,112	402,374 101,661	19,092   4,496	8,189	717,209 202,791	64,845 26,482
New York North Carolina	4,785,047 2,013,543	1,224,303 457,392	274,605 100,106	46,439 12,606	99,058 58,403	855,956 378,199	56,816 14,468	2,012 3,680	2,059,314 871,820	166,546 116,869
North Dakota	193,729	39,166	20,810	26,380	5,761	34,869	530	2,677	52,091	11,445
Ohio Oklahoma	2,205,309 886,007	559,441 189,664	134,462 55,925	1,627 28,541	60,227 21,729	485,806 165,278	10,151 5,350	0 25,932	850,535 351,227	103,059 42,360
Oregon	774,940	170,229	40,176	3,165	20,659	144,140	7,058	1,932	339,274	48,307
Pennsylvania Rhode Island	2,494,070 272,073	654,535 53,184	143,343 19,711	855 1,391	60,712 7,904	476,663 49,883	14,976 1,904	0	997,007 125,490	145,978 12,606
South Carolina	1,013,660	246,590	55,338	1,262	29,390	199,326	4,376	14	408,251	69,113
South Dakota Tennessee	280,609 1.351.009	49,290 311,342	21,012 72,979	62,598 2,086	6,103 37,254	41,184 265,333	894 6,158	4,186 0	83,798 594,830	11,545 61,027
Texas Utah	6,220,562 778,279	1,560,775	333,829	92,312	169,214	1,136,799	113,237	450	2,560,977	252,969
Vermont	162,766	83,789 37,273	27,548 20,196	7,786	17,899 5,673	129,977 33,788	4,314 500	1,408 218	470,786 52,946	34,771 12,162
Virginia	1,565,352	268,436	68,908	31,338	40,334	318,597	13,232	8	744,766	79,732
Washington West Virginia	1,194,972 474,452	258,176 98,130	62,700 30,359	53,439 0	32,617 12,150	249,758 85,516	16,708 546	4,440 0	452,097 217,521	65,037 30,230
Wisconsin Wyoming	1,041,237 161,058	208,927 36,734	60,122 19,382	14,754 18,601	27,871 5,544	235,162 35,490	7,144 500	1,998 1,001	418,864 32,561	66,396 11,245
Other activities/jurisdictions	101,030	30,734	19,502	10,001	0,044	33,430	300	1,001	32,301	11,240
Indian Tribe Set-Aside	294,265	110,284	21,132	147.005	14,907	102,620	5,000	0	0	40,322
Other nonstate allocations American Samoa	273,283 37,985	16,190 19,323	32,791 4,288	147,895 0	3,069 549	21,000 6,990	51,378 1,122	0	4,601	959 1,112
Freely Associated States <sup>9</sup> Guam	25,110 63,297	1,000 20,936	6,386	0	175 1,148	6,579 15,641	0 1,341	0	17,355 15,730	0 2,115
Northern Marianas	26,520	11,680	2,677	0	589	5,316	1,113	0	4,078	1,067
Puerto Rico U.S. Virgin Islands	1,551,347 32,463	396,833 10,081	96,690 3,621	986 102	29,496 1,082	134,419 9,785	3,387 93	0	820,550 5,479	68,986 2,221
					, .					

<sup>&</sup>lt;sup>1</sup>Title I grants. Includes grants to local education agencies (Basic, Concentration, Targeted, and Education Finance Incentive Grants); School Improvement State Grants; State Agency Program—Migrant Education; and State Agency Program—Neglected

<sup>6</sup>Includes Federal Pell Grants; Federal Supplemental Educational Opportunity Grants; Federal Work-Study; and Student Loan Program interest subsidies.

Includes Vocational Rehabilitation State Grants; Client Assistance State Grants; Protection

and Advocacy of Individual Rights; Supported Employment State Grants; and Independent

and Delinquent Children.

Title VI grants. Includes Supporting Effective Instruction State Grants; Mathematics and Science Partnerships; 21st Century Community Learning Centers; State Assessments; Rural and Low-Income Schools Program; Small, Rural School Achievement Program; and

Homeless Children and Youth Education.

Includes Impact Aid—Payments for Children with Disabilities; and Impact Aid—Construction.

Includes Career and Technical Education State Grants; Adult Basic and Literacy Education State Grants; and English Literacy and Civics Education State Grants.

<sup>&</sup>lt;sup>5</sup>Includes Special Education—Grants to States; Special Education—Preschool Grants; and Grants for Infants and Families.

Living Services for Older Blind Individuals.

Total excludes other activities and other jurisdictions.

<sup>&</sup>lt;sup>9</sup>Includes the Marshall Islands, the Federated States of Micronesia, and Palau.

NOTE: Data reflect revisions to figures in the *Budget of the United States Government, Fiscal Year 2020*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Budget Service, retrieved April 13, 2020, from https://www2.ed.gov/about/overview/budget/statetables/20stbyprogram.pdf; and unpublished tabulations. (This table was prepared April 2020.)

Table 401.70. Appropriations for Title I and selected other programs under the Every Student Succeeds Act of 2015, by program and state or jurisdiction: Fiscal years 2018 and 2019

[In thousands of current dollars]

		<u></u>	Title I, 2	2019			
			Ì	State agenc	y programs		
State or jurisdiction	Title I total, 2018 <sup>1</sup>	Total <sup>1</sup>	Grants to – local education agencies <sup>2</sup>	Neglected and Delinquent	Migrant	Assessing Achievement, 2019	Supporting Effective Instruction State Grants, 2019
1	2	3	4	5	6	7	8
Total, 50 states and D.C. <sup>3</sup>	\$15,595,840	\$15,685,340	\$15,274,571	\$46,018	\$364,751	\$360,598	\$1,967,248
Total, 50 states, D.C., other activities, and other jurisdictions	16,182,167	16,282,167	15,859,802	47,614	374,751	378,000	2,055,830
Alabama	254,363	259,790	257,319	586	1,885	6,086	33,628
Alaska	59,869	62,988	45,609	415	16,964	3,506	9,857
Arizona	368,734	348,683	339,128	1,638	7,917	7,675	37,200
Arkansas	164,501	162,264	157,131	304	4,829	4,987	20,277
California	2,104,943	2,079,389	1,963,513	1,490	114,386	28,369	229,490
Colorado	159,530	153,307	145,897	561	6,849	6,596	23,292
Connecticut	126,222	132,143	131,135	1,009	0	5,139	17,930
Delaware	51,938	53,198	52,114	698	386	3,576	9,857
District of Columbia	50,996	49,171	49,085	86	0	3,317	9,857
Florida	875,726	920,110	898,113	1,513	20,483	14,954	102,439
Georgia	541,965	547,317	538,160	1,677	7,479	10,160	61,190
Hawaii	52,114	53,505	51,230	128	2,147	3,836	9,857
Idaho	63,992	63,242	58,230	627	4,385	4,281	9,857
Illinois	681,399	673,946	671,396	479	2,071	11,122	79,034
Indiana	273,351	261,819	257,161	673	3,985	7,453	36,200
lowa	99,760	90,566	87,956	513	2,097	5,063	15,088
Kansas	108,229	109,525	100,955	205	8,365	5,001	15,906
Kentucky	245,461	238,800	231,667	1,124	6,009	5,841	31,211
Louisiana	342,801	345,523	341,692	2,040	1,790	6,056	44,060
Maine	56,121	54,277	53,336	93	847	3,721	9,857
Maryland	240,867	244,109	242,109	1,633	366	6,780	28,509
Massachusetts	240,813	255,717	252,965	1,586	1,166	6,900	34,310
Michigan	496,235	477,898	469,889	1,242	6,768	9,169	72,707
Minnesota	172,060	169,255	166,981	437	1,837	6,670	26,519
Mississippi	210,779	206,609	205,452	407	750	5,017	29,060
Missouri	246,277	251,337	248,761	1,477	1,099	6,890	35,300
Montana	50,376	50,712	48,946	254	1,511	3,647	9,857
Nebraska	80,833	84,859	77,333	438	7,088	4,332	10,015
Nevada	130,625	137,448	136,383	893	171	4,949	13,136
New Hampshire	40,798	45,295	44,616	432	247	3,752	9,857
New Jersey	366,591	370,352	366,132	1,905	2,315	8,559	45,227
New Mexico	130,195	130,918	129,745	325	848	4,386	16,431
New York	1,224,303	1,229,947	1,219,497	2,521	7,929	14,341	148,453
North Carolina	457,392	472,051	466,200	688	5,163	9,549	52,478
North Dakota	39,166	40,222	39,467	117	638	3,480	9,857
Ohio	559,441	584,102	581,146	1,034	1,921	10,355	74,458
Oklahoma	189,664	192,308	190,662	535	1,111	5,696	25,123
Oregon	170,229	170,172	145,184	1,573	23,415	5,477	19,869
Pennsylvania	654,535	641,281	630,162	1,751	9,368	10,538	76,769
Rhode Island	53,184	55,064	54,762	302	0	3,584	9,857
South Carolina	246,590	256,873	255,374	725	774	6,152	28,640
South Dakota	49,290	49,683	48,946	0	736	3,602	9,857
Tennessee	311,342	310,364	308,799	298	1,268	7,260	37,879
Texas	1,560,775	1,557,572	1,512,298	2,604	42,670	23,818	184,124
Utah	83,789	83,943	81,619	988	1,336	5,632	14,195
Vermont	37,273	37,540	36,920	126	494	3,334	9,857
Virginia	268,436	280,756	279,166	704	887	8,264	37,837
Washington	258,176	288,528	256,762	2,512	29,254	7,651	34,073
West Virginia	98,130	102,440	101,309	1,131	0	4,042	15,459
Wisconsin	208,927	208,794	207,563	481	750	6,648	31,588
Wyoming	36,734	39,632	38,596	1,036	0	3,383	9,857
Other activities/jurisdictions Indian Tribe Set-Aside Other nonstate allocations American Samoa Freely Associated States <sup>4</sup> Guam Northern Marianas Puerto Rico U.S. Virgin Islands	110,284 16,190 19,323 1,000 20,936 11,680 396,833 10,081	110,984 16,190 19,447 1,000 21,071 11,755 406,234 10,146	110,984 5,000 19,447 1,000 21,071 11,755 405,828 10,146	0 1,190 0 0 0 0 406	0 10,000 0 0 0	1,846 8,900 359 0 809 262 4,811	10,228 10,279 2,574 0 3,817 1,584 57,847 2,252

<sup>&</sup>lt;sup>1</sup>This table does not include funding for School Improvement State Grants because the Every Student Succeeds Act of 2015 did not authorize funding for these grants. For fiscal years prior to FY 2017, School Improvement State Grants had been funded under the No Child Left Behind Act of 2001.

NOTE: Data for FY 2018 are revised from previously published figures. Estimates for

FY 2019 are preliminary. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Budget Service, Elementary, Secondary, and Vocational Education Analysis Division, retrieved April 13, 2020, from <a href="https://www2.">https://www2.</a> ed.gov/about/overview/budget/statetables/20stbyprogram.pdf. (This table was prepared April 2020.)

<sup>&</sup>lt;sup>2</sup>Includes Basic, Concentration, Targeted, and Education Finance Incentive Grants. <sup>3</sup>Total excludes other activities and other jurisdictions.

<sup>&</sup>lt;sup>4</sup>Includes the Marshall Islands, the Federated States of Micronesia, and Palau.

# CHAPTER 5 Outcomes of Education

This chapter contains tables comparing educational attainment and workforce characteristics. The data show labor force status, income levels, and occupations of high school dropouts and high school and college graduates. Most of these tables are based on data from the U.S. Census Bureau and the U.S. Bureau of Labor Statistics. Population characteristics are provided for many of the measures to allow for comparisons among various demographic groups. While most of the tables in this chapter focus on labor market outcomes, the chapter ends with several tables on adults' attitudes, skills, and participation in continuing education.

Statistics related to outcomes of education appear in other sections of the *Digest*. Chapter 1 includes statistics on educational attainment of the entire population. Chapters 2 and 3 have more detailed data on the numbers of high school and college graduates. Chapter 3 also contains trend data on the percentage of high school completers going to college. Chapter 6 includes international comparisons of employment rates by educational attainment. In addition, data on earnings by educational attainment may be obtained from the U.S. Census Bureau's Current Population Reports, Series P-60. The U.S. Bureau of Labor Statistics has a series of publications regarding the educational characteristics of the labor force.

Further information on survey methodologies can be found in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## Labor Force Participation by Education Level

In 2018, the labor force participation rate—the percentage of people either employed or actively seeking employment—was generally higher for adults with higher levels of educational attainment than for those with less education. Among 25- to 64-year-olds, 87 percent of those with a bachelor's or higher degree participated in the labor force in 2018, compared with 72 percent of those who had completed only high school and 61 percent of those who had not completed high school (table 501.10). Within each education level, the labor force participation rate also varied by race/ethnicity. For 25- to 64-year-olds who had completed only high school, the 2018 labor force participation rate was highest for those who were Hispanic (77 percent), followed by those who were Asian (74 percent), White (72 percent), Black (69 percent), and American Indian/

Alaska Native (61 percent). The same patterns by race/ethnicity were observed for 25- to 64-year-olds who had not completed high school. For 25- to 64-year-olds with a bachelor's or higher degree in 2018, the labor force participation rate was highest for those who were Black (89 percent), followed by those who were Hispanic (88 percent), White (87 percent), and then Asian and American Indian/Alaska Native (84 and 82 percent, respectively, which were not measurably different from each other).

In 2019, the *unemployment rate*—the percentage of people in the labor force who are not employed and who have made specific efforts to find employment sometime during the prior 4 weeks—was generally higher for people with lower levels of educational attainment than for those with more education. The unemployment rate for 25- to 64-year-olds who had not completed high school was 6 percent in 2019, compared with 4 percent for those who had completed only high school and 2 percent for those with a bachelor's or higher degree (table 501.80). Among 25- to 34-year-olds, the 2019 unemployment rate was 10 percent for those who had not completed high school, 6 percent for high school completers, and 2 percent for those with a bachelor's or higher degree (table 501.80 and figure 22).

In 2019, the *employment to population ratio*—the percentage of the population that is employed—was generally higher for people with higher levels of educational attainment than for those with less education. Among 25- to 34-year-olds, for example, 87 percent of those with a bachelor's or higher degree were employed in 2019, compared with 74 percent of those who had completed only high school and 57 percent of those who had not completed high school (table 501.50 and figure 23).

The relative difficulties that high school dropouts encounter in entering the job market are highlighted by comparing the labor force participation and employment to population ratio of recent high school dropouts with those of recent high school completers who did not immediately enroll in postsecondary education. In October 2018, about 47 percent of 2017–18 high school dropouts participated in the labor force (i.e., were either employed or looking for work), which was lower than the labor force participation rate for high school completers who were not enrolled in college (74 percent; tables 504.10 and 504.20 and figure 24). Similarly, the employment to population ratio for recent high school dropouts (41 percent) was lower than that for recent high school completers who were not enrolled in college (60 percent). However, the percentage

of recent high school dropouts who were unemployed (6 percent) was lower than the percentage for recent high school completers who were not enrolled in college (14 percent).

In 2019, about 7 percent of employed people age 25 and over had not completed high school and 25 percent had completed high school only (table 502.10). In contrast, about half (53 percent) of all employed people age 25 and over had a postsecondary degree (i.e., an associate's or higher degree), which included 26 percent who had a bachelor's degree and 16 percent who had a master's or higher degree.

### **Earnings by Education Level**

Median annual earnings were generally higher for adults with higher levels of educational attainment than for those with lower levels of educational attainment. Among full-time year-round workers age 25 and over, both males and females who had more education generally earned more than their counterparts of the same sex who had less education. In 2018, for example, males whose highest level of educational attainment was a bachelor's degree earned 65 percent more than males whose highest level of attainment was high school completion, and females who had attained a bachelor's degree earned 74 percent more than females who had only completed high school (table E and table 502.20).

Among full-time year-round workers age 25 and over, the earnings of females were lower than the earnings of males overall, as well as at each education level. For example, median 2018 earnings for full-time year-round workers whose highest level of educational attainment was a bachelor's degree were 33 percent higher for males than for females. Among those who had only completed high school, median 2018 earnings were 40 percent higher for males than for females (table 502.20).

Differences in earnings by sex at the same level of education can also be seen in the changes in median annual earnings between 1995 and 2018 (adjusted for inflation). For full-time year-round workers age 25 and over who had started but not completed high school, median annual earnings in 2018 were \$35,600 for males and \$25,140 for females, and were not measurably different from 1995 for either group (table 502.20). Among those who had completed high school only, male and female full-time yearround workers in 2018 earned \$45,580 and \$32,620, respectively, reflecting constant dollar declines for both since 1995 (down 6 percent from \$48,630 for males and 3 percent from \$33,720 for females). In contrast, females whose highest level of attainment was a bachelor's degree saw median annual earnings that were 7 percent higher in 2018 (\$56,680) than in 1995 (\$52,820). This was not the case for male bachelor's degree holders. Although their earnings in 2018 (\$75,150) were higher than those for female bachelor's degree holders, they were not measurably different than in 1995, after adjustment for inflation.

Table E. Median annual earnings of full-time year-round workers age 25 and over, by selected levels of educational attainment and sex: Selected years, 1995 through 2018

[In constant 2018 dollars]

Sex and year	Some high school, no completion	High school completion	Bachelor's degree
Males			
1995	\$36,560	\$48,630	\$74,590
2000	36,590	50,020	82,150
2005	34,960	46,680	77,170
2010	33,900	46,130	73,400
2015	34,050	44,040	75,630
2018	35,600	45,580	75,150
Females			
1995	\$26,080	\$33,720	\$52,820
2000	26,130	36,410	58,930
2005	25,880	33,800	54,220
2010	24,050	34,380	54,620
2015	24,020	33,110	54,750
2018	25,140	32,620	56,680

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, Money Income in the United States, 1995 and 2000; and Current Population Survey (CPS), Annual Social and Economic Supplement, 2006, 2011, 2016, and 2019.

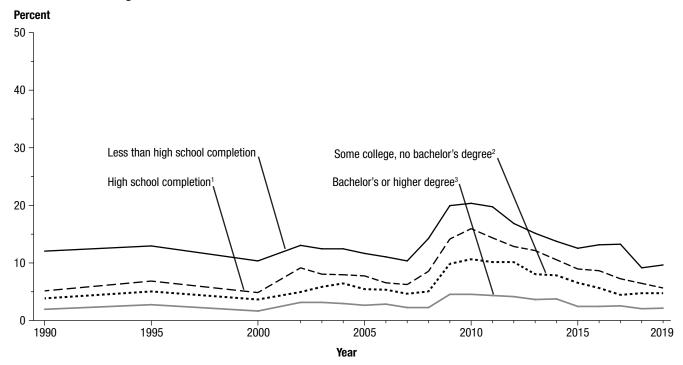
## Earnings for Recent College Graduates

Economic returns to education differ not only by level of educational attainment, but by field of study. For 25- to 29-year-old full-time year-round workers with a bachelor's degree (i.e., workers whose earnings are most directly determined by their recent educational credentials, as opposed to job tenure), median annual earnings were \$50,600 in 2018 (table 505.10 and figure 26). However, these earnings varied by degree field. For example, among the most common bachelor's degree fields, median annual earnings in 2018 were over \$60,000 for two fields—computer and information sciences (\$70,140) and engineering and engineering-related fields (\$70,890)—but below \$45,000 for the fields of psychology (\$41,420), education (\$41,510), criminal justice and fire protection (\$41,810), and fine and commercial arts (\$42,520; table 505.10).

Overall, the median annual earnings of 25- to 29-yearold full-time year-round workers with a bachelor's degree did not measurably change between 2010 and 2018, after adjustment for inflation (table 505.10). However, changes in median annual earnings from 2010 to 2018 varied by degree field. For example, inflation-adjusted median annual earnings were lower in 2018 than in 2010 for those with a bachelor's degree in education (6 percent lower), health professions (5 percent lower), and social sciences (3 percent lower). There was no measurable change in inflation-adjusted median annual earnings for 25- to 29-year-old full-time year-round workers with a bachelor's degree in fine and commercial arts, business, communications and communications technologies, criminal justice and fire protection, engineering and engineering-related fields, English language and literature, natural sciences, and psychology. Earnings for workers with a bachelor's degree in computer and information sciences were 8 percent higher in 2018 than in 2010, after adjustment for inflation.

<sup>&</sup>lt;sup>1</sup> Degree fields in which more than 200,000 25- to 29-year-olds held bachelor's degrees in 2018 were examined for this discussion.

Figure 22. Unemployment rates of persons 25 to 34 years old, by highest level of educational attainment: Selected years, 1990 through 2019



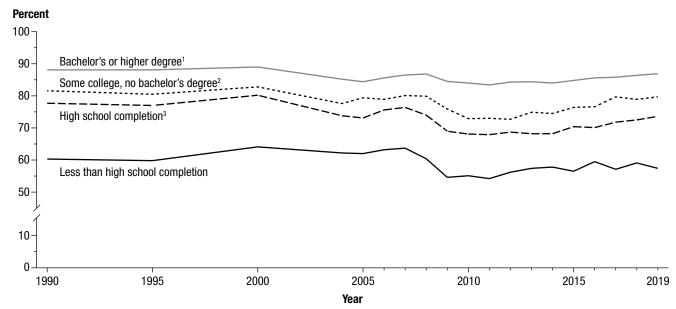
Includes equivalency credentials, such as the GED credential. For 1990, includes all persons with 4 or more years of high school.

<sup>2</sup>Includes persons with no college degree as well as those with an associate's degree. <sup>3</sup> For 1990, includes all persons with 4 or more years of college.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1990 through 2019.

Figure 23. Employment to population ratios of persons 25 to 34 years old, by highest level of educational attainment: Selected years, 1990 through 2019

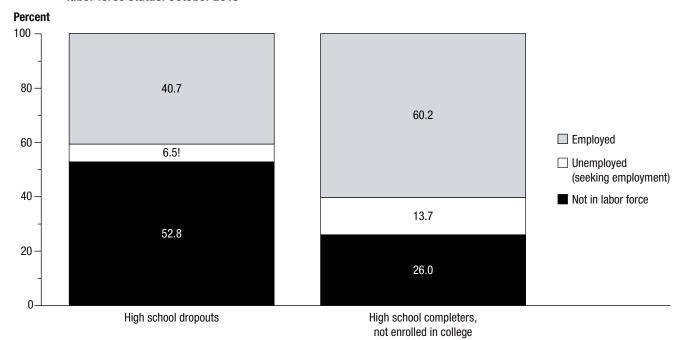


<sup>1</sup>For 1990, includes all persons with 4 or more years of college.

<sup>2</sup>Includes persons with no college degree as well as those with an associate's degree.
<sup>3</sup>Includes equivalency credentials, such as the GED credential. For 1990, includes all persons with 4 or more years of high school.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The employment to population ratio is the number of persons employed as a percentage of the civilian population. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1990 through 2019.

Figure 24. Percentage distribution of 2017–18 high school dropouts and high school completers not enrolled in college, by labor force status: October 2018



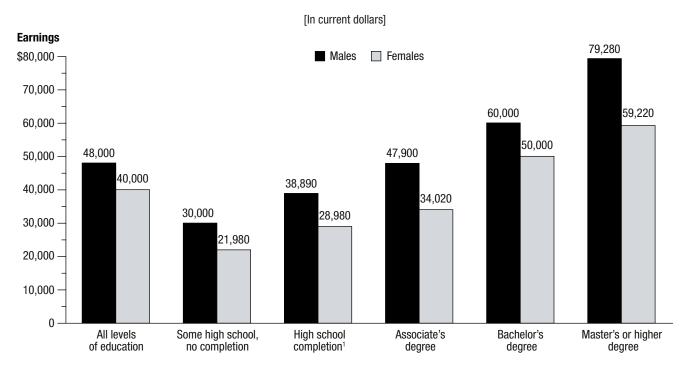
#### **High school completion status**

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: Dropouts are those who left school in the 12-month period ending in October 2018 without completing a high school credential. Completers are those who received either a high school diploma or an equivalency credential between January and October 2018. Excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Estimates are for 16- to 24-year-olds only. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2018.

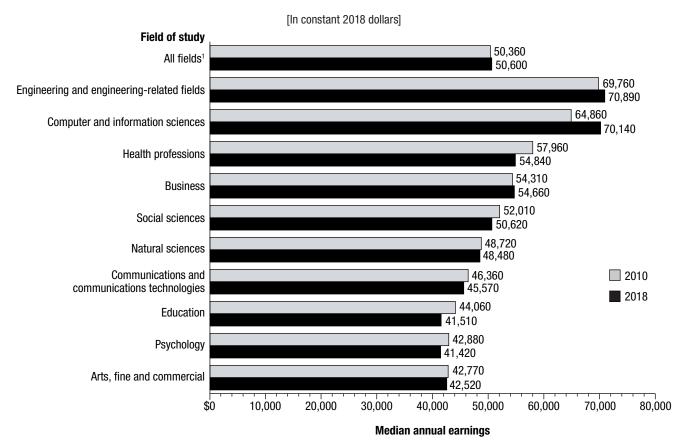
Figure 25. Median annual earnings of full-time year-round workers 25 to 34 years old, by highest level of educational attainment and sex: 2018



**Highest level of educational attainment** 

Includes equivalency credentials, such as the GED credential. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2019.

Figure 26. Median annual earnings of 25- to 29-year-old bachelor's degree holders employed full time, by field of study: 2010 and 2018



<sup>1</sup>Includes graduates in other fields not separately shown.

NOTE: Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. SOURCE: U.S. Department of Commerce, Census Bureau, 2010 and 2018 American Community Survey (ACS) Public Use Microdata Sample (PUMS) data.

Table 501.10. Labor force participation, employment, and unemployment of persons 25 to 64 years old, by sex, race/ethnicity, age group, and educational attainment: 2016, 2017, and 2018

			l al	bor force	narticin:	ation					•	Fmple	yment							Unemp	ovment			
Cov rece/athrigity age group and	La	abor fo		ticipatior			part	imber of cicipants cusands)		Employ	ment to p	oopulatio			er	Number nployed usands)		Uı	nemploy	ment rate				Number mployed ousands)
Sex, race/ethnicity, age group, and educational attainment	2	2016		2017		2018		2018		2016		2017		2018		2018		2016		2017		2018		2018
1		2		3		4		5		6		7		8		9		10		11		12		13
All persons 25 to 64 years old, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	60.2 (0.72.0 (0.77.5 (0.81.5 (0.	0.13) 0.09) 0.08) 0.14)	77.7 59.9 72.2 77.8 81.9 86.5	(0.04) (0.14) (0.09) (0.08) (0.11) (0.05)	<b>78.1</b> 60.8 72.5 78.0 82.1 86.8	(0.04) (0.13) (0.09) (0.09) (0.12) (0.05)	132,952 11,121 31,727 27,109 12,832 50,162	(84.4) (48.6) (87.5) (59.3) (45.8) (137.5)	<b>73.7</b> 55.0 67.5 73.5 78.3 83.9	(0.05) (0.14) (0.09) (0.09) (0.14) (0.07)	<b>74.3</b> 55.2 68.2 74.1 79.1 84.2	(0.04) (0.14) (0.09) (0.08) (0.12) (0.05)	<b>75.0</b> 56.3 68.6 74.6 79.4 84.7	(0.04) (0.13) (0.10) (0.09) (0.13) (0.05)	127,639 10,292 30,048 25,917 12,410 48,971	(89.3) (46.1) (86.3) (58.7) (45.3) (134.8)	<b>4.7</b> 8.7 6.3 5.1 3.9 2.7	(0.02) (0.11) (0.06) (0.05) (0.07) (0.03)	<b>4.3</b> 8.0 5.6 4.7 3.4 2.6	(0.02) (0.11) (0.06) (0.05) (0.08) (0.03)	4.0 7.5 5.3 4.4 3.3 2.4	(0.02) (0.09) (0.06) (0.05) (0.07) (0.03)	<b>5,314</b> 829 1,679 1,193 422 1,191	(32.8) (11.1) (19.8) (13.6) (8.7) (14.6)
Sex Male, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	69.4 (0. 77.8 (0. 82.8 (0. 86.4 (0.	).12) ).12) ).16)	82.9 69.6 78.1 83.1 86.8 91.5	(0.05) (0.16) (0.11) (0.11) (0.16) (0.07)	<b>83.3</b> 70.2 78.3 83.3 86.9 91.8	(0.05) (0.17) (0.11) (0.12) (0.16) (0.06)	<b>70,014</b> 7,021 18,636 14,134 5,883 24,340	(47.6) (37.0) (56.5) (41.2) (32.6) (71.1)	<b>78.7</b> 64.0 72.9 78.7 83.0 89.0	(0.06) (0.19) (0.12) (0.12) (0.16) (0.09)	<b>79.3</b> 64.6 73.7 79.3 84.0 89.1	(0.05) (0.18) (0.12) (0.12) (0.18) (0.07)	<b>80.0</b> 65.7 74.3 79.8 84.0 89.6	(0.05) (0.18) (0.12) (0.13) (0.18) (0.08)	67,240 6,571 17,676 13,548 5,690 23,756	(49.8) (35.0) (55.1) (40.4) (31.8) (70.6)	<b>4.7</b> 7.7 6.3 4.9 4.0 2.6	(0.04) (0.13) (0.08) (0.07) (0.10) (0.05)	<b>4.3</b> 7.1 5.5 4.5 3.2 2.6	(0.03) (0.13) (0.08) (0.08) (0.10) (0.04)	<b>4.0</b> 6.4 5.1 4.1 3.3 2.4	(0.03) (0.12) (0.08) (0.07) (0.10) (0.04)	<b>2,774</b> 450 959 586 193 585	(9.2) (14.5) (10.4) (6.3) (10.1)
Female, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	49.0 (0. 65.2 (0. 72.6 (0. 77.9 (0.	).20) ).14) ).12)	<b>72.5</b> 48.3 65.2 72.7 78.3 82.2	(0.06) (0.25) (0.14) (0.11) (0.15) (0.08)	<b>73.0</b> 49.5 65.5 73.0 78.5 82.6	(0.06) (0.23) (0.14) (0.13) (0.18) (0.08)	<b>62,938</b> 4,100 13,091 12,976 6,949 25,822	(58.1) (25.5) (49.1) (42.5) (30.0) (80.5)	68.8 44.0 61.2 68.6 74.9 79.5	(0.06) (0.21) (0.16) (0.12) (0.20) (0.10)	<b>69.4</b> 43.7 61.5 69.1 75.5 80.1	(0.06) (0.23) (0.14) (0.12) (0.17) (0.08)	<b>70.1</b> 45.0 61.9 69.6 75.9 80.6	(0.06) (0.22) (0.15) (0.13) (0.18) (0.08)	60,398 3,721 12,371 12,369 6,720 25,216	(60.2) (24.0) (50.5) (40.2) (29.3) (78.8)	<b>4.7</b> 10.3 6.2 5.4 3.8 2.8	(0.03) (0.19) (0.09) (0.08) (0.09) (0.04)	<b>4.3</b> 9.6 5.7 5.0 3.6 2.6	(0.04) (0.22) (0.08) (0.08) (0.10) (0.04)	<b>4.0</b> 9.2 5.5 4.7 3.3 2.3	(0.03) (0.16) (0.08) (0.07) (0.09) (0.04)	2,540 379 720 607 229 606	(20.3) (7.1) (10.5) (9.7) (6.1) (10.7)
Race/ethnicity White, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	52.9 (0.71.8 (0.77.3 (0.81.7 (0.	).27) ).11) ).10) ).16)	<b>78.5</b> 52.8 71.8 77.5 81.9 86.8	(0.05) (0.24) (0.11) (0.10) (0.13) (0.06)	<b>78.9</b> 53.7 72.0 77.7 82.0 87.0	(0.05) (0.25) (0.12) (0.12) (0.14) (0.06)	81,631 3,229 18,608 16,660 8,547 34,587	(54.7) (26.7) (66.7) (48.3) (36.5) (88.9)	<b>75.2</b> 47.7 68.0 73.9 79.0 84.5	(0.05) (0.28) (0.11) (0.10) (0.15) (0.08)	<b>75.8</b> 48.1 68.3 74.4 79.5 84.9	(0.06) (0.23) (0.11) (0.11) (0.14) (0.06)	<b>76.3</b> 49.2 68.8 74.8 79.8 85.2	(0.06) (0.27) (0.12) (0.13) (0.15) (0.06)	<b>78,966</b> 2,955 17,777 16,042 8,313 33,879	(60.0) (25.5) (64.4) (47.7) (37.0) (87.0)	3.9 9.8 5.3 4.4 3.3 2.4	(0.03) (0.24) (0.07) (0.06) (0.07) (0.03)	3.5 8.8 4.8 4.0 2.9 2.2	(0.02) (0.20) (0.07) (0.06) (0.07) (0.03)	3.3 8.5 4.5 3.7 2.7 2.0	(0.03) (0.22) (0.07) (0.05) (0.07) (0.03)	<b>2,664</b> 274 830 618 234 708	(23.5) (7.4) (13.9) (8.7) (5.5) (12.0)
Black, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	46.9 (0. 67.9 (0. 77.1 (0. 81.5 (0.	).47) ).27) ).23) ).36)	<b>73.9</b> 47.8 68.4 77.0 81.9 88.4	(0.11) (0.44) (0.23) (0.26) (0.39) (0.20)	<b>74.4</b> 47.9 68.7 77.6 82.1 88.7	(0.12) (0.38) (0.29) (0.24) (0.37) (0.19)	15,907 1,158 4,630 4,129 1,608 4,382	(33.9) (14.1) (31.2) (27.6) (18.2) (30.1)	67.3 38.6 60.8 71.1 76.6 84.7	(0.14) (0.43) (0.28) (0.26) (0.39) (0.21)	<b>68.2</b> 39.2 61.8 71.1 77.6 84.9	(0.13) (0.44) (0.24) (0.28) (0.45) (0.20)	<b>69.1</b> 40.3 62.6 72.3 77.7 85.5	(0.14) (0.39) (0.30) (0.26) (0.40) (0.21)	974 4,217 3,846 1,521 4,223	(36.2) (12.5) (30.5) (26.8) (17.1) (29.7)	8.2 17.6 10.5 7.9 6.0 4.0	(0.10) (0.51) (0.20) (0.17) (0.27) (0.14)	7.7 17.9 9.7 7.6 5.1 4.0	(0.11) (0.48) (0.22) (0.16) (0.25) (0.13)	<b>7.1</b> 15.8 8.9 6.9 5.4 3.6	(0.11) (0.51) (0.20) (0.17) (0.25) (0.14)	1,125 184 413 283 87 159	(16.8) (6.6) (9.4) (7.3) (4.3) (6.0)
Hispanic, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	69.6 (0.76.1 (0.80.2 (0.82.3 (	0.20) 0.23) 0.25) 0.40)	<b>77.4</b> 68.9 76.9 80.6 84.1 87.0	(0.11) (0.22) (0.19) (0.25) (0.34) (0.20)	<b>78.0</b> 69.7 77.1 80.5 84.0 87.5	(0.09) (0.20) (0.20) (0.21) (0.34) (0.22)	23,215 5,837 6,620 4,438 1,728 4,592	(29.6) (38.6) (31.1) (28.2) (17.8) (36.8)	<b>72.8</b> 65.1 71.7 76.0 78.3 83.9	(0.11) (0.21) (0.25) (0.27) (0.43) (0.22)	<b>73.8</b> 65.0 73.0 76.7 80.8 84.0	(0.11) (0.23) (0.21) (0.26) (0.40) (0.24)	<b>74.5</b> 66.0 73.2 76.9 80.7 85.1	(0.09) (0.20) (0.20) (0.24) (0.34) (0.23)	<b>22,178</b> 5,525 6,289 4,241 1,660 4,462	(28.9) (37.4) (30.5) (30.1) (17.1) (36.2)	<b>5.4</b> 6.4 5.8 5.2 4.8 3.3	(0.08) (0.14) (0.15) (0.18) (0.23) (0.11)	<b>4.8</b> 5.7 5.0 4.8 4.0 3.4	(0.07) (0.14) (0.13) (0.14) (0.25) (0.11)	<b>4.5</b> 5.3 5.0 4.4 3.9 2.8	(0.06) (0.12) (0.12) (0.14) (0.17) (0.10)	1,037 311 331 197 68 130	(13.5) (7.5) (8.0) (5.6) (3.0) (4.8)
Asian, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	64.6 (0. 73.6 (0. 76.4 (0. 78.4 (0.	).54) ).53) ).46) ).65)	<b>78.7</b> 63.0 73.4 77.9 79.9 82.7	(0.16) (0.60) (0.54) (0.51) (0.50) (0.21)	<b>79.9</b> 65.1 74.3 78.9 79.8 83.7	(0.16) (0.54) (0.50) (0.43) (0.54) (0.17)	<b>8,518</b> 656 1,047 956 577 5,282	(24.1) (9.2) (14.5) (12.7) (9.3) (24.5)	<b>75.4</b> 61.5 70.2 72.9 75.1 79.9	(0.17) (0.49) (0.50) (0.49) (0.69) (0.20)	<b>75.9</b> 60.1 70.4 74.6 77.3 80.0	(0.18) (0.62) (0.59) (0.57) (0.53) (0.22)	<b>77.3</b> 62.0 71.6 75.9 77.4 81.3	(0.17) (0.56) (0.49) (0.50) (0.63) (0.18)	<b>8,246</b> 625 1,010 919 559 5,132	(24.4) (8.9) (14.0) (12.9) (9.5) (23.7)	<b>3.7</b> 4.8 4.7 4.6 4.2 3.1	(0.10) (0.34) (0.28) (0.28) (0.38) (0.12)	3.6 4.6 4.1 4.3 3.3 3.2	(0.08) (0.41) (0.24) (0.30) (0.24) (0.10)	3.2 4.7 3.6 3.8 3.0 2.8	(0.07) (0.27) (0.23) (0.25) (0.31) (0.08)	272 31 38 37 17 150	(6.3) (1.9) (2.5) (2.3) (1.7) (4.2)

Table 501.10. Labor force participation, employment, and unemployment of persons 25 to 64 years old, by sex, race/ethnicity, age group, and educational attainment: 2016, 2017, and 2018—Continued

-		-	La	bor force	e participa	ation				-		Empl	oyment							Unemp	loyment	[		
Sex. race/ethnicity, age group, and		Labor	force pa	rticipatior	n rate¹		part	mber of icipants usands)		Employ	ment to p	populatio	n ratio²		er	Number nployed usands)		Ur	nemploy	ment rate	<b>3</b>			Number employed ousands)
educational attainment	2016 2017 2018 2 3 4						2018		2016		2017		2018		2018		2016		2017		2018		2018	
1		2		3		4		5		6		7		8		9		10		11		12		13
American Indian/Alaska Native, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	<b>65.5</b> 42.1 63.1 69.1 74.8 82.8	(0.48) (1.29) (0.82) (0.94) (1.42) (1.01)	<b>65.0</b> 44.5 61.7 68.1 72.2 83.0	(0.52) (1.35) (0.90) (1.06) (1.65) (0.95)	<b>65.3</b> 44.4 60.7 69.6 75.7 82.2	(0.59) (1.43) (1.06) (0.89) (1.60) (0.98)	744 77 225 219 80 142	(10.3) (3.2) (5.7) (5.5) (3.0) (4.2)	<b>58.2</b> 34.1 53.7 61.9 69.6 79.3	(0.51) (1.27) (0.86) (1.01) (1.57) (1.05)	<b>58.9</b> 36.3 54.7 62.3 68.6 78.8	(0.51) (1.35) (0.91) (1.03) (1.73) (1.08)	<b>60.0</b> 37.5 54.1 64.5 71.4 79.9	(0.57) (1.60) (0.98) (1.01) (1.65) (0.97)	683 65 201 203 76 138	(9.8) (3.3) (5.4) (5.4) (3.0) (4.2)	11.1 18.8 14.9 10.4 6.9 4.2	(0.44) (1.51) (0.84) (0.98) (1.03) (0.68)	9.4 18.4 11.3 8.5 5.0 5.1	(0.40) (1.67) (0.85) (0.62) (0.73) (0.62)	8.2 15.5 10.8 7.3 5.6 2.9	(0.25) (1.62) (0.64) (0.66) (0.86) (0.43)	61 12 24 16 5 4	(2.0) (1.2) (1.5) (1.5) (0.7) (0.6)
Age group 25 to 34, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	82.2 63.8 76.8 82.6 86.3 89.9	(0.07) (0.25) (0.20) (0.15) (0.23) (0.10)	<b>82.6</b> 63.4 77.2 82.7 87.0 90.0	(0.08) (0.29) (0.19) (0.15) (0.19) (0.11)	83.2 63.4 77.4 83.5 87.5 90.6	(0.06) (0.32) (0.16) (0.15) (0.20) (0.09)	<b>37,386</b> 2,460 8,411 8,222 3,512 14,781	(36.6) (24.8) (46.5) (39.1) (25.0) (58.5)	<b>77.3</b> 55.9 69.9 77.2 82.2 87.4	(0.08) (0.27) (0.21) (0.18) (0.25) (0.11)	<b>78.1</b> 55.9 70.9 77.7 83.3 87.4	(0.08) (0.32) (0.20) (0.18) (0.21) (0.11)	<b>79.0</b> 56.4 71.4 78.8 83.9 88.2	(0.07) (0.33) (0.19) (0.17) (0.25) (0.10)	<b>35,477</b> 2,190 7,760 7,755 3,369 14,403	(39.5) (23.3) (43.7) (37.8) (24.9) (57.3)	<b>5.9</b> 12.3 9.0 6.6 4.7 2.8	(0.05) (0.26) (0.13) (0.11) (0.17) (0.05)	<b>5.5</b> 11.7 8.2 6.0 4.2 2.8	(0.05) (0.28) (0.14) (0.12) (0.16) (0.06)	<b>5.1</b> 11.0 7.7 5.7 4.1 2.6	(0.05) (0.27) (0.12) (0.11) (0.14) (0.06)	1,909 269 651 467 143 379	(17.3) (7.1) (11.2) (9.7) (5.0) (8.4)
35 to 44, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	82.3 67.8 77.4 82.4 86.1 89.5	(0.08) (0.26) (0.21) (0.17) (0.24) (0.08)	82.3 66.7 77.5 82.4 86.7 89.4	(0.08) (0.29) (0.19) (0.17) (0.22) (0.08)	83.0 67.5 78.0 82.8 86.6 89.9	(0.08) (0.23) (0.18) (0.18) (0.22) (0.09)	<b>34,430</b> 3,176 7,511 6,659 3,361 13,722	(39.4) (25.5) (41.8) (33.3) (23.2) (48.5)	<b>78.4</b> 62.1 72.3 78.1 82.7 87.3	(0.08) (0.25) (0.22) (0.19) (0.27) (0.09)	<b>78.9</b> 61.4 72.9 78.5 83.9 87.4	(0.09) (0.32) (0.20) (0.18) (0.26) (0.10)	<b>79.7</b> 62.4 73.7 79.2 83.9 88.1	(0.07) (0.25) (0.19) (0.18) (0.23) (0.10)	<b>33,086</b> 2,934 7,094 6,363 3,256 13,439	(38.9) (24.4) (41.6) (30.6) (22.8) (48.5)	<b>4.7</b> 8.4 6.6 5.3 4.0 2.5	(0.05) (0.20) (0.13) (0.12) (0.16) (0.05)	<b>4.2</b> 7.9 6.0 4.8 3.3 2.3	(0.04) (0.21) (0.12) (0.10) (0.14) (0.06)	3.9 7.6 5.5 4.5 3.1 2.1	(0.04) (0.15) (0.12) (0.10) (0.11) (0.05)	1,344 242 417 297 105 283	(15.1) (5.0) (9.0) (7.4) (3.7) (6.5)
45 to 54, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	80.2 62.7 75.7 80.6 84.4 89.1	(0.08) (0.26) (0.16) (0.15) (0.22) (0.10)	80.5 62.8 75.9 81.2 84.5 89.3	(0.08) (0.28) (0.16) (0.17) (0.19) (0.10)	81.0 64.4 76.4 80.9 84.9 89.3	(0.07) (0.27) (0.16) (0.17) (0.23) (0.09)	<b>33,638</b> 3,101 8,363 6,538 3,265 12,372	(42.1) (21.5) (33.0) (28.0) (22.4) (47.8)	<b>76.8</b> 58.1 71.8 77.3 81.4 86.8	(0.09) (0.29) (0.15) (0.17) (0.23) (0.11)	<b>77.5</b> 58.7 72.4 78.0 82.0 87.0	(0.09) (0.28) (0.16) (0.18) (0.21) (0.10)	<b>78.1</b> 60.2 73.0 78.0 82.5 87.3	(0.08) (0.28) (0.17) (0.19) (0.24) (0.10)	<b>32,453</b> 2,899 7,997 6,298 3,171 12,088	(44.9) (21.5) (33.3) (28.2) (22.4) (46.8)	<b>4.1</b> 7.4 5.2 4.2 3.5 2.7	(0.04) (0.19) (0.09) (0.09) (0.12) (0.05)	3.7 6.7 4.6 4.0 3.0 2.5	(0.04) (0.18) (0.09) (0.11) (0.11) (0.05)	3.5 6.5 4.4 3.7 2.9 2.3	(0.04) (0.17) (0.10) (0.09) (0.13) (0.05)	1,185 202 366 240 94 284	(14.0) (5.3) (8.6) (6.2) (4.1) (6.3)
55 to 64, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	64.3 46.6 60.0 64.2 68.7 74.5	(0.09) (0.25) (0.17) (0.20) (0.31) (0.14)	64.9 47.4 60.3 64.8 69.2 75.2	(0.09) (0.30) (0.17) (0.17) (0.28) (0.15)	<b>65.0</b> 48.9 60.2 64.8 69.3 75.1	(0.09) (0.29) (0.17) (0.18) (0.29) (0.13)	27,498 2,385 7,442 5,691 2,694 9,287	(38.1) (18.7) (30.7) (25.9) (20.1) (36.6)	61.8 43.7 57.5 61.6 66.5 72.2	(0.26) (0.17) (0.20) (0.31)	<b>62.6</b> 44.7 58.2 62.4 67.1 73.1	(0.09) (0.30) (0.16) (0.17) (0.28) (0.15)	<b>63.0</b> 46.5 58.3 62.6 67.3 73.1	(0.09) (0.29) (0.16) (0.19) (0.29) (0.13)	<b>26,623</b> 2,269 7,197 5,501 2,614 9,041	(38.2) (17.8) (29.3) (25.1) (20.0) (36.0)	3.8 6.3 4.2 4.1 3.2 3.0	(0.04) (0.19) (0.08) (0.10) (0.12) (0.07)	3.5 5.7 3.5 3.7 3.1 2.8	(0.04) (0.22) (0.09) (0.08) (0.14) (0.07)	3.2 4.8 3.3 3.3 3.0 2.6	(0.04) (0.18) (0.09) (0.09) (0.12) (0.06)	876 115 245 189 80 246	(11.7) (4.4) (6.8) (5.5) (3.3) (5.7)

<sup>&</sup>lt;sup>1</sup>Percentage of the civilian population who are employed or seeking employment.

NOTE: Estimates are for the entire civilian population, including persons living in households and persons living in group quarters (e.g., college residence halls, residential treatment centers, or correctional facilities). Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not separately shown. Detail may not sum to totals because

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2016, 2017, and 2018. (This table was prepared February 2020.)

<sup>&</sup>lt;sup>2</sup>Number of persons employed as a percentage of the civilian population.

The percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.

<sup>&</sup>lt;sup>4</sup>Includes equivalency credentials, such as the GED credential.

Table 501.20. Labor force participation, employment, and unemployment of persons 16 to 24 years old who are not enrolled in school, by age group, sex, race/ethnicity, and educational attainment: 2016, 2017, and 2018

			Lab	or force	participa	tion						Emplo	yment							Unempl	loyment			
Age group pay rece/ethnicity and adverticed		Labor	force par	ticipation	n rate¹		part	mber of icipants usands)		Employi	ment to p	oopulatio	n ratio²		er	Number nployed usands)		U	nemploy	ment rate	e <sup>3</sup>		une	Number mployed ousands)
Age group, sex, race/ethnicity, and educational attainment		2016		2017		2018		2018		2016		2017		2018		2018		2016		2017		2018		2018
1		2		3		4		5		6		7		8		9		10		11		12		13
16 to 19 years old All persons, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>65.6</b> 48.5 71.9 76.4	(0.41) (0.81) (0.50) (1.04)	<b>65.3</b> 48.4 70.8 75.9	(0.42) (0.72) (0.48) (1.18)	<b>65.6</b> 48.3 71.3 74.3	(0.40) (0.78) (0.49) (1.15)	<b>1,642</b> 319 1,101 221	(18.9) (7.6) (16.1) (5.8)	<b>51.8</b> 33.2 58.3 65.0	(0.44) (0.73) (0.56) (1.17)	<b>52.2</b> 35.4 57.0 66.4	(0.45) (0.74) (0.56) (1.29)	<b>52.6</b> 35.2 57.8 64.3	(0.40) (0.77) (0.52) (1.12)	<b>1,316</b> 233 893 191	(17.4) (6.5) (14.6) (5.3)	<b>21.0</b> 31.4 18.9 14.9	(0.42) (1.08) (0.53) (1.00)	<b>20.0</b> 27.0 19.5 12.5	(0.42) (1.03) (0.48) (1.11)	19.8 27.2 19.0 13.5	(0.37) (1.15) (0.48) (0.98)	325 87 209 30	(6.4) (4.3) (5.7) (2.4)
Male, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>66.5</b> 49.9 73.2 76.1	(0.50) (0.99) (0.66) (1.54)	<b>66.2</b> 51.1 72.1 75.0	(0.54) (0.99) (0.61) (1.48)	<b>66.9</b> 51.0 72.7 74.7	(0.54) (1.11) (0.67) (1.45)	<b>952</b> 202 639 112	(12.8) (6.4) (10.4) (5.0)	<b>52.4</b> 34.8 59.2 63.8	(0.54) (0.98) (0.75) (1.67)	<b>52.7</b> 37.3 58.2 63.5	(0.61) (0.99) (0.73) (1.56)	<b>53.4</b> 37.4 58.9 63.9	(0.62) (1.11) (0.78) (1.49)	<b>760</b> 148 517 95	(13.7) (5.7) (10.9) (4.5)	<b>21.2</b> 30.2 19.1 16.1	(0.52) (1.45) (0.67) (1.56)	<b>20.5</b> 27.0 19.2 15.3	(0.58) (1.41) (0.67) (1.65)	<b>20.1</b> 26.8 19.0 14.5	(0.61) (1.59) (0.74) (1.29)	192 54 121 16	(5.3) (3.6) (4.5) (1.6)
Female, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>64.6</b> 46.5 70.2 76.7	(0.65) (1.37) (0.83) (1.49)	<b>64.1</b> 44.4 69.1 76.8	(0.69) (1.25) (0.87) (1.54)	<b>63.8</b> 44.1 69.4 74.0	(0.60) (1.23) (0.76) (1.73)	<b>690</b> 118 463 109	(10.6) (4.0) (9.4) (3.7)	<b>51.2</b> 31.0 57.1 66.2	(0.66) (1.16) (0.93) (1.67)	<b>51.7</b> 32.4 55.4 69.2	(0.70) (1.12) (0.88) (1.68)	<b>51.4</b> 31.9 56.3 64.8	(0.58) (1.19) (0.73) (1.81)	<b>556</b> 85 375 96	(9.7) (3.5) (8.5) (3.5)	<b>20.8</b> 33.3 18.7 13.6	(0.69) (1.74) (0.86) (1.30)	19.3 27.0 19.9 9.8	(0.68) (1.60) (0.82) (1.22)	19.4 27.8 18.9 12.5	(0.64) (1.63) (0.85) (1.45)	134 33 87 14	(4.8) (2.2) (4.4) (1.7)
White, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>68.3</b> 49.6 74.9 80.3	(0.58) (1.17) (0.75) (1.19)	<b>69.7</b> 51.3 75.2 81.0	(0.60) (1.25) (0.66) (1.50)	<b>69.2</b> 51.9 74.5 78.5	(0.55) (1.07) (0.62) (1.50)	<b>825</b> 159 552 114	(11.8) (4.0) (9.5) (3.9)	<b>55.7</b> 34.6 62.8 70.3	(0.59) (0.97) (0.76) (1.52)	<b>57.9</b> 39.3 62.9 72.3	(0.64) (1.18) (0.77) (1.61)	<b>57.2</b> 39.0 62.4 69.7	(0.55) (1.15) (0.62) (1.51)	682 120 462 101	(10.6) (4.0) (8.5) (3.7)	<b>18.6</b> 30.2 16.2 12.5	(0.51) (1.23) (0.61) (1.24)	16.9 23.5 16.3 10.8	(0.52) (1.47) (0.64) (1.31)	17.3 24.8 16.3 11.3	(0.47) (1.41) (0.59) (1.15)	<b>142</b> 40 90 13	(4.3) (2.3) (3.6) (1.4)
Black, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>60.4</b> 43.3 65.2 74.3	(0.97) (1.95) (1.34) (3.04)	<b>57.4</b> 37.9 63.6 69.2	(1.14) (1.95) (1.41) (3.32)	<b>57.7</b> 37.3 64.6 66.2	(1.28) (2.03) (1.62) (3.16)	240 40 167 33	(7.3) (3.0) (6.9) (2.8)	<b>41.0</b> 22.2 46.0 57.4	(1.11) (1.60) (1.64) (3.67)	<b>40.3</b> 21.5 45.5 56.1	(1.22) (1.73) (1.53) (3.56)	<b>41.2</b> 21.0 47.3 53.2	(1.21) (1.58) (1.65) (2.91)	171 23 122 27	(6.5) (2.1) (5.9) (2.3)	<b>32.2</b> 48.7 29.4 22.8	(1.59) (3.61) (1.95) (3.16)	29.8 43.4 28.5 19.0	(1.29) (3.34) (1.52) (3.58)	28.6 43.6 26.8 19.6	(1.18) (3.15) (1.63) (3.05)	<b>69</b> 17 45 7	(3.1) (1.8) (3.1) (1.2)
Hispanic, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>64.4</b> 50.6 70.7 70.8	(0.77) (1.47) (0.91) (2.12)	<b>64.5</b> 52.1 69.1 73.2	(0.68) (1.48) (0.76) (1.97)	<b>64.4</b> 48.7 70.2 73.0	(0.66) (1.52) (0.93) (1.96)	<b>456</b> 97 304 54	(8.3) (4.4) (7.0) (2.8)	<b>52.1</b> 38.1 58.1 60.8	(0.81) (1.50) (0.93) (2.16)	<b>51.7</b> 39.1 55.6 64.4	(0.73) (1.45) (0.85) (2.06)	<b>52.2</b> 37.0 57.1 64.6	(0.80) (1.55) (1.02) (2.09)	370 74 248 48	(8.3) (3.6) (7.0) (2.7)	<b>19.1</b> 24.7 17.9 14.1	(0.81) (2.03) (0.99) (1.90)	19.9 24.9 19.5 12.0	(0.75) (1.71) (0.93) (1.74)	18.9 24.0 18.6 11.6	(0.78) (2.15) (0.93) (1.61)	<b>86</b> 23 57 6	(3.6) (2.5) (2.8) (0.9)
Asian, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>58.6</b> 40.7 64.0 66.0	(3.14) (5.06) (3.71) (6.86)	<b>48.9</b> 29.2 53.8 59.2	(3.06) (5.42) (3.98) (7.23)	<b>58.6</b> 46.2 63.8 59.7	(2.86) (5.22) (3.98) (6.82)	28 5 16 6	(2.0) (0.9) (1.7) (1.1)	<b>50.1</b> 33.3 56.6 52.7	(3.25) (5.41) (3.99) (7.22)	<b>39.2</b> 21.1 42.7 51.1	(2.96) (5.17) (4.05) (7.26)	<b>47.0</b> 42.8 48.4 48.2	(3.01) (5.32) (4.02) (7.57)	22 5 13 5	(1.8) (0.9) (1.4) (1.0)	<b>14.5</b> 18.3! 11.6 20.2!	(3.17) (6.73) (3.44) (7.51)	19.8 27.8! 20.6 13.7!	(3.24) (8.64) (4.50) (4.97)	19.8 7.3! 24.1 19.3!	(3.33) (2.99) (4.51) (8.22)	<b>5</b> #! 4 1!	(1.0) (0.2) (0.9) (0.5)
American Indian/Alaska Native, all education levels Less than high school completion High school completion <sup>4</sup> At least some college	<b>53.6</b> 30.8 65.4 57.7	(3.72) (4.76) (3.83) (7.60)	<b>52.5</b> 37.2 62.4 59.2	(3.74) (5.79) (4.54) (9.33)	<b>52.6</b> 43.6 55.8 59.4	(3.77) (5.48) (5.07) (9.12)	16 4 10 2	(1.5) (0.7) (1.2) (0.4)	<b>39.0</b> 18.0 49.0 45.8	(3.40) (3.61) (4.27) (7.86)	<b>39.6</b> 25.3 48.0 50.8	(3.51) (5.79) (4.54) (8.91)	<b>38.6</b> 28.8 40.4 55.8	(3.80) (6.47) (4.90) (8.80)	11 3 7 2	(1.4) (0.7) (1.0) (0.4)	<b>27.3</b> 41.6 25.0 20.5!	(3.59) (8.34) (4.55) (9.95)	24.5 32.1 23.0 ‡	(3.31) (7.92) (4.67) (†)	<b>26.6</b> 33.9! 27.6 ‡	(4.88) (10.25) (6.34) (†)	<b>4</b> 1 3 ‡	(0.8) (0.4) (0.7) (†)
20 to 24 years old All persons, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	82.2 64.4 79.9 86.2 90.9 93.5	(0.16) (0.55) (0.27) (0.29) (0.57) (0.24)	82.2 63.3 79.2 86.6 90.4 94.0	(0.16) (0.55) (0.27) (0.24) (0.45) (0.24)	82.5 63.6 79.8 86.6 90.3 93.9	(0.16) (0.54) (0.27) (0.28) (0.49) (0.21)	10,283 899 4,273 2,538 585 1,987	(35.8) (14.3) (30.7) (22.2) (9.5) (19.4)	<b>72.9</b> 50.7 69.1 78.6 85.8 88.0	(0.18) (0.57) (0.31) (0.35) (0.65) (0.32)	<b>73.6</b> 51.3 69.0 79.6 86.2 88.6	(0.19) (0.59) (0.29) (0.27) (0.55) (0.30)	<b>74.6</b> 52.8 70.5 79.8 85.7 89.0	(0.17) (0.59) (0.29) (0.31) (0.59) (0.27)	9,299 746 3,774 2,338 555 1,885	(34.0) (13.0) (29.3) (21.6) (9.6) (18.9)	11.3 21.4 13.5 8.8 5.6 5.9	(0.14) (0.56) (0.25) (0.24) (0.43) (0.21)	10.4 19.0 12.9 8.1 4.7 5.8	(0.13) (0.63) (0.20) (0.25) (0.36) (0.21)	9.6 17.0 11.7 7.9 5.1 5.2	(0.13) (0.61) (0.22) (0.22) (0.42) (0.20)	984 153 499 200 30 103	(13.6) (6.0) (9.8) (5.8) (2.5) (4.1)

Table 501.20. Labor force participation, employment, and unemployment of persons 16 to 24 years old who are not enrolled in school, by age group, sex, race/ethnicity, and educational attainment: 2015, 2016, and 2018—Continued

			Lab	or force	participa	tion						Emplo	yment							Unempl	oyment			
Age group, sex, race/ethnicity, and educational		Labor	force pa	rticipatio	n rate¹		part	mber of icipants usands)		Employ	ment to p	oopulatio	n ratio²		en	Number nployed usands)		U	nemploy	ment rate	e <sup>3</sup>		unen	Number nployed usands)
attainment		2016 2017				2018		2018		2016		2017		2018		2018		2016		2017		2018		2018
1	2 3				4		5		6		7		8		9		10		11		12		13	
Male, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	83.7 68.2 82.6 87.9 93.7 94.1	(0.18) (0.66) (0.31) (0.34) (0.58) (0.36)	83.9 67.1 82.5 88.5 93.6 94.5	(0.18) (0.63) (0.27) (0.35) (0.56) (0.36)	84.0 68.3 82.1 88.8 92.6 94.3	(0.22) (0.64) (0.32) (0.38) (0.59) (0.35)	5,603 580 2,550 1,328 287 857	(25.7) (11.0) (22.8) (16.9) (6.5) (13.5)	<b>73.8</b> 54.8 71.6 79.8 88.2 87.7	(0.24) (0.69) (0.38) (0.44) (0.85) (0.47)	<b>74.5</b> 55.0 71.8 81.3 88.5 87.4	(0.22) (0.71) (0.34) (0.40) (0.74) (0.50)	<b>75.4</b> 57.1 72.6 81.6 87.2 88.3	(0.22) (0.74) (0.35) (0.46) (0.75) (0.40)	<b>5,031</b> 485 2,253 1,219 271 802	(23.5) (10.1) (21.5) (16.2) (6.3) (12.4)	11.8 19.8 13.3 9.2 5.9 6.9	(0.20) (0.64) (0.31) (0.31) (0.63) (0.35)	11.1 18.0 13.0 8.1 5.4 7.5	(0.16) (0.75) (0.25) (0.36) (0.53) (0.40)	10.2 16.4 11.6 8.2 5.8 6.4	(0.16) (0.72) (0.25) (0.33) (0.64) (0.33)	572 95 297 109 17 55	(9.6) (4.5) (6.7) (4.6) (1.9) (3.1)
Female, all education levels Less than high school completion High school completion Some college, no degree Associate's degree Bachelor's or higher degree	80.5 58.4 76.1 84.4 88.6 93.0	(0.23) (0.93) (0.40) (0.42) (0.81) (0.32)	80.2 57.6 74.7 84.6 87.8 93.7	(0.24) (0.94) (0.44) (0.41) (0.68) (0.28)	80.7 56.4 76.6 84.3 88.3 93.5	(0.22) (1.03) (0.43) (0.37) (0.81) (0.26)	4,680 319 1,723 1,210 298 1,131	(24.0) (9.0) (17.0) (12.4) (6.8) (14.3)	<b>71.9</b> 44.1 65.6 77.3 83.9 88.2	(0.24) (0.95) (0.44) (0.52) (0.93) (0.41)	<b>72.5</b> 45.6 65.1 77.8 84.2 89.5	(0.27) (0.88) (0.46) (0.45) (0.71) (0.37)	<b>73.6</b> 46.2 67.6 77.9 84.4 89.6	(0.25) (0.99) (0.48) (0.41) (0.96) (0.34)	<b>4,268</b> 261 1,521 1,119 285 1,083	(23.5) (7.8) (15.9) (12.0) (6.7) (14.3)	10.6 24.4 13.7 8.4 5.3 5.2	(0.19) (1.04) (0.41) (0.36) (0.59) (0.26)	9.6 20.8 12.9 8.1 4.0 4.5	(0.19) (0.91) (0.33) (0.35) (0.40) (0.26)	8.8 18.0 11.7 7.5 4.4 4.2	(0.17) (0.96) (0.35) (0.34) (0.56) (0.24)	412 57 202 91 13 48	(8.4) (3.6) (6.5) (4.3) (1.7) (2.7)
White, all education levels Less than high school completion High school completion' Some college, no degree Associate's degree Bachelor's or higher degree	84.8 65.6 81.3 87.3 93.0 95.0	(0.20) (0.81) (0.36) (0.35) (0.61) (0.29)	85.2 63.8 82.0 88.1 92.2 95.2	(0.19) (0.87) (0.32) (0.27) (0.51) (0.27)	<b>85.4</b> 64.1 82.2 88.0 91.6 95.5	(0.20) (0.74) (0.33) (0.32) (0.52) (0.20)	<b>5,615</b> 361 2,203 1,309 374 1,368	(25.6) (7.9) (18.7) (14.4) (7.5) (16.9)	77.1 51.1 72.1 81.3 88.4 90.4	(0.25) (0.96) (0.40) (0.41) (0.84) (0.37)	77.8 51.7 72.6 82.5 88.6 90.6	(0.24) (0.86) (0.40) (0.34) (0.57) (0.35)	<b>78.9</b> 53.6 74.3 82.5 88.2 91.2	(0.20) (0.77) (0.36) (0.35) (0.64) (0.31)	<b>5,186</b> 302 1,990 1,227 361 1,306	(25.3) (7.2) (18.1) (14.3) (7.6) (16.4)	9.1 22.1 11.3 6.9 5.0 4.9	(0.18) (1.07) (0.30) (0.27) (0.56) (0.20)	8.7 18.9 11.5 6.4 3.9 4.8	(0.16) (0.85) (0.28) (0.28) (0.38) (0.24)	<b>7.6</b> 16.3 9.6 6.2 3.6 4.5	(0.15) (0.89) (0.26) (0.30) (0.42) (0.24)	429 59 212 82 14 62	(8.6) (3.5) (5.9) (4.0) (1.6) (3.4)
Black, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	77.1 53.5 76.1 85.9 84.1 92.1	(0.48) (1.43) (0.74) (0.76) (2.28) (1.05)	<b>76.0</b> 51.2 73.7 84.8 87.5 93.1	(0.49) (1.41) (0.66) (0.79) (1.87) (0.96)	<b>75.4</b> 50.3 72.8 85.5 87.7 90.5	(0.44) (1.68) (0.80) (0.86) (1.58) (0.99)	1,419 121 664 424 64 146	(14.9) (5.8) (11.9) (9.0) (3.9) (5.8)	62.9 35.0 60.0 74.3 76.1 83.8	(0.51) (1.45) (0.91) (0.98) (2.48) (1.25)	<b>62.2</b> 33.8 58.8 72.5 79.9 84.0	(0.56) (1.49) (0.85) (0.86) (2.28) (1.44)	<b>62.4</b> 33.6 58.7 74.3 75.4 84.0	(0.52) (1.52) (0.86) (1.03) (2.57) (1.23)	1,175 81 535 368 55 136	(13.5) (4.4) (11.0) (8.8) (3.8) (5.5)	18.5 34.6 21.1 13.5 9.5 9.0	(0.45) (1.82) (0.78) (0.83) (1.90) (1.01)	18.2 34.1 20.2 14.6 8.6 9.7	(0.51) (2.13) (0.79) (0.80) (1.78) (1.15)	17.2 33.3 19.3 13.1 14.1 7.2	(0.51) (2.10) (0.79) (0.74) (2.45) (1.04)	244 40 128 56 9 10	(8.0) (3.3) (5.6) (3.2) (1.6) (1.6)
Hispanic, all education levels Less than high school completion High school completion* Some college, no degree Associate's degree Bachelor's or higher degree	<b>80.6</b> 69.3 80.6 85.1 90.1 91.1	(0.34) (0.85) (0.46) (0.51) (1.09) (0.93)	80.3 69.6 78.7 85.6 88.1 93.5	(0.28) (0.91) (0.49) (0.59) (1.40) (0.66)	81.3 69.7 80.7 85.7 90.1 90.9	(0.29) (0.93) (0.51) (0.57) (1.12) (0.84)	2,453 354 1,145 621 110 222	(17.9) (8.6) (14.8) (10.5) (5.2) (6.8)	<b>71.3</b> 58.5 70.5 77.2 84.9 83.7	(0.39) (0.94) (0.56) (0.66) (1.28) (1.15)	<b>72.6</b> 60.1 70.4 79.1 83.6 87.9	(0.32) (0.91) (0.48) (0.73) (1.66) (0.88)	<b>73.7</b> 61.4 72.2 79.4 85.6 85.2	(0.33) (1.05) (0.56) (0.66) (1.28) (1.08)	2,224 312 1,025 576 105 208	(17.9) (8.7) (14.7) (10.4) (5.0) (6.6)	11.6 15.5 12.6 9.3 5.8 8.1	(0.31) (0.83) (0.46) (0.59) (1.01) (0.89)	9.6 13.6 10.5 7.5 5.2 6.0	(0.26) (0.88) (0.35) (0.55) (0.96) (0.67)	9.3 11.9 10.5 7.4 5.0 6.3	(0.24) (0.72) (0.44) (0.46) (0.80) (0.81)	228 42 121 46 6 14	(5.9) (2.5) (5.1) (2.9) (0.9) (1.8)
Asian, all education levels Less than high school completion High school completion* Some college, no degree Associate's degree Bachelor's or higher degree	<b>80.1</b> 67.9 76.1 77.5 77.0 86.0	(0.91) (2.88) (1.92) (2.04) (4.25) (1.21)	81.7 62.7 76.6 80.2 87.8 87.5	(0.73) (3.54) (1.56) (1.68) (3.02) (0.88)	82.6 68.2 76.5 80.1 80.5 88.8	(0.65) (3.41) (1.75) (1.77) (3.76) (1.01)	351 20 74 62 15 180	(8.3) (2.0) (4.0) (3.5) (1.5) (5.5)	72.4 58.9 69.3 68.4 69.4 78.4	(1.05) (2.98) (1.99) (2.30) (4.32) (1.30)	74.8 55.5 68.7 75.3 85.8 79.9	(0.84) (3.63) (1.86) (1.90) (3.23) (0.95)	<b>76.5</b> 60.9 69.4 74.5 77.0 82.9	(0.76) (3.30) (1.91) (1.78) (4.25) (1.23)	325 17 68 57 14 168	(8.2) (1.8) (3.5) (3.4) (1.5) (5.3)	9.6 13.2 8.9 11.7 9.8! 8.8	(0.59) (2.70) (1.22) (1.64) (3.10) (0.85)	8.4 11.5! 10.3 6.1 ‡ 8.7	(0.68) (4.21) (1.29) (1.16) (†) (0.92)	7.4 10.7 9.2 7.0 ‡ 6.7	(0.58) (2.46) (1.49) (1.06) (†) (0.77)	26 2 7 4 ‡ 12	(2.0) (0.5) (1.3) (0.7) (†) (1.4)
American Indian/Alaska Native, all education levels Less than high school completion High school completion <sup>4</sup> Some college, no degree Associate's degree Bachelor's or higher degree	<b>70.0</b> 55.2 67.8 80.7 82.9 93.4	(1.34) (3.79) (2.10) (3.00) (6.08) (4.37)	<b>66.4</b> 45.1 66.9 75.1 76.2 81.1	(1.59) (4.12) (2.03) (3.05) (6.89) (7.52)	66.6 45.9 66.3 76.9 81.6 84.4	(1.63) (4.69) (2.36) (2.83) (8.38) (6.83)	73 9 37 21 2 4	(3.3) (1.2) (2.3) (2.0) (0.5) (0.6)	<b>53.5</b> 32.3 49.7 69.7 82.9 75.8	(1.57) (3.86) (2.24) (3.43) (6.08) (8.72)	<b>55.2</b> 32.5 54.0 65.9 71.7 79.0	(1.89) (4.44) (2.22) (3.00) (7.75) (7.85)	<b>54.4</b> 31.4 53.6 65.4 69.3 83.5	(1.74) (4.61) (2.42) (3.85) (8.88) (6.91)	<b>59</b> 6 30 18 2 4	(2.9) (1.0) (2.2) (1.8) (0.4) (0.6)	23.5 41.6 26.6 13.6 ‡ 18.8!	(1.70) (5.16) (2.42) (2.55) (†) (8.63)	16.9 28.0 19.2 12.3 ‡	(1.75) (5.48) (2.62) (2.39) (†) (†)	18.3 31.6 19.0 14.9 15.0!	(1.98) (5.87) (2.69) (4.09) (6.39) (†)	13 3 7 3 ‡	(1.6) (0.6) (1.1) (0.9) (†) (†)

†Not applicable.

#Rounds to zero.

<sup>4</sup>Includes equivalency credentials, such as the GED credential.

NOTE: Table excludes persons enrolled in school. Estimates are for all nonenrolled civilians in the given age range, including persons living in households and persons living in group quarters (e.g., residential treatment centers or correctional facilities). Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not separately shown. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2016, 2017, and 2018. (This table was prepared May 2020.)

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Percentage of the civilian population who are employed or seeking employment.

<sup>&</sup>lt;sup>2</sup>Number of persons employed as a percentage of the civilian population.

<sup>&</sup>lt;sup>3</sup>The percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.

Table 501.30. Percentage and number of persons 18 to 24 years old who were neither enrolled in school nor working, by age group, high school completion status, sex, and race/ethnicity: Selected years, 2006 through 2018

	Percent who were neither enrolled in school nor working  2006 2008 2009 2010 2011 2012 2013 2014 2015 2016																		201	8								
	Percent who were neither enrolled in school nor working																Nun	nber (in 1	thousand	ds)	Doro	ent who						
Age group, high school completion status, sex, and race/ethnicity		2006		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017	persor	otal, all ns 18 to ears old	enr sch	Neither olled in lool nor vorking	were en sc	ent who neither rolled in hool nor working
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15
18 to 24 years old, all persons	<b>15.4</b> 14.5	(0.07)		(0.08)	17.6	( ,	17.9	(0.09)		,		(0.08)		(0.11)		(0.09)		(0.09)	14.1	(0.09)	13.9		30,648	(33.6)		(28.5)	<b>13.5</b> 13.9	(0.09)
Male Female	16.4	(0.10) (0.12)	14.8 15.6	(0.12) (0.13)	18.1 17.0	(0.15) (0.12)	18.5 17.2	(0.12) (0.12)	18.3 17.1	(0.12) (0.11)	17.6 16.6	(0.11) (0.13)	17.1 16.3	(0.14) (0.14)	16.1 15.7	(0.14) (0.12)		(0.13) (0.13)	14.6 13.6	(0.12) (0.12)	14.3 13.4		15,710 14,938	(23.3) (18.9)	2,180 1,945	(20.1) (17.8)	13.9	(0.12) (0.11)
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Some other race Two or more races	11.8 25.3 20.9 9.1 19.6 30.2 16.4 15.0	(0.08) (0.31) (0.21) (0.35) (2.51) (1.20) (1.79) (0.55)	11.7 25.0 20.4 7.7 20.3 29.0 15.6 16.3	(0.11) (0.30) (0.24) (0.30) (2.69) (1.31) (1.86) (0.56)	13.8 27.3 22.8 9.9 21.3 34.0 18.5 20.1	(0.11) (0.31) (0.22) (0.38) (2.01) (1.17) (1.99) (0.64)	22.6 9.4 23.8 34.3 18.2	(0.10) (0.29) (0.23) (0.30) (2.37) (1.15) (2.22) (0.63)	14.1 27.4 22.0 9.0 24.2 33.3 20.9 18.5	(0.11) (0.28) (0.22) (0.32) (2.32) (1.29) (2.26) (0.60)	13.5 27.2 21.2 8.6 24.8 32.7 14.5 16.6	(0.10) (0.31) (0.22) (0.27) (2.35) (1.07) (1.60) (0.55)	13.5 26.2 19.8 9.0 21.3 33.3 13.6 15.4	(0.12) (0.29) (0.26) (0.31) (2.34) (1.06) (1.73) (0.48)	12.9 24.9 18.4 8.7 23.7 32.1 14.1 16.6	(0.09) (0.30) (0.24) (0.30) (2.65) (1.15) (1.54) (0.52)	12.1 22.6 17.5 8.2 16.8 31.0 20.1 14.7	(0.11) (0.31) (0.21) (0.28) (2.04) (1.10) (2.07) (0.54)	11.6 21.0 16.6 7.6 15.5 32.0 13.4 13.7	(0.12) (0.29) (0.22) (0.26) (1.99) (1.01) (1.82) (0.49)	11.3 21.6 16.1 7.4 19.8 29.2 15.0 14.4	(0.13) (0.32) (0.18) (0.23) (2.68) (1.15) (1.64) (0.43)		(11.5) (22.1) (14.9) (11.6) (2.9) (5.5) (4.9) (13.3)	1,792 912 1,065 120 12 65 15 145	(15.3) (15.2) (13.2) (4.3) (1.6) (2.9) (1.7) (5.4)	11.0 21.0 15.5 6.9 20.8 28.7 16.0 14.0	(0.09) (0.32) (0.19) (0.24) (2.48) (1.11) (1.67) (0.46)
Race/ethnicity by sex Male White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Some other race Two or more races	11.1 28.9 15.5 9.0 18.0 29.8 15.0 15.4	(0.12) (0.42) (0.31) (0.48) (3.32) (1.63) (2.32) (0.76)	11.3 29.0 16.3 6.8 17.2 29.0 16.1 16.8	(0.14) (0.43) (0.28) (0.42) (3.43) (1.63) (2.47) (0.85)	14.3 31.5 20.5 9.2 17.4 35.7 19.7 21.8	(0.17) (0.44) (0.32) (0.49) (2.85) (1.89) (2.91) (1.02)	32.5 20.3 9.3 23.0 36.6 19.0	(0.13) (0.43) (0.33) (0.43) (2.89) (1.77) (2.66) (0.83)	14.7 31.8 19.9 8.6 19.8 35.2 18.1 20.5	(0.15) (0.37) (0.29) (0.40) (2.67) (1.71) (2.72) (0.83)	13.9 31.1 19.5 8.1 23.6 34.1 14.8 18.7	(0.14) (0.45) (0.31) (0.40) (3.79) (1.50) (2.17) (0.82)	13.9 30.3 18.1 8.3 19.8 34.7 16.0 16.1	(0.16) (0.44) (0.30) (0.34) (2.85) (1.44) (2.22) (0.72)	12.9 28.6 16.9 8.1 17.9 33.0 13.0 16.3	(0.16) (0.51) (0.34) (0.40) (3.23) (1.68) (2.34) (0.74)	12.3 26.5 15.9 8.0 10.4 32.0 21.1 15.7	(0.15) (0.41) (0.27) (0.36) (1.89) (1.46) (3.11) (0.83)	11.9 24.5 15.3 7.7 13.5 34.9 16.6 15.2	(0.16) (0.38) (0.28) (0.36) (2.56) (1.81) (2.69) (0.75)	11.5 25.3 15.1 7.3 19.0 28.1 14.5 15.3	(0.17) (0.52) (0.23) (0.38) (3.20) (1.76) (2.10) (0.63)		(8.8) (14.5) (11.0) (8.2) (2.0) (3.1) (3.0) (9.3)	937 529 525 61 6 31 8	(10.0) (10.4) (9.8) (2.8) (1.1) (1.6) (1.2) (4.5)	11.2 24.1 14.8 7.0 21.3 26.9 18.2 15.6	(0.12) (0.40) (0.27) (0.32) (3.43) (1.24) (2.58) (0.73)
Female White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Some other race Two or more races	12.5 21.6 27.3 9.2 21.5 30.6 18.1 14.6	(0.12) (0.43) (0.33) (0.47) (3.59) (1.56) (2.45) (0.84)	12.0 20.9 24.9 8.7 23.5 29.0 15.1 15.9	(0.15) (0.41) (0.37) (0.42) (3.68) (1.76) (2.84) (0.79)	13.2 22.9 25.4 10.6 25.8 32.3 17.1 18.3	(0.15) (0.42) (0.33) (0.51) (3.18) (1.65) (2.82) (0.92)	25.2 9.6 24.7 31.9 17.5	(0.15) (0.39) (0.30) (0.41) (3.17) (1.51) (3.21) (0.88)	13.6 23.0 24.2 9.4 28.6 31.3 23.5 16.7	(0.15) (0.36) (0.34) (0.45) (3.76) (1.65) (3.24) (0.84)	13.0 23.3 23.1 9.2 26.2 31.2 14.1 14.5	(0.15) (0.40) (0.31) (0.41) (3.11) (1.59) (2.42) (0.68)	13.2 22.1 21.8 9.7 23.0 31.9 11.4 14.7	(0.17) (0.39) (0.40) (0.45) (3.17) (1.46) (2.20) (0.61)	13.0 21.1 20.1 9.3 30.6 31.2 15.3 16.9	(0.13) (0.38) (0.35) (0.43) (4.17) (1.53) (2.36) (0.61)	11.9 18.6 19.2 8.3 22.6 30.0 19.1 13.8	(0.14) (0.37) (0.31) (0.40) (3.27) (1.61) (2.85) (0.68)	11.3 17.2 18.1 7.5 17.6 28.9 10.2 12.1	(0.14) (0.37) (0.30) (0.38) (2.77) (1.46) (2.36) (0.63)	11.0 17.8 17.1 7.6 20.8 30.3 15.6 13.5	(0.16) (0.36) (0.29) (0.30) (3.29) (1.33) (2.58) (0.67)	7,914 2,147 3,329 849 28 113 48 510	(7.6) (12.5) (10.1) (8.2) (2.0) (3.9) (3.5) (9.5)	855 383 540 58 6 34 7 63	(9.9) (9.7) (9.2) (3.0) (1.0) (2.2) (1.2) (3.2)	10.8 17.9 16.2 6.8 20.3 30.4 13.9 12.3	(0.12) (0.45) (0.26) (0.35) (3.35) (1.65) (2.06) (0.60)
18 and 19 years old, all persons	11.8	(0.15)	12.1	(0.14)	13.8	(0.15)	13.9	(0.16)	13.5	(0.16)	13.0	(0.15)	12.5	(0.18)	11.6	(0.15)	11.1	(0.13)	10.5	(0.16)	10.8	(0.15)	8,870	(28.7)	960	(13.5)	10.8	(0.14)
<b>20 to 24 years old, all persons</b> Male Female	<b>16.9</b> 15.5 18.4	(0.09) (0.13) (0.13)	<b>16.5</b> 15.7 17.4	(0.10) (0.13) (0.16)	<b>19.1</b> 19.4 18.9	<b>(0.10)</b> (0.17) (0.15)	20.0	(0.11) (0.15) (0.16)	<b>19.4</b> 19.6 19.3	<b>(0.10)</b> (0.16) (0.14)	<b>18.7</b> 18.9 18.5	(0.11) (0.14) (0.17)	<b>18.3</b> 18.5 18.2	(0.12) (0.16) (0.16)	<b>17.6</b> 17.4 17.7	(0.11) (0.17) (0.16)	<b>16.3</b> 16.3 16.2	(0.12) (0.17) (0.17)	<b>15.5</b> 15.7 15.3	(0.11) (0.15) (0.14)	<b>15.1</b> 15.2 15.0	(0.15)	<b>21,778</b> 11,154 10,624	<b>(35.4)</b> (23.9) (23.1)	<b>3,166</b> 1,638 1,528	<b>(23.3)</b> (15.7) (16.2)	<b>14.5</b> 14.7 14.4	<b>(0.10)</b> (0.14) (0.15)
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Some other race Two or more races	13.0 28.0 22.4 10.4 22.2 32.9 18.0 16.0	(0.10) (0.37) (0.25) (0.43) (2.95) (1.54) (2.26) (0.70)	12.8 27.6 21.6 9.1 22.2 31.9 16.8 17.8	(0.13) (0.35) (0.26) (0.38) (2.99) (1.45) (2.45) (0.71)	15.2 30.1 24.3 11.4 24.5 36.9 20.5 23.0	(0.14) (0.34) (0.26) (0.47) (2.60) (1.32) (2.71) (0.78)	10.8 26.2 37.2 18.1	(0.14) (0.37) (0.25) (0.38) (2.88) (1.45) (2.74) (0.90)	15.6 30.5 23.8 10.3 27.8 36.4 24.7 21.1	(0.14) (0.33) (0.25) (0.42) (2.88) (1.49) (2.73) (0.80)	14.9 30.1 22.8 10.2 26.5 34.3 13.6 18.2	(0.13) (0.41) (0.26) (0.32) (2.81) (1.25) (1.85) (0.68)	15.0 28.6 21.4 10.4 19.9 37.5 13.9 17.6	(0.15) (0.37) (0.31) (0.39) (2.59) (1.37) (2.01) (0.71)	14.3 27.8 19.8 10.1 22.3 36.5 15.5 19.1	(0.12) (0.36) (0.28) (0.40) (3.23) (1.37) (1.84) (0.72)	13.4 24.9 18.8 9.5 19.8 33.3 19.6 16.2	(0.12) (0.38) (0.26) (0.36) (2.44) (1.41) (2.39) (0.71)	12.9 23.2 18.1 9.0 16.6 35.2 14.6 15.0	(0.14) (0.32) (0.27) (0.35) (2.52) (1.31) (2.23) (0.58)	12.5 23.7 17.1 8.3 20.2 31.6 15.0 16.2	(0.15) (0.39) (0.22) (0.31) (3.23) (1.52) (1.63) (0.62)		(16.3) (18.7) (15.9) (11.2) (2.7) (4.8) (4.3) (10.4)	1,386 708 794 100 9 50 11 109	(13.2) (12.4) (11.1) (3.5) (1.4) (2.8) (1.7) (4.3)	11.9 23.0 16.4 8.0 21.5 31.9 16.7 15.6	(0.11) (0.36) (0.23) (0.27) (3.07) (1.43) (2.15) (0.55)
Has completed high school,¹ all persons Male Female	13.1 12.0 14.2	(0.09) (0.14) (0.14)	12.8 12.1 13.5	(0.11) (0.15) (0.16)	15.3 15.6 14.9	(0.11) (0.17) (0.15)	16.1	(0.12) (0.16) (0.16)	15.9 16.2 15.6	(0.09) (0.15) (0.14)	15.4 15.6 15.2	(0.12) (0.15) (0.17)	15.2 15.4 15.0	(0.13) (0.16) (0.16)	14.7	(0.11) (0.16) (0.15)	13.7	(0.11) (0.15) (0.15)	13.1 13.2 13.0	(0.11) (0.15) (0.15)	12.9 12.9 12.9	(0.13)	20,142 10,175 9,967	(35.4) (25.2) (22.5)	2,497 1,273 1,224	(20.1) (13.9) (14.8)	12.4 12.5 12.3	(0.10) (0.13) (0.14)

Table 501.30. Percentage and number of persons 18 to 24 years old who were neither enrolled in school nor working, by age group, high school completion status, sex, and race/ethnicity: Selected years, 2006 through 2018—Continued

								Perc	ent who	were n	either e	nrolled i	n schoo	ol nor wor	king										201	8		
																							Num	nber (in 1	thousand	ds)	Perc	ent who
Age group, high school completion status, sex, and race/ethnicity		2006		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017	person	otal, all is 18 to ears old	enr sch	Neither olled in lool nor vorking	were en	e neither irolled in thool nor working
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Some other race Two or more races	10.5 21.8 17.4 9.1 17.6 25.7 13.7 12.7	(0.10) (0.41) (0.26) (0.39) (3.08) (1.67) (2.10) (0.72)	10.3 21.6 16.4 8.3 20.4 26.0 14.6 14.0	(0.13) (0.34) (0.27) (0.40) (3.31) (1.45) (2.53) (0.64)	12.6 24.1 19.0 10.0 19.4 29.2 17.8 19.6	(0.14) (0.35) (0.27) (0.44) (2.61) (1.45) (2.61) (0.81)	12.9 25.1 19.5 9.4 24.8 29.6 14.2 17.7	(0.13) (0.40) (0.29) (0.37) (3.04) (1.43) (2.62) (0.93)	24.8 19.8 9.1 25.0 30.9 19.6	(0.13) (0.32) (0.25) (0.41) (2.82) (1.71) (2.59) (0.76)	12.6 24.9 18.5 8.9 22.4 29.6 12.8 15.6	(0.13) (0.41) (0.27) (0.32) (2.72) (1.26) (1.89) (0.70)	12.8 23.5 17.7 9.5 18.8 32.9 12.2 14.8	(0.15) (0.38) (0.32) (0.37) (2.67) (1.52) (1.94) (0.69)	12.4 23.4 16.4 8.9 17.6 32.0 11.4 16.7	(0.11) (0.39) (0.28) (0.37) (3.34) (1.40) (1.80) (0.73)	11.5 21.1 15.8 8.5 17.7 27.9 17.9 13.6	(0.12) (0.40) (0.25) (0.33) (2.36) (1.56) (2.47) (0.65)	11.0 19.5 15.2 8.2 15.8 30.8 11.9 12.9	(0.13) (0.37) (0.29) (0.35) (2.68) (1.35) (1.89) (0.57)	10.7 20.4 14.7 7.5 19.2 28.0 12.4 14.2	(0.14) (0.38) (0.23) (0.28) (3.40) (1.47) (1.55) (0.64)	11,028 2,787 4,248 1,203 36 135 62 644	(19.2) (18.4) (15.5) (11.0) (2.4) (4.4) (4.2) (10.1)	1,125 548 598 88 6 37 9 86	(11.4) (10.7) (9.7) (3.3) (1.1) (2.2) (1.6) (4.0)	10.2 19.7 14.1 7.3 17.2 27.4 15.2 13.4	(0.10) (0.35) (0.22) (0.27) (2.70) (1.37) (2.25) (0.57)
Has not completed high school, all persons Male Female	41.1 34.0 52.1	(0.37) (0.48) (0.65)	42.8 37.0 51.5	(0.36) (0.52) (0.61)	47.5 42.4 55.3	(0.35) (0.47) (0.56)	47.8 43.3 55.0	(0.35) (0.45) (0.69)	42.3	(0.45) (0.51) (0.74)	48.2 43.9 54.5	(0.39) (0.58) (0.71)	46.0 41.5 52.9	(0.47) (0.60) (0.68)	44.8 40.3 51.4	(0.49) (0.64) (0.63)	42.7 39.7 47.1	(0.48) (0.55) (0.87)	42.6 39.4 47.6	(0.49) (0.62) (0.92)	41.6 39.0 45.6	(0.56) (0.64) (0.87)	1,636 979 657	(18.2) (13.7) (11.5)	668 364 304	(10.9) (7.8) (7.4)	40.8 37.2 46.3	(0.53) (0.66) (0.91)
White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Some other race Two or more races	40.0 58.0 34.3 36.2 49.6 58.5 43.2 48.1	(0.50) (1.10) (0.58) (2.49) (9.53) (2.96) (9.41) (3.32)	42.6 58.8 35.5 26.6 36.5 53.6 29.6 53.0	(0.61) (1.02) (0.59) (2.48) (8.89) (3.82) (7.61) (3.29)	48.1 62.1 39.3 38.3 58.9 66.9 41.1 56.5	(0.67) (0.76) (0.54) (2.89) (7.61) (3.65) (8.85) (3.05)	49.2 64.6 39.3 37.8 ‡ 67.1 39.8 49.4	(0.62) (0.67) (0.56) (2.66) (†) (3.02) (7.57) (3.46)	63.1 38.1 32.0 48.4 58.1 61.6	(0.68) (1.00) (0.70) (2.27) (9.11) (3.66) (9.79) (3.09)	48.9 63.3 40.5 37.7 49.2 57.6 23.5! 47.1	(0.66) (0.95) (0.79) (3.09) (10.64) (3.46) (7.85) (2.76)	46.4 60.0 38.0 36.4 ‡ 58.0 29.2 49.7	(0.70) (1.02) (0.78) (3.26) (†) (3.15) (8.04) (3.22)	44.5 58.7 37.1 38.3 56.4 58.2 ‡ 50.8	(0.79) (0.93) (0.82) (2.73) (8.67) (2.89) (†) (2.55)	42.7 55.9 35.6 31.7 ‡ 56.1 39.6 55.2	(0.69) (1.13) (0.83) (2.93) (†) (3.29) (11.25) (3.20)	43.0 54.2 36.4 30.4 23.6! 57.5 37.7 43.1	(0.88) (1.35) (0.83) (2.63) (7.13) (3.56) (10.56) (3.19)	42.4 54.1 34.5 30.7 34.4! 56.3 45.6 43.5	(0.79) (1.41) (0.88) (2.82) (12.22) (4.03) (7.32) (3.17)	636 296 578 40 4 21 4 56	(10.9) (7.6) (11.8) (3.0) (1.0) (2.0) (0.9) (3.3)	262 160 196 11 ‡ 13 ‡ 23	(6.1) (6.0) (6.4) (1.3) (†) (1.6) (†) (2.0)	41.1 54.0 33.9 27.9 56.0 60.4 42.8 40.2	(0.73) (1.45) (0.96) (2.53) (11.05) (4.55) (10.79) (2.70)

NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Institutionalized persons made up 1 percent of all 18- to 24-year-olds in 2018. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2006 through 2018. (This table was prepared December 2019.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Includes completing high school through equivalency programs, such as a GED program.

Table 501.40. Percentage distribution of 25- to 34-year-olds with various levels of educational attainment, by labor force status, sex, race/ethnicity, and U.S. nativity and citizenship status: 2018

		All	25- to 3	34-year-	olds			Less tha	n high s	chool co	mpletic	n		High	schoo	l comple	tion1		S	ome colle	ege, no	bachelo	r's deg	ree <sup>2</sup>		Bache	lor's or	higher	degree	
		In labo	r force					In labo	or force					In labo	r force					In labo	r force					In labo	r force			
Sex, race/ethnicity, and U.S. nativity and citizenship status	Em	nployed	(5	nployed seeking syment)	1	Not in or force	Er	nployed	(	nployed seeking oyment)	lab	Not in or force	1	nployed	(	nployed seeking oyment)	lab	Not in or force	Er	nployed	(5	nployed seeking oyment)	lab	Not in or force	1	nployed	(5	nployed seeking syment)	lab	Not in
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16
Total <sup>3</sup>	79.0	(0.07)	4.2	(0.04)	16.8	(0.06)	56.4	(0.33)	6.9	(0.18)	36.6	(0.32)	71.4	(0.19)	6.0	(0.10)	22.6	(0.16)	80.3	(0.14)	4.4	(0.08)	15.3	(0.12)	88.2	(0.10)	2.3	(0.05)	9.4	(0.09)
Sex Male Female	82.9 75.0	(0.11) (0.10)	4.5 4.0	(0.06) (0.05)				(0.44) (0.44)	6.5 7.5	(0.23) (0.30)	27.6 49.1	(0.39) (0.48)		(0.25) (0.28)	5.9 6.1	(0.12) (0.14)		(0.21) (0.27)	84.7 76.0	(0.22) (0.17)	4.4 4.4	(0.12) (0.10)		(0.18) (0.16)	91.5 85.6	(0.13) (0.14)	2.6 2.1	(0.08) (0.06)	5.9 12.4	(0.12) (0.14)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native <sup>4</sup> American Indian Alaska Native Two or more races	81.7 72.8 76.8 77.7 75.5 64.0 64.9 48.9 77.9	(0.10) (0.24) (0.17) (0.28) (1.84) (0.88) (0.96) (4.01) (0.54)	3.4 7.6 4.4 3.2 4.0 7.6 7.6 12.3 5.1	(0.05) (0.17) (0.08) (0.11) (0.75) (0.48) (0.55) (2.85) (0.30)	19.6 18.8 19.2 20.5 28.4 27.5 38.8	(0.18) (0.16) (0.28) (1.67) (1.02) (1.13) (3.98)	39.3 65.6 61.5 51.7 35.8 39.4 16.1!		7.8 11.5 4.8 3.5 ‡ 12.7 12.5 16.1! 11.8	(†) (1.86) (2.14)	40.1 49.2 29.6 34.9 45.6 51.5 48.2 67.7 39.8		64.3 73.8 71.9 75.5 57.2 58.7 54.7	(0.25) (0.52) (0.32) (1.14) (2.81) (1.58) (1.71) (5.63) (1.25)	5.2 9.6 5.1 4.1 6.9 9.5 9.5 11.7 7.5	(0.12) (0.28) (0.16) (0.49) (1.67) (0.97) (1.11) (2.86) (0.74)	21.8 26.1 21.0 24.0 17.6 33.3 31.8 33.6 23.9	(0.23) (0.48) (0.28) (1.13) (2.56) (1.87) (1.91) (5.10) (1.22)	73.5 60.7	(0.18) (0.46) (0.32) (0.85) (3.57) (1.41) (1.56) (8.38) (0.94)	3.6 7.2 4.3 3.6 2.8! 5.8 5.8 ‡	(0.09) (0.30) (0.19) (0.35) (0.95) (0.79) (0.78) (†) (0.50)	15.0 13.9 15.7 20.2 22.4 20.2 20.7 24.7! 17.7	(0.75) (3.39) (1.31) (1.49) (8.11)	88.6 87.9 80.0 89.1	(0.11) (0.40) (0.40) (0.34) (3.29) (2.54) (2.51) (†) (0.65)	1.9 3.8 2.7 2.9 ‡ 2.2! 2.8! ‡ 3.0	(0.06) (0.24) (0.16) (0.13) (†) (0.75) (0.94) (†) (0.31)		(0.10) (0.33) (0.35) (0.34) ! (2.86) (2.46) (2.49) (†) (0.54)
Race/ethnicity by sex Male White Black Hispanic Asian Pacific Islander American Indian/Alaska Native <sup>4</sup> American Indian Alaska Native Two or more races	85.5 70.3 84.3 84.8 83.7 65.2 66.6 51.1 80.1	(0.13) (0.40) (0.21) (0.33) (2.02) (1.20) (1.40) (5.35) (0.72)	3.8 7.8 4.3 3.3 3.0 8.0 8.3 8.3 5.8	(0.07) (0.27) (0.13) (0.16) (0.77) (0.72) (0.81) (2.11) (0.46)	21.9 11.4 11.9 13.3 26.8 25.0 40.6	(0.12) (0.36) (0.18) (0.32) (1.76) (1.33) (1.45) (5.45) (0.62)	35.7 80.1 73.9 66.6 40.3 42.9 17.9!	(0.75) (1.39) (0.53) (2.18) (7.35) (4.19) (4.78) (6.36) (3.34)		(0.48) (0.79) (0.25) (1.18) (†) (2.19) (2.68) (5.60) (2.15)	31.0 54.9 15.7 21.3 30.6 48.6 45.4 64.9 36.5	(0.68) (1.24) (0.47) (1.95) (6.82) (3.90) (4.31) (8.34) (3.18)	62.9 82.8 80.0 86.6 59.7 60.6 58.4	(0.30) (0.70) (0.41) (1.19) (2.90) (2.18) (2.40) (7.79) (1.68)	5.2 9.5 5.0 4.3 4.9! 9.2 9.6 5.8! 8.1	(1.16) (1.30)	15.7 27.6 12.2 15.7 8.5! 31.1 29.9 35.8 18.7	(0.28) (0.68) (0.39) (1.15) (2.64) (2.28) (2.34) (7.22) (1.51)	86.7 79.1 85.2 80.0 83.6 78.3 78.2 ‡	(0.22) (0.68) (0.48) (1.05) (4.78) (1.89) (2.09) (†) (1.29)	3.6 7.4 4.2 3.9 ‡ 6.9 7.2 ‡ 5.6	(0.13) (0.46) (0.28) (0.44) (†) (1.25) (1.38) (†) (0.79)	13.5 10.6 16.1 15.2 14.8 14.7	(0.20) (0.50) (0.38) (0.97) (4.55) (1.57) (1.68) (†) (1.09)	88.9 91.5 87.8 90.4 79.2 84.6	(0.15) (0.67) (0.47) (0.41) (4.85) (4.30) (3.54) (†) (0.92)	2.3 4.4 2.9 2.9 1 1 1 3.4	(0.08) (0.39) (0.24) (0.21) (†) (†) (†) (†) (0.56)	5.0 6.7 5.5 9.4 ‡ 19.3 13.4 ‡ 6.7	(0.13) (0.59) (0.37) (0.42) (†) (4.33) (3.57) (†) (0.82)
Female White Black Hispanic Asian Pacific Islander American Indian/Alaska Native <sup>4</sup> American Indian Alaska Native Two or more races	77.9 75.2 68.7 71.0 66.8 62.8 63.2 46.5 75.8	(0.14) (0.33) (0.30) (0.46) (2.93) (1.40) (1.42) (6.27) (0.73)	3.1 7.4 4.4 3.0 5.1 7.2 6.8 16.7 4.5	(0.07) (0.20) (0.13) (0.19) (1.25) (0.69) (0.70) (4.94) (0.35)	26.0 28.0 30.0 29.9 36.8	(0.14) (0.27) (0.29) (0.46) (2.79) (1.42) (1.45) (6.69) (0.70)	44.4 45.2 49.2 30.1! 30.5 35.2	(0.89) (1.38) (0.80) (2.40) (12.45) (4.53) (5.35) (†) (4.80)	7.4 14.4 5.5 2.2! ‡ 14.6 13.3 ‡ 12.8	(0.45) (1.22) (0.45) (0.79) (†) (3.35) (3.52) (†) (2.90)	67.3 54.9	(0.84) (1.36) (0.83) (2.30) (12.63) (4.49) (5.29) (†) (4.91)	66.0 62.1 62.8 60.8 53.8 56.3 48.2	(0.36) (0.78) (0.55) (1.85) (4.83) (2.53) (2.56) (7.29) (2.21)	5.2 9.8 5.3 3.8 9.6! 9.9 9.3 21.9 6.7	(0.20) (0.44) (0.31) (0.70) (3.17) (1.63) (1.82) (5.32) (1.04)	30.8 24.2 32.5 33.4 29.7 36.3 34.4 29.9 30.3	(0.37) (0.69) (0.53) (1.85) (4.64) (2.82) (2.75) (7.34) (2.08)	76.1 78.8 75.0 72.5 66.5 70.4 69.4 54.4 74.4	(0.27) (0.63) (0.46) (1.11) (5.15) (2.20) (2.38) (11.02) (1.33)	3.6 6.9 4.4 3.3 4.3! 4.9 4.6 ‡	(0.11) (0.39) (0.24) (0.50) (1.67) (1.02) (0.93) (†) (0.63)	20.4 14.2 20.6 24.2 29.2 24.7 26.0 29.3! 21.0	(0.26) (0.50) (0.41) (1.03) (5.03) (2.01) (2.30) (10.82) (1.12)	88.3 85.1 73.1 88.3 83.1 80.5	(0.17) (0.49) (0.54) (0.53) (4.02) (2.84) (3.25) (†) (1.00)	‡	(0.07) (0.30) (0.21) (0.22) (†) (1.02) (1.22) (†) (0.42)	10.6 8.2 12.5 24.0 10.0! 14.3 16.3 ‡	(0.17) (0.40) (0.50) (0.50) (0.50) (3.61) (2.57) (3.10) (†) (0.83)
Nativity Hispanic U.Sborn <sup>5</sup> Foreign-born	77.4 75.8	(0.22) (0.31)	5.0 3.2					(0.81) (0.59)	7.1 3.5	(0.44) (0.26)	36.0 25.9	(0.76) (0.55)		(0.42) (0.53)	6.2 3.3	(0.22) (0.21)	20.8 21.4	(0.43) (0.51)	79.9 79.9	(0.39) (0.61)	4.7 3.2	(0.23) (0.27)	15.4 16.9	(0.32) (0.59)		(0.43) (0.78)	2.6 2.7	(0.19) (0.27)	7.5 14.3	(0.38) (0.75)
Asian U.Sborn⁵ Foreign-born	83.6 74.6	(0.48) (0.35)	3.5 3.0	(0.19) (0.15)				(3.91) (1.63)	5.2! 3.1	(1.99) (0.69)	43.2 32.9	(3.65) (1.56)		(1.58) (1.43)	6.0 3.1	(0.94) (0.46)	21.5 25.3	(1.50) (1.41)	80.6 72.8	(1.13) (1.11)	3.8 3.4	(0.48) (0.46)	15.6 23.9	(1.03) (1.02)		(0.52) (0.42)	2.9 2.9	(0.26) (0.16)	9.3 20.9	(0.47) (0.43)
Citizenship status U.Sborn citizen Naturalized citizen Noncitizen	79.7 80.7 72.6	(0.08) (0.35) (0.25)	4.4 3.5 3.3	(0.17)	15.9 15.8	(0.08) (0.34)	49.8 68.2	(0.44) (1.37) (0.52)	8.7 3.0	(0.25) (0.44) (0.27)	41.5 28.7	(0.42) (1.36) (0.49)	71.0 75.0	(0.22) (0.86) (0.48)	6.4 3.4	(0.11) (0.34) (0.27)	22.5 21.7	(0.20) (0.82) (0.46)	80.7 80.3	(0.15) (0.67) (0.72)	4.4 4.2	(0.07) (0.33) (0.31)	14.9 15.4	(0.13) (0.63)	90.3	(0.10) (0.50) (0.43)	2.2 3.2 2.6	(0.06) (0.25) (0.13)	7.5 10.5 23.2	(0.08) (0.50) (0.43)

<sup>†</sup>Not applicable.

sIncludes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.

NOTE: Estimates are for the entire civilian population in the given age range, including persons living in households and

NOTE: Estimates are for the entire civilian population in the given age range, including persons living in households and persons living in group quarters (e.g., college residence halls, residential treatment centers, or correctional facilities). The labor force consists of all employed persons plus those seeking employment. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2018. (This table was prepared April 2020.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Data are for all persons with high school completion as their highest level of education, including those with equivalency credentials, such as the GED credential.

<sup>&</sup>lt;sup>2</sup>Includes persons with no college degree as well as those with an associate's degree.

<sup>&</sup>lt;sup>3</sup>Total includes other racial/ethnic groups not shown separately.

<sup>&</sup>lt;sup>4</sup>Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified.

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Table 501.50. Employment to population ratios of persons 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2019
[Standard errors appear in parentheses]

Age group and highest level of educational attainment		1975		1980		1985		1990		1995		2000		2005		2010		2012		2014		2015		2016		2017		2018		2019
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16
16 to 19 years old, all education levels¹ Less than high school completion High school completion² At least some college	_ _ _	(†) (†) (†) (†)	<u>-</u>	(†) (†) (†) (†)	=	(†) (†) (†) (†)	44.2 74.2	(2.03) (3.08) (2.54) (9.32)	44.0 70.1	(2.13) (3.13) (2.99) (6.38)	52.2 70.1	(2.09) (3.19) (2.92) (6.22)	39.4 65.0	(1.40) (2.01) (2.04) (4.54)	29.4 51.1	(1.30) (1.83) (1.84) (3.99)	28.5 53.6	(1.43) (2.05) (1.90) (4.07)	58.5	(1.67) (2.63) (2.22) (5.27)	35.3 56.1	(1.36) (2.03) (1.83) (3.40)	35.6 58.7		39.6 66.4	(1.57) (2.27) (1.96) (3.94)	40.4 62.9	(1.48) (2.52) (1.96) (3.44)	<b>57.6</b> 41.1 65.5 74.7	(2.39)
20 to 24 years old, all education levels' Less than high school completion High school completion <sup>2</sup> Some college, no bachelor's	<u>-</u>	(†) (†) (†)	=	(†) (†) (†)	=	(†) (†) (†)	54.4	( <b>0.90</b> ) (2.29) (1.26)	52.7	<b>(0.93)</b> (2.41) (1.46)	60.8	( <b>0.93</b> ) (2.43) (1.46)	55.7	(0.66) (1.27) (0.91)	44.4	<b>(0.72)</b> (1.58) (1.01)	47.7	(0.67) (1.95) (0.99)	46.6	(0.74) (2.62) (1.31)	51.4	(0.66) (2.17) (1.01)	48.0	( <b>0.59</b> ) (2.08) (1.03)	54.5	( <b>0.64</b> ) (2.30) (1.05)	51.4	(0.59) (2.25) (0.94)	<b>77.4</b> 57.6 73.4	
degree <sup>3</sup> Bachelor's or higher degree	_	(†) (†)	_	(†) (†)	_	(†) (†)		(1.69) (1.57)		(1.52) (1.76)		(1.49) (2.07)		(1.19) (1.16)		(1.27) (1.37)		(1.19) (1.16)		(1.29) (1.47)		(1.03) (1.05)		(1.02) (1.12)		(0.99) (1.04)		(1.07) (1.28)	80.5 90.4	(1.05) (1.14)
25 to 64 years old, all education levels Less than high school completion High school completion <sup>2</sup> Some college, no bachelor's	55.3 65.7	(0.53)	55.5 70.4	(0.30) (0.66) (0.48)	53.1 70.7	(0.30) (0.74) (0.48)	54.9 74.4	(0.29) (0.80) (0.46)	53.8 73.3	(0.49)	57.8 75.5	(0.27) (0.91) (0.49)	57.2 71.5	(0.19) (0.51) (0.34)	52.1 67.0	(0.19) (0.60) (0.36)	52.9 66.5	(0.35)	54.9 67.0	(0.26) (0.78) (0.44)	54.7 67.3	(0.19) (0.58) (0.37)	56.6 67.6	(0.18) (0.62) (0.39)	55.6 68.4	(0.17) (0.65) (0.36)	56.8 69.0	(0.18) (0.61) (0.36)	56.1 69.9	(0.58) (0.35)
degree <sup>3</sup> Bachelor's or higher degree		(0.86) (0.68)		(0.70) (0.55)		(0.66) (0.51)		(0.60) (0.47)		(0.51) (0.44)		(0.50) (0.42)	83.7	(0.33) (0.26)	72.7 81.6	(0.30) (0.24)		(0.30) (0.24)		(0.44) (0.34)		(0.32) (0.26)		(0.32) (0.23)		(0.30) (0.25)		(0.33) (0.27)	76.0 84.3	(0.31) (0.27)
25 to 34 years old, all education levels Less than high school	67.7	(0.59)	74.5	(0.49)	76.2	(0.48)	78.6	(0.47)	78.5	(0.48)	81.6	(0.49)	76.8	(0.31)	73.2	(0.34)	73.8	(0.31)	74.5	(0.43)	76.0	(0.35)	76.8	(0.38)	78.1	(0.38)	78.7	(0.35)	79.4	(0.34)
completion High school completion <sup>2</sup> Some college, no bachelor's	65.5	(1.43) (0.92)	72.0	(1.46) (0.81)	74.3	(1.54) (0.78)	77.7	(1.50) (0.74)	77.0	(1.59) (0.84)	80.2	(1.76) (0.91)	73.1	(0.95) (0.60)	68.1	(0.95) (0.72)	68.7	(1.14) (0.75)	68.2	(1.37) (0.73)	70.4	(1.11) (0.72)	70.1	(1.30) (0.79)	71.8	(1.36) (0.70)	72.5	(1.50) (0.73)	57.4 73.6	(0.72)
degree <sup>3</sup> Bachelor's or higher degree		(1.33) (1.04)		(1.01) (0.82)		(0.97) (0.79)		(0.96) (0.76)		(0.87) (0.75)		(0.90) (0.73)		(0.54) (0.52)		(0.57) (0.49)		(0.68) (0.45)		(0.74) (0.59)		(0.60) (0.48)		(0.65) (0.49)		(0.54) (0.47)		(0.60) (0.46)	79.7 86.9	
35 to 44 years old, all education levels Less than high school completion High school completion <sup>2</sup>	61.4	(0.66) (1.31) (1.02)	63.4	(0.58) (1.39) (0.90)	60.0	(0.54) (1.58) (0.88)	62.5	(0.48) (1.69) (0.80)	58.6	(0.46) (1.66) (0.82)	64.8	(0.45) (1.64) (0.79)	64.9	(0.26) (0.93) (0.52)	58.2	(0.30) (1.13) (0.64)	59.6	(0.35) (1.13) (0.68)		(0.40) (1.25) (0.80)	62.3	(0.31) (0.84) (0.63)	64.2	(0.33) (1.00) (0.76)	64.0	(0.31) (1.01) (0.66)	64.5	(0.30) (1.13) (0.68)	<b>80.3</b> 63.3 74.6	
Some college, no bachelor's degree <sup>3</sup> Bachelor's or higher degree		(1.74) (1.31)		(1.33) (1.00)		(1.15) (0.80)		(0.93) (0.72)		(0.81) (0.71)		(0.80) (0.74)		(0.48) (0.41)		(0.53) (0.39)		(0.61) (0.41)	77.3 85.0	(0.68) (0.57)		(0.53) (0.39)	79.4 86.3	(0.58) (0.39)		(0.63) (0.35)		(0.55) (0.37)	81.2 87.3	(0.58) (0.39)
45 to 54 years old, all education levels	68.4	(0.65)	71.7	(0.65)	73.5	(0.67)	77.6	(0.62)	78.8	(0.55)	81.2	(0.50)	78.4	(0.32)	74.7	(0.35)	74.6	(0.30)	76.2	(0.43)	75.9	(0.33)		(0.36)	77.3	(0.38)	77.9	(0.34)		(0.34)
Less than high school completion High school completion <sup>2</sup> Some college, no bachelor's		(1.14) (1.03)	61.8	(1.24) (1.02)		(1.52) (1.03)		(1.63) (0.97)		(1.79) (1.01)		(1.89) (0.95)		(1.04) (0.64)		(1.05) (0.65)		(1.06) (0.62)		(1.50) (0.84)		(1.16) (0.63)		(1.13) (0.68)		(1.22) (0.66)		(1.20) (0.67)	60.4 74.0	(1.20) (0.76)
degree <sup>3</sup> Bachelor's or higher degree		(1.81) (1.36)		(1.72) (1.21)		(1.63) (1.16)		(1.38) (0.97)		(1.03) (0.78)		(0.91) (0.71)	80.4 87.5	(0.57) (0.45)		(0.54) (0.45)		(0.53) (0.48)		(0.76) (0.54)		(0.60) (0.43)		(0.71) (0.44)		(0.61) (0.46)		(0.62) (0.48)	79.6 87.1	(0.58) (0.47)
55 to 64 years old, all education levels	54.6	(0.77)	54.1	(0.73)	52.1	(0.77)	53.4	(0.81)	55.0	(0.82)	58.1	(0.79)	60.8	(0.48)	60.6	(0.41)	60.6	(0.41)	60.9	(0.52)	61.9	(0.37)	62.6	(0.37)	63.0	(0.40)	62.9	(0.38)	63.7	(0.43)
Less than high school completion High school completion <sup>2</sup> Some college, no bachelor's		(1.11) (1.32)		(1.16) (1.19)		(1.29) (1.22)		(1.46) (1.29)		(1.67) (1.34)		(1.84) (1.34)		(1.13) (0.79)		(1.19) (0.71)		(1.08) (0.75)		(1.34) (0.90)		(1.12) (0.74)		(1.27) (0.75)		(1.07) (0.73)		(1.09) (0.72)	44.1 59.3	(1.22) (0.67)
degree <sup>3</sup> Bachelor's or higher degree		(2.48) (2.34)		(2.08) (1.96)		(2.21) (1.83)		(2.12) (1.79)		(1.74) (1.72)		(1.64) (1.49)		(0.90) (0.74)		(0.76) (0.65)		(0.70) (0.66)		(0.99) (0.90)		(0.68) (0.62)		(0.68) (0.60)		(0.70) (0.71)		(0.75) (0.65)	63.9 74.0	

<sup>—</sup>Not available.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). For each age group, the employment to population ratio is the number of persons in that age group who are employed as a percentage of the civilian population in that age group.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2019. (This table was prepared October 2019.)

<sup>†</sup>Not applicable.

Data for 16- to 19-year-olds and 20- to 24-year-olds exclude persons enrolled in school.

<sup>&</sup>lt;sup>2</sup>Includes equivalency credentials, such as the GED credential.

<sup>&</sup>lt;sup>3</sup>Includes persons with no college degree as well as those with an associate's degree.

Table 501.80. Unemployment rates of persons 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2019

[Standard errors appear in parentheses]

Age group and highest level of educational attainment	1975	1980	1985	1990	1995	2000	2005	2010	2012	2014	2015	2016	2017	2018	2019
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
16 to 19 years old, all education levels¹ Less than high school completion High school completion² At least some college	— (†) — (†) — (†)	— (†) — (†) — (†)	— (†) — (†) — (†)	17.0 (1.83) 26.2 (3.54) 11.7 (2.05) ‡ (†)	<b>21.0 (2.06)</b> 30.3 (3.67) 15.1 (2.59) 12.4! (5.19)	17.2 (1.89) 21.4 (3.23) 15.3 (2.54) ‡ (†)	<b>22.8 (1.39)</b> 30.3 (2.34) 19.1 (2.02) 15.8 (3.54)	<b>31.9 (1.59)</b> 41.7 (3.14) 29.6 (2.08) 18.1 (3.65)	41.1 (3.01) 28.7 (2.00)	<b>22.9 (1.83)</b> 22.9 (3.38) 25.0 (2.32) 15.1 (4.16)	<b>22.5 (1.35)</b> 25.6 (2.67) 23.3 (1.90) 13.2 (2.96)	<b>20.2 (1.37)</b> 21.6 (2.39) 22.0 (2.02) 11.8 (2.75)	12.6 (1.44)	<b>15.4 (1.40)</b> 16.3 (2.77) 16.7 (1.92) 9.5! (3.19)	<b>14.5</b> (1.11) 16.7 (2.57) 14.5 (1.45) 11.1 (2.79)
20 to 24 years old, all education levels' Less than high school completion High school completion <sup>2</sup> Some college, no bachelor's decree <sup>3</sup>	— (†) — (†) — (†)	— (†) — (†) — (†)	— (†) — (†) — (†)	8.2 (0.63) 17.4 (2.15) 7.8 (0.88) 4.8 (1.09)	10.7 (0.72) 19.5 (2.37) 12.0 (1.18) 7.3 (1.13)	<b>9.2 (0.70)</b> 16.6 (2.18) 10.0 (1.12) 5.2 (1.02)	10.9 (0.48) 18.9 (1.24) 12.0 (0.73) 7.3 (0.76)	<b>18.8 (0.66)</b> 32.3 (1.80) 22.3 (0.95) 14.2 (1.07)	27.6 (2.12) 18.3 (0.96)	14.9 (0.70) 25.3 (2.75) 18.9 (1.18) 12.2 (1.16)	<b>12.3 (0.53)</b> 19.9 (1.99) 15.8 (0.92) 9.6 (0.89)	<b>10.5 (0.53)</b> 17.3 (2.05) 12.2 (0.92) 9.9 (0.87)	<b>8.1 (0.43)</b> 16.0 (2.10) 9.7 (0.80) 6.4 (0.75)	<b>8.7 (0.48)</b> 19.5 (2.64) 11.1 (0.85) 5.3 (0.69)	<b>7.5 (0.43)</b> 15.9 (2.24) 8.8 (0.68) 6.7 (0.67)
Bachelor's or higher degree	— ( <del>†</del> )	— ( <del>†</del> )	— ( <del>†</del> )	3.1! (1.12)	4.1! (1.26)	5.0 (1.43)	5.4 (0.91)	7.9 (1.15)		6.7 (1.09)	5.1 (0.72)	4.9 (0.81)	4.7 (0.76)	5.3 (0.89)	3.3 (0.67)
25 to 64 years old, all education levels Less than high school completion High school completion <sup>2</sup> Some college, no bachelor's	<b>6.8 (0.21)</b> 10.5 (0.49) 6.8 (0.34)	<b>5.0 (0.17)</b> 8.4 (0.48) 5.1 (0.27)	<b>6.1 (0.18)</b> 11.4 (0.61) 6.9 (0.31)	<b>3.6 (0.14)</b> 7.7 (0.55) 3.8 (0.23)	<b>4.8 (0.15)</b> 10.0 (0.66) 5.2 (0.28)	<b>3.3 (0.13)</b> 7.9 (0.63) 3.8 (0.25)	<b>4.4 (0.09)</b> 9.0 (0.36) 5.5 (0.17)	<b>9.1 (0.13)</b> 16.8 (0.54) 12.1 (0.26)	14.3 (0.49) 9.2 (0.25)	<b>5.8 (0.14)</b> 10.6 (0.63) 7.4 (0.29)	<b>4.7 (0.10)</b> 9.2 (0.44) 6.2 (0.21)	<b>4.4 (0.09)</b> 8.1 (0.42) 6.1 (0.24)	<b>3.9 (0.09)</b> 8.3 (0.47) 5.2 (0.18)	<b>3.5 (0.09)</b> 6.6 (0.39) 4.7 (0.19)	<b>3.2 (0.08)</b> 6.5 (0.41) 4.0 (0.17)
degree <sup>3</sup> Bachelor's or higher degree	5.5 (0.50) 2.4 (0.30)	4.3 (0.38) 1.9 (0.23)	4.7 (0.37) 2.4 (0.24)	3.1 (0.29) 1.7 (0.19)	4.5 (0.29) 2.5 (0.21)	3.0 (0.24) 1.5 (0.16)	4.2 (0.17) 2.3 (0.13)	8.8 (0.23) 4.7 (0.15)	7.9 (0.24) 4.1 (0.14)	6.1 (0.27) 3.4 (0.16)	4.9 (0.16) 2.4 (0.11)	4.5 (0.17) 2.4 (0.12)	3.8 (0.16) 2.3 (0.11)	3.7 (0.16) 2.2 (0.11)	3.5 (0.17) 1.9 (0.10)
25 to 34 years old, all education levels Less than high school	8.6 (0.41)	6.8 (0.32)	7.3 (0.33)	4.8 (0.27)	5.8 (0.30)	4.0 (0.27)	5.8 (0.18)	10.8 (0.28)	9.2 (0.26)	7.4 (0.30)	5.9 (0.20)	5.6 (0.22)	4.9 (0.20)	4.3 (0.17)	4.1 (0.19)
completion High school completion <sup>2</sup> Some college, no bachelor's	17.2 (1.36) 9.4 (0.67)	13.7 (1.24) 7.9 (0.55)	15.5 (1.38) 9.1 (0.57)	12.0 (1.21) 5.1 (0.44)	12.9 (1.32) 6.8 (0.56)	10.3 (1.33) 4.8 (0.54)	11.6 (0.69) 7.7 (0.41)	20.3 (1.02) 15.9 (0.62)	, ,	13.7 (1.24) 10.5 (0.68)	12.5 (1.01) 8.9 (0.50)	13.1 (0.97) 8.6 (0.52)	13.2 (1.16) 7.2 (0.44)	9.1 (0.98) 6.4 (0.38)	9.6 (1.04) 5.6 (0.41)
degree <sup>3</sup> Bachelor's or higher degree	6.7 (0.85) 2.9 (0.50)	6.0 (0.64) 2.5 (0.39)	5.4 (0.60) 2.8 (0.41)	3.8 (0.51) 1.9 (0.34)	5.0 (0.52) 2.7 (0.40)	3.6 (0.49) 1.6 (0.31)	5.4 (0.36) 2.6 (0.26)	10.6 (0.44) 4.5 (0.28)	10.1 (0.51) 4.1 (0.28)	7.8 (0.52) 3.7 (0.30)	6.5 (0.39) 2.4 (0.20)	5.6 (0.41) 2.4 (0.23)	4.4 (0.34) 2.5 (0.22)	4.7 (0.34) 2.0 (0.19)	4.7 (0.34) 2.1 (0.22)
35 to 44 years old, all education levels Less than high school	6.4 (0.41)	4.3 (0.31)	5.6 (0.33)	3.3 (0.24)	4.6 (0.27)	3.5 (0.23)	4.2 (0.14)	9.2 (0.24)	, ,	5.7 (0.24)	4.4 (0.17)	4.1 (0.18)	4.0 (0.16)	3.3 (0.14)	2.9 (0.16)
completion High school completion <sup>2</sup> Some college, no bachelor's	11.2 (1.02) 5.7 (0.60)	9.0 (1.00) 4.2 (0.48)	12.4 (1.29) 6.1 (0.55)	8.3 (1.17) 3.7 (0.41)	10.5 (1.28) 5.1 (0.48)	8.4 (1.14) 3.9 (0.43)	8.7 (0.63) 5.2 (0.31)	17.8 (1.07) 11.9 (0.51)	14.1 (0.88) 9.1 (0.48)	11.5 (1.08) 7.4 (0.48)	8.4 (0.74) 6.3 (0.41)	6.2 (0.66) 6.6 (0.44)	6.9 (0.61) 5.7 (0.41)	5.5 (0.69) 4.9 (0.36)	5.7 (0.69) 4.3 (0.37)
degree <sup>3</sup> Bachelor's or higher degree	4.6 (0.95) 2.3 (0.59)	3.1 (0.64) 1.6 (0.41)	4.8 (0.69) 2.2 (0.39)	2.8 (0.47) 1.6 (0.31)	4.7 (0.49) 2.2 (0.34)	3.1 (0.41) 1.8 (0.31)	3.9 (0.25) 2.0 (0.19)	9.2 (0.42) 4.6 (0.26)	7.4 (0.44) 3.6 (0.26)	6.1 (0.49) 2.8 (0.30)	4.5 (0.31) 2.1 (0.20)	4.5 (0.35) 2.0 (0.16)	4.4 (0.35) 2.3 (0.21)	3.2 (0.29) 2.1 (0.18)	3.1 (0.30) 1.4 (0.14)
45 to 54 years old, all education levels	5.9 (0.39)	3.9 (0.32)	5.4 (0.39)	2.5 (0.26)	3.9 (0.29)	2.4 (0.22)	3.9 (0.16)	8.4 (0.22)	6.8 (0.18)	4.9 (0.24)	4.1 (0.15)	3.7 (0.17)	3.3 (0.17)	3.2 (0.16)	3.0 (0.16)
Less than high school completion High school completion <sup>2</sup>	8.5 (0.81) 5.6 (0.60)	6.6 (0.78) 3.4 (0.48)	10.2 (1.16) 5.4 (0.60)	4.7 (0.89) 2.3 (0.39)	7.9 (1.24) 4.0 (0.53)	6.1 (1.16) 2.7 (0.42)	7.0 (0.66) 4.6 (0.33)	15.6 (0.98) 11.0 (0.43)		8.0 (0.95) 6.1 (0.50)	8.6 (0.80) 5.2 (0.34)	6.6 (0.65) 5.0 (0.39)	6.9 (0.79) 4.3 (0.32)	6.5 (0.70) 3.5 (0.32)	5.5 (0.71) 3.3 (0.32)
Some college, no bachelor's degree <sup>3</sup> Bachelor's or higher degree	4.7 (1.00) 2.0! (0.61)	3.0 (0.78) 1.3! (0.44)	3.2 (0.79) 2.1 (0.54)	2.6 (0.62) 1.4 (0.38)	3.9 (0.56) 2.4 (0.41)	2.4 (0.40) 1.3 (0.28)	3.7 (0.30) 2.5 (0.26)	7.6 (0.40) 4.8 (0.30)		4.8 (0.44) 3.2 (0.29)	4.1 (0.30) 2.2 (0.18)	3.4 (0.33) 2.3 (0.24)	2.9 (0.28) 2.1 (0.21)	3.3 (0.30) 2.2 (0.22)	3.3 (0.31) 2.1 (0.20)
55 to 64 years old, all education levels	5.5 (0.46)	3.2 (0.35)	4.6 (0.44)	2.8 (0.36)	3.9 (0.42)	2.8 (0.35)	3.7 (0.20)	7.3 (0.25)	6.6 (0.23)	5.2 (0.28)	4.2 (0.20)	3.9 (0.18)	3.2 (0.16)	3.3 (0.18)	2.6 (0.16)
Less than high school completion High school completion <sup>2</sup> Some college, no bachelor's	7.1 (0.79) 5.1 (0.76)	5.2 (0.77) 2.7 (0.51)	7.1 (1.01) 4.5 (0.69)	3.9 (0.90) 3.0 (0.59)	6.7 (1.35) 3.4 (0.65)	5.2 (1.28) 3.1 (0.62)	7.5 (0.90) 4.3 (0.39)	10.1 (0.99) 9.3 (0.56)	11.5 (1.05) 7.1 (0.50)	8.2 (1.21) 5.6 (0.53)	6.9 (0.84) 4.4 (0.38)	6.5 (0.80) 4.1 (0.41)	6.0 (0.75) 3.6 (0.33)	5.6 (0.71) 4.0 (0.42)	5.6 (0.92) 2.6 (0.32)
degree <sup>3</sup> Bachelor's or higher degree	4.1! (1.26) 1.5! (0.75)	2.0! (0.77) ‡ (†)	3.0! (1.00) 2.2! (0.70)	2.2! (0.82) 1.8! (0.62)	3.2 (0.80) 3.3 (0.79)	2.8 (0.70) 1.4! (0.46)	3.5 (0.37) 2.3 (0.30)	7.7 (0.52) 5.0 (0.34)		5.5 (0.54) 4.0 (0.39)	4.3 (0.40) 3.3 (0.30)	4.1 (0.37) 3.2 (0.29)	3.2 (0.32) 2.4 (0.24)	3.2 (0.33) 2.2 (0.23)	2.6 (0.31) 2.0 (0.21)

<sup>-</sup>Not available.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2019. (This table was prepared October 2019.)

<sup>†</sup>Not applicable.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Data for 16- to 19-year-olds and 20- to 24-year-olds exclude persons enrolled in school.

<sup>&</sup>lt;sup>2</sup>Includes equivalency credentials, such as the GED credential.

<sup>&</sup>lt;sup>3</sup>Includes persons with no college degree as well as those with an associate's degree.

Table 502.10. Occupation of employed persons 25 years old and over, by highest level of educational attainment and sex: 2018 and 2019 [Standard errors appear in parentheses]

		[	Standard	errors a	opear in p	parenthe	ses]								
					Pe	ercentage	distribut	ion, by h	ighest lev	el of edu	ıcational	attainme	nt		
				I acc th	an high		n school   npletion				Coll	ege			
		mployed			school	(i	ncludes		college,	Ass	ociate's	Ва	chelor's		ster's or
Sex and occupation	(in the	ousands)	Total	con	npletion	equiv	/alency)	no	degree		degree		degree	highe	r degree
1	-	2	3		4		5		6		7		8		9
2018 All persons	135,851	(365.3)	100.0	7.0	(0.12)	25.1	(0.24)	15.5	(0.16)	11.1	(0.14)	25.7	(0.25)	15.5	(0.18)
Management, professional, and related Management, business, and financial operations Professional and related Education, training, and library Preschool and kindergarten teachers Elementary and middle school teachers Secondary school teachers Special education teachers Postsecondary teachers Other education, training, and library workers Service occupations Sales and office occupations Natural resources, construction, and maintenance Production, transportation, and material moving	59,266 24,827 34,439 9,187 604 3,540 1,135 411 1,279 2,219 20,719 27,253 12,387 16,226	(439.8) (277.4) (323.0) (175.7) (41.2) (97.2) (59.4) (65.8) (79.2) (221.4) (268.4) (162.3) (213.8)	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	1.2 2.1 0.5 0.6 1.8! ‡ 1.8 14.6 3.7 19.4	(0.07) (0.14) (0.06) (0.13) (0.75) (†) (†) (†) (0.45) (0.38) (0.18) (0.50) (0.48)	9.5 14.2 6.1 5.8 11.3 2.4 1.3! 3.2! ‡ 15.5 37.2 29.2 42.6 46.7	(0.21) (0.42) (0.21) (0.42) (1.83) (0.44) (0.51) (1.04) (†) (1.22) (0.49) (0.44) (0.74) (0.66)	10.5 13.1 8.7 6.7 15.4 2.7 2.6! 3.8! 1.9 16.0 18.4 22.5 16.3 18.0	(0.21) (0.33) (0.27) (0.42) (2.47) (0.44) (0.84) (1.26) (0.55) (1.24) (0.41) (0.40) (0.50) (0.49)	10.1 9.1 10.8 5.9 13.9 2.8 1.5! 3.4! 1.5! 13.8 12.7 12.9 11.8 9.4	(0.20) (0.30) (0.29) (0.39) (1.95) (0.41) (0.59) (1.28) (0.51) (1.12) (0.38) (0.33) (0.50) (0.38)	37.6 39.8 36.0 34.4 40.2 44.0 35.9 30.9 12.2 30.1 14.2 26.0 8.4 9.7	(0.34) (0.50) (0.45) (0.76) (2.98) (1.21) (2.33) (3.79) (1.63) (1.57) (0.42) (0.47) (0.37)	31.1 21.6 37.9 46.7 17.3 48.1 58.6 57.8 84.2 22.7 2.8 5.7 1.5 2.2	(0.32) (0.42) (0.45) (0.90) (2.68) (1.34) (2.37) (4.07) (1.79) (1.44) (0.18) (0.22) (0.17) (0.18)
Males  Management, professional, and related Management, business, and financial operations Professional and related Education, training, and library Service occupations Sales and office occupations Natural resources, construction, and maintenance Production, transportation, and material moving	<b>72,248</b> 28,773 13,768 15,006 2,526 8,790 10,536 11,814 12,334	(244.9) (280.9) (194.9) (184.7) (86.7) (152.1) (167.7) (159.3) (168.3)	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	8.4 1.5 2.6 0.5 0.4! 14.8 4.2 19.1 13.2	(0.16) (0.11) (0.20) (0.09) (0.15) (0.62) (0.32) (0.52) (0.50)	27.7 10.3 15.2 5.7 3.6 36.4 27.2 43.3 47.6	(0.31) (0.29) (0.51) (0.34) (0.65) (0.86) (0.66) (0.76) (0.75)	15.5 11.1 13.3 9.0 6.0 18.2 21.2 16.2 18.4	(0.23) (0.32) (0.48) (0.41) (0.79) (0.68) (0.65) (0.51) (0.57)	9.6 8.0 7.8 8.2 4.2 11.5 10.3 11.9 9.3	(0.18) (0.26) (0.37) (0.40) (0.66) (0.58) (0.50) (0.51) (0.43)	24.5 38.3 39.6 37.1 31.1 16.1 30.2 8.0 9.4	(0.29) (0.44) (0.64) (0.64) (1.43) (0.64) (0.78) (0.45) (0.42)	14.2 30.8 21.4 39.5 54.7 2.9 6.9 1.4 2.2	(0.22) (0.43) (0.61) (0.62) (1.59) (0.30) (0.38) (0.17) (0.22)
Females  Management, professional, and related Management, business, and financial operations Professional and related Education, training, and library Service occupations Sales and office occupations Natural resources, construction, and maintenance Production, transportation, and material moving	63,603 30,493 11,059 19,434 6,661 11,929 16,717 573 3,892	(231.6) (260.9) (165.8) (218.9) (133.0) (149.0) (196.8) (36.0) (99.7)	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	5.3 0.9 1.6 0.5 0.7 14.5 3.4 24.4 17.0	(0.14) (0.09) (0.18) (0.08) (0.16) (0.45) (0.21) (2.64) (0.89)	22.2 8.8 13.0 6.4 6.6 37.8 30.5 27.2 44.0	(0.29) (0.27) (0.55) (0.28) (0.51) (0.65) (0.56) (2.70) (1.25)	15.6 10.0 12.9 8.4 6.9 18.6 23.3 17.0 16.8	(0.21) (0.28) (0.49) (0.33) (0.47) (0.54) (0.47) (2.32) (0.95)	12.8 12.0 10.7 12.8 6.5 13.6 14.4 9.9 9.6	(0.21) (0.27) (0.46) (0.36) (0.45) (0.50) (0.44) (1.79) (0.79)	27.1 37.0 40.0 35.2 35.6 12.8 23.4 17.2 10.5	(0.33) (0.46) (0.78) (0.55) (0.92) (0.50) (0.57) (2.84) (0.86)	17.0 31.3 21.9 36.7 43.7 2.8 5.0 4.3 2.1	(0.23) (0.40) (0.54) (0.54) (0.97) (0.23) (0.27) (1.28) (0.38)
2019	107 470	(247.4)	100.0	6.0	(0.11)	05.1	(0.24)	151	(0.17)	44.4	(0.16)	00.1	(0.22)	15.0	(0.10)
All persons  Management, professional, and related Management, business, and financial operations Professional and related Education, training, and library Preschool and kindergarten teachers Elementary and middle school teachers Secondary school teachers Special education teachers Special education teachers Other education, training, and library workers Service occupations Sales and office occupations Natural resources, construction, and maintenance Production, transportation, and material moving	137,478 60,087 25,465 34,622 9,050 6111 3,580 948 337 1,281 2,293 20,981 27,638 12,344 16,428	(347.4) (407.3) (298.1) (302.3) (141.0) (99.7) (51.6) (30.7) (62.3) (72.3) (238.1) (251.2) (182.8) (217.4)	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	6.8 1.1 2.0 0.4 0.4 1.3! ‡ ‡ 0.9! 14.3 3.7 19.2 13.8	(0.11) (0.07) (0.14) (0.05) (0.10) (0.57) (†) (†) (†) (0.32) (0.38) (0.20) (0.65) (0.45)	9.3 13.4 6.4 5.8 11.1 2.4 1.0! ‡ 0.5! 15.2 37.8 29.1 43.0 46.1	(0.24) (0.20) (0.38) (0.20) (0.37) (2.01) (0.37) (0.43) (†) (0.24) (1.15) (0.54) (0.46) (0.85) (0.70)	9.8 13.0 7.4 6.0 9.7 2.1 1.4! 4.5! 16.0 18.7 21.9 15.6 17.9	(0.17) (0.21) (0.38) (0.23) (0.39) (1.73) (0.37) (0.59) (1.56) (0.54) (1.25) (0.48) (0.41) (0.50) (0.50)	11.1 10.0 9.2 10.6 5.5 17.1 2.3 0.9! ‡ 1.8! 12.0 12.2 12.7 12.4 9.9	(0.16) (0.20) (0.28) (0.26) (0.41) (2.33) (0.39) (0.43) (†) (0.56) (1.17) (0.37) (0.38) (0.51) (0.38)	26.1 38.0 40.0 36.6 34.6 44.3 41.5 40.1 37.2 14.1 29.9 14.0 26.4 8.7 10.2	(0.23) (0.33) (0.50) (0.40) (0.77) (3.18) (1.40) (2.63) (4.36) (1.63) (1.56) (0.42) (0.45) (0.45) (0.37)	31.7 22.4 38.6 47.7 16.6 51.4 56.6 54.8 82.3 26.0 3.0 6.2 1.2 2.1	(0.18) (0.33) (0.44) (0.46) (0.85) (2.30) (1.38) (2.67) (4.31) (1.75) (1.60) (0.17) (0.24) (0.16) (0.20)
Males  Management, professional, and related Management, business, and financial operations Professional and related Education, training, and library Service occupations Sales and office occupations Natural resources, construction, and maintenance Production, transportation, and material moving	<b>72,785</b> 28,809 14,106 14,703 2,356 8,725 10,778 11,760 12,712	(238.8) (288.7) (219.5) (195.3) (81.0) (153.4) (167.3) (176.8) (187.2)	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	8.3 1.5 2.5 0.5 ‡ 14.6 4.4 18.7 13.0	(0.17) (0.11) (0.20) (0.10) (†) (0.58) (0.32) (0.65) (0.53)	27.6 10.2 14.4 6.1 3.7 36.7 27.0 43.4 46.8	(0.32) (0.30) (0.51) (0.36) (0.63) (0.86) (0.69) (0.88) (0.77)	15.0 10.4 13.4 7.4 4.3 18.3 20.2 15.8 18.3	(0.24) (0.34) (0.51) (0.39) (0.66) (0.75) (0.63) (0.52) (0.58)	9.8 7.9 8.1 7.8 4.1 11.1 10.9 12.5 10.0	(0.19) (0.25) (0.36) (0.35) (0.65) (0.63) (0.47) (0.52) (0.43)	24.9 38.7 39.7 37.8 31.6 16.2 30.5 8.3 9.8	(0.28) (0.44) (0.63) (0.63) (1.46) (0.70) (0.75) (0.44) (0.41)	14.4 31.3 22.0 40.3 55.9 3.1 7.0 1.2 2.1	(0.23) (0.45) (0.56) (0.66) (1.55) (0.31) (0.39) (0.16) (0.22)
Females  Management, professional, and related  Management, business, and financial operations Professional and related Education, training, and library Service occupations Sales and office occupations Natural resources, construction, and maintenance Production, transportation, and material moving	64,693 31,278 11,358 19,919 6,694 12,256 16,860 583 3,716	(240.5) (230.6) (169.0) (198.7) (116.4) (177.4) (184.6) (39.0) (98.7)	100.0 100.0 100.0 100.0 100.0 100.0 100.0 100.0	5.1 0.7 1.3 0.4 0.4 14.2 3.3 29.5 16.7	(0.13) (0.07) (0.16) (0.06) (0.09) (0.44) (0.22) (2.91) (0.89)	8.6 12.2 6.5 6.5 38.5 30.4 33.1 43.7	(0.26) (0.26) (0.49) (0.27) (0.47) (0.68) (0.57) (2.73) (1.22)	9.3 12.5 7.5 6.6 18.9 23.0 10.7 16.6	(0.22) (0.26) (0.54) (0.26) (0.46) (0.55) (0.56) (1.85) (0.95)	12.5 11.9 10.6 12.7 6.0 13.0 13.9 9.6 9.5	(0.23) (0.30) (0.45) (0.37) (0.46) (0.47) (0.49) (1.90) (0.75)	27.4 37.4 40.4 35.6 35.6 12.4 23.8 15.5 11.4	(0.31) (0.46) (0.75) (0.54) (0.95) (0.49) (0.54) (2.67) (0.83)	17.7 32.1 23.0 37.3 44.8 3.0 5.7 1.5! 2.2	(0.24) (0.42) (0.64) (0.55) (0.96) (0.23) (0.30) (0.64) (0.38)

only data on the civilian population (excludes all military personnel). Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2018 and 2019. (This table was prepared February 2020.)

 $<sup>\</sup>dagger$ Not applicable. Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>36</sup> and 36 percent.

\*\*Heporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which  $excludes\ persons\ living\ in\ institutions\ (e.g.,\ prisons\ or\ nursing\ facilities);\ this\ table\ includes$ 

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age 25 and over, by highest level of educational attainment and sex: 1990 through 2018

					Elementary/s	econdary									Colle	ge						
							3	n school							,	Bac	chelor's or h	igher degr	ee <sup>4</sup>		,	
Sex and year		Total		ess than th grade	Some high no con	n school, npletion <sup>1</sup>	(i	npletion ncludes alency) <sup>2</sup>		college, degree <sup>3</sup>	Associate'	s degree		Total	Bachelor's	degree <sup>5</sup>	Master	's degree	Profession	al degree	Doctor	's degree
1		2		3		4		5		6		7		8		9		10		11		12
Males											Current d	lollars								1		
1990 1995 2000 2001 2002 2003 2004	\$30,730 34,550 41,060 41,620 41,150 41,940 42,090	(—) (275) (156) (104) (100) (90) (89)	\$17,390 18,350 20,790 21,360 20,920 21,220 21,660	(—) (545) (376) (235) (213) (227) (191)	\$20,900 22,190 25,100 26,210 25,900 26,470 26,280	(—) (342) (436) (251) (207) (280) (234)	\$26,650 29,510 34,300 34,720 33,210 35,410 35,730	(—) (358) (457) (299) (311) (168) (148)	\$31,730 33,880 40,340 41,050 40,850 41,350 41,900	(—) (517) (312) (214) (195) (182) (175)	35,200 41,950 42,780 42,860 42,870 44,400	(†) (535) (460) (561) (673) (719) (931)	\$42,670 50,480 61,870 62,220 61,700 62,080 62,800	(—) (312) (303) (279) (201) (187) (798)	\$39,240 45,270 56,330 55,930 56,080 56,500 57,220	(—) (510) (573) (335) (385) (365) (393)	55,220 68,320 70,900 67,280 70,640 71,530	(†) (973) (1,506) (687) (1,294) (562) (490)	79,670 99,410 100,000 100,000 100,000 100,000		[6] 65,340 80,250 86,970 83,310 87,130 82,400	(†) (2,188) (2,446) (3,013) (2,076) (2,528) (2,423)
2005 2006 2007 2008 2009	43,320 45,760 47,000 49,000 49,990	(367) (134) (130) (339) (201)	22,330 22,710 23,380 24,260 23,950	(220) (398) (544) (631) (394)	27,190 27,650 29,320 29,680 28,020	(237) (573) (590) (458) (542)	36,300 37,030 37,860 39,010 39,480	(141) (164) (406) (399) (379)	42,420 43,830 44,900 45,820 47,100	(323) (812) (585) (276) (347)	47,180 47,070 49,040 50,150 50,300	(367) (390) (801) (344) (238)	66,170 66,930 70,400 72,220 71,470	(356) (346) (241) (236) (239)	60,020 60,910 62,090 65,800 62,440	(653) (235) (236) (388) (707)	75,030 75,430 76,280 80,960 79,340	(1,229) (859) (416) (468) (1,568)	100,000 100,000 100,000 100,000 123,240	(—) (—) (—) (2,539)	85,860 100,000 92,090 100,000 100,740	(3,061) (—) (1,894) (—) (519)
2010 2011 2012 2013 2014	50,360 50,660 50,950 51,120 51,400	(93) (25) (144) (149) (133)	24,450 25,220 25,130 26,160 26,580	(597) (23) (440) (531) (382)	29,440 30,420 30,330 30,570 30,840	(684) (300) (430) (551) (382)	40,060 40,450 40,350 40,290 40,930	(237) (87) (194) (227) (197)	46,430 47,070 47,190 47,650 46,900	(348) (78) (407) (739) (429)	50,280 50,930 50,960 51,000 51,110	(245) (212) (329) (493) (345)	71,780 73,850 75,320 76,110 75,910	(267) (490) (565) (485) (391)	63,740 66,200 66,150 67,240 68,160	(1,115) (25) (570) (992) (1,282)	80,960 83,030 85,120 86,310 84,760	(453) (755) (1,412) (1,429) (1,988)	115,300 119,470 116,350 126,730 121,750	(4,891) (1,917) (5,632) (8,647) (5,986)	101,220 100,770 106,470 105,280 100,710	(653) (192) (4,656) (4,631) (852)
2015 2016 2017 2018	52,310 53,740 55,630 57,430	(152) (725) (269) (442)	27,160 30,350 31,000 31,800	(460) (500) (369) (420)	32,140 32,490 34,620 35,600	(320) (1,237) (1,249) (406)	41,570 41,890 42,440 45,580	(184) (180) (524) (300)	49,670 49,240 50,850 51,690	(708) (784) (274) (291)	52,070 52,120 54,700 56,720	(352) (462) (1,414) (598)	79,320 80,320 81,390 82,840	(1,350) (446) (321) (1,930)	71,390 71,630 71,990 75,150	(420) (383) (395) (959)	86,740 88,430 91,600 99,620	(1,632) (2,215) (648) (1,750)	131,190 117,550 127,230 135,440	(7,197) (7,311) (5,441) (10,136)	102,340 120,430 118,450 115,790	(4,801) (4,017) (4,152) (5,892)
Females 1990 1995 2000 2001 2002 2003 2004	21,370 24,880 30,330 31,360 31,010 31,570 31,990	(—) (160) (138) (91) (83) (85) (80)	12,250 13,580 15,800 16,690 16,510 16,910 17,020	(—) (490) (327) (255) (297) (256) (241)	14,430 15,830 17,920 19,160 19,310 18,940 19,160	(—) (293) (434) (359) (360) (327) (319)	18,320 20,460 24,970 25,300 25,180 26,070 26,030	(—) (162) (236) (132) (121) (118) (116)	22,230 24,000 28,700 30,420 29,400 30,140 30,820	(—) (274) (364) (186) (299) (176) (135)	[ <sup>6</sup> ] 27,310 31,070 32,150 31,630 32,250 33,480	(†) (428) (307) (231) (211) (241) (489)	30,380 35,260 42,710 44,780 43,250 45,120 45,910	(—) (313) (439) (367) (568) (291) (229)	28,020 32,050 40,420 40,990 40,850 41,330 41,680	(—) (273) (284) (231) (173) (204) (172)	[ <sup>6</sup> ] 40,260 50,140 50,670 48,890 50,160 51,320	(†) (556) (735) (328) (595) (454) (263)	[ <sup>6</sup> ] 50,000 58,960 61,750 57,020 66,490 75,040	(†) (2,532) (3,552) (3,976) (2,421) (3,469) (2,436)	[6] 48,140 57,080 62,120 65,720 67,210 68,880	(†) (2,373) (2,999) (2,228) (2,268) (2,462) (2,450)
2005 2006 2007 2008 2009	33,080 35,100 36,090 36,700 37,260	(242) (113) (105) (109) (107)	16,140 18,130 18,260 18,630 18,480	(250) (408) (461) (494) (451)	20,130 20,130 20,400 20,410 21,230	(274) (270) (292) (295) (301)	26,290 26,740 27,240 28,380 29,150	(134) (136) (133) (283) (273)	31,400 31,950 32,840 32,630 34,090	(165) (165) (415) (355) (483)	33,940 35,160 36,330 36,760 37,270	(497) (376) (283) (243) (310)	46,950 49,570 50,400 51,410 51,880	(232) (441) (158) (145) (169)	42,170 45,410 45,770 47,030 46,830	(179) (259) (262) (237) (260)	51,410 52,440 55,430 57,510 61,070	(283) (561) (412) (745) (304)	80,460 76,240 71,100 71,300 83,910	(2,774) (2,488) (910) (2,859) (3,210)	66,850 70,520 68,990 74,030 76,580	(2,490) (1,779) (2,155) (2,144) (912)
2010 2011 2012 2013 2014	38,290 38,910 39,980 40,610 40,830	(272) (216) (294) (134) (151)	18,240 20,100 20,060 19,840 20,990	(592) (250) (514) (502) (279)	20,880 21,110 21,390 22,250 21,990	(334) (131) (285) (544) (322)	29,860 30,010 30,410 30,800 30,650	(260) (145) (165) (173) (151)	33,400 34,590 35,060 35,240 34,380	(410) (512) (452) (312) (891)	37,770 39,290 37,320 37,700 37,480	(588) (40) (455) (751) (591)	51,940 52,140 53,690 55,720 55,940	(159) (88) (888) (416) (333)	47,440 49,110 50,170 50,750 51,350	(336) (103) (290) (341) (230)	59,100 60,300 60,930 61,280 60,830	(1,021) (533) (464) (561) (442)	76,740 80,720 94,470 85,400 91,810	(2,723) (135) (6,655) (6,196) (8,587)	77,390 77,460 77,900 75,090 80,540	(2,174) (21) (3,616) (3,515) (2,875)
2015 2016 2017 2018	41,680 43,010 44,620 46,570	(146) (617) (530) (204)	21,050 22,210 22,360 22,970	(275) (485) (533) (1,042)	22,670 24,800 25,450 25,140	(714) (562) (459) (576)	31,250 31,540 32,240 32,620	(138) (152) (199) (471)	36,140 36,880 36,620 38,840	(273) (273) (259) (600)	40,190 40,220 40,640 41,490	(437) (362) (335) (329)	57,220 60,060 60,740 61,760	(527) (483) (270) (227)	51,680 52,030 52,440 56,680	(278) (257) (601) (466)	62,380 64,910 68,510 66,740	(1,135) (1,091) (1,524) (581)	82,470 92,030 100,180 99,780	(5,049) (4,468) 92,030 (7,090)	82,310 86,370 (3,137) 95,170	(3,752) (4,485) (3,137) (5,083)

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age 25 and over, by highest level of educational attainment and sex: 1990 through 2018—Continued

					Elementary/s	econdary									Colle	ge						
							3	h school								Bac	helor's or hi	gher degr	ee <sup>4</sup>			
			Le	ess than	Some high	school,		npletion includes	Some	college,												
Sex and year		Total	9	th grade	no con	npletion <sup>1</sup>	equiv	alency)2	no	degree3	Associate'	s degree		Total	Bachelor's	degree <sup>5</sup>	Master'	s degree	Professiona	al degree	Doctor	's degree
1		2		3		4		5		6		7		8		9		10		11		12
Malaa										(	Constant 201	18 dollars <sup>7</sup>										
Males 1990 1995 2000 2001 2002 2003 2004	\$59,060 56,940 59,870 59,020 57,450 57,250 55,950	(—) (453) (227) (147) (140) (123) (118)	\$33,430 30,240 30,320 30,290 29,200 28,960 28,790	(—) (898) (548) (333) (297) (310) (254)	\$40,170 36,560 36,590 37,170 36,160 36,130 34,930	(—) (564) (636) (356) (289) (382) (311)	\$51,220 48,630 50,020 49,240 46,360 48,340 47,490	(—) (590) (666) (424) (434) (229) (197)	\$60,990 55,830 58,820 58,210 57,030 56,440 55,700	(—) (852) (455) (303) (272) (248) (233)	[6] 58,010 61,180 60,660 59,830 58,520 59,030	(†) (882) (671) (796) (940) (981) (1,238)	\$82,010 83,190 90,220 88,240 86,130 84,730 83,480	(—) (514) (442) (396) (281) (255) (1,061)	\$75,410 74,590 82,150 79,320 78,280 77,130 76,070	(—) (840) (836) (475) (537) (498) (522)	90,990 99,630 100,550 93,920 96,430 95,090	(†) (1,603) (2,196) (974) (1,806) (767) (651)	[°] 131,280 144,960 141,810 139,600 136,500 132,940	(4,255) (30,378) (—) (—) (—) (—)	[6] 107,670 117,020 123,330 116,290 118,940 109,550	(†) (3,606) (3,567) (4,273) (2,898) (3,451) (3,221)
2005 2006 2007 2008 2009	55,700 57,000 56,930 57,150 58,520	(472) (167) (157) (395) (235)	28,710 28,290 28,310 28,290 28,030	(283) (496) (659) (736) (461)	34,960 34,450 35,510 34,610 32,800	(305) (714) (715) (534) (634)	46,680 46,130 45,850 45,500 46,210	(181) (204) (492) (465) (444)	54,540 54,600 54,380 53,440 55,130	(415) (1,011) (708) (322) (406)	60,660 58,630 59,390 58,490 58,880	(472) (486) (970) (401) (279)	85,080 83,370 85,260 84,220 83,650	(458) (431) (292) (275) (280)	77,170 75,870 75,190 76,740 73,090	(840) (293) (286) (453) (828)	96,470 93,960 92,390 94,430 92,870	(1,580) (1,070) (504) (546) (1,835)	128,580 124,560 121,110 116,630 144,250	(—) (—) (—) (—) (2,972)	110,400 124,560 111,530 116,630 117,910	(3,936) (—) (2,294) (—) (607)
2010 2011 2012 2013 2014	57,990 56,550 55,730 55,100 54,520	(107) (28) (157) (161) (141)	28,160 28,160 27,490 28,200 28,200	(687) (26) (481) (572) (405)	33,900 33,960 33,170 32,950 32,710	(788) (335) (470) (594) (405)	46,130 45,150 44,130 43,430 43,420	(273) (97) (212) (245) (209)	53,470 52,550 51,610 51,360 49,740	(401) (87) (445) (797) (455)	57,900 56,850 55,740 54,970 54,210	(282) (237) (360) (531) (366)	82,660 82,450 82,380 82,030 80,520	(307) (547) (618) (523) (415)	73,400 73,900 72,350 72,470 72,300	(1,284) (28) (623) (1,069) (1,360)	93,230 92,690 93,090 93,030 89,900	(522) (843) (1,544) (1,540) (2,109)	132,770 133,370 127,260 136,600 129,150	(5,632) (2,140) (6,160) (9,321) (6,349)	116,560 112,490 116,440 113,480 106,820	(752) (214) (5,092) (4,992) (904)
2015 2016 2017 2018	55,410 56,230 56,990 57,430	(161) (759) (276) (442)	28,770 31,760 31,750 31,800	(487) (523) (378) (420)	34,050 34,000 35,470 35,600	(339) (1,294) (1,280) (406)	44,040 43,830 43,480 45,580	(195) (188) (537) (300)	52,620 51,510 52,090 51,690	(750) (820) (281) (291)	55,170 54,530 56,040 56,720	(373) (483) (1,449) (598)	84,040 84,030 83,370 82,840	(1,430) (467) (329) (1,930)	75,630 74,950 73,750 75,150	(445) (401) (405) (959)	91,890 92,520 93,840 99,620	(1,729) (2,317) (664) (1,750)	138,990 122,990 130,340 135,440	(7,625) (7,649) (5,574) (10,136)	108,420 126,000 121,340 115,790	(5,086) (4,203) (4,253) (5,892)
Females 1990 1995 2000 2001 2002 2003 2004	41,070 40,990 44,220 44,470 43,290 43,090 42,530	(—) (264) (201) (129) (116) (116) (106)	23,540 22,370 23,040 23,670 23,050 23,080 22,630	(—) (807) (477) (362) (415) (349) (320)	27,730 26,080 26,130 27,170 26,950 25,850 25,470	(—) (483) (633) (509) (503) (446) (424)	35,210 33,720 36,410 35,880 35,150 35,590 34,600	(—) (267) (344) (187) (169) (161) (154)	42,720 39,540 41,850 43,140 41,040 41,140 40,970	(—) (452) (531) (264) (417) (240) (179)	45,000 45,310 45,600 44,150 44,030 44,510	(†) (705) (448) (328) (295) (329) (650)	58,380 58,100 62,280 63,500 60,370 61,580 61,040	(—) (516) (640) (520) (793) (397) (304)	53,840 52,820 58,930 58,140 57,030 56,410 55,410	(—) (450) (414) (328) (242) (278) (229)	[6] 66,350 73,110 71,860 68,250 68,470 68,220	(†) (916) (1,072) (465) (831) (620) (350)	82,390 85,970 87,570 79,600 90,760 99,760	(†) (4,172) (5,180) (5,639) (3,380) (4,735) (3,238)	[6] 79,330 83,240 88,100 91,740 91,750 91,560	(†) (3,910) (4,373) (3,160) (3,166) (3,361) (3,257)
2005 2006 2007 2008 2009	42,530 43,720 43,700 42,800 43,620	(311) (141) (127) (127) (125)	20,760 22,590 22,120 21,730 21,630	(321) (508) (558) (576) (528)	25,880 25,070 24,700 23,800 24,840	(352) (336) (354) (344) (352)	33,800 33,300 32,990 33,100 34,120	(172) (169) (161) (330) (320)	40,370 39,800 39,770 38,050 39,900	(212) (206) (503) (414) (565)	43,640 43,790 44,000 42,870 43,620	(639) (468) (343) (283) (363)	60,370 61,750 61,040 59,960 60,720	(298) (549) (191) (169) (198)	54,220 56,560 55,430 54,850 54,810	(230) (323) (317) (276) (304)	66,110 65,320 67,130 67,080 71,480	(364) (699) (499) (869) (356)	103,450 94,970 86,110 83,150 98,210	(3,567) (3,099) (1,102) (3,334) (3,757)	85,960 87,840 83,550 86,340 89,640	(3,202) (2,216) (2,610) (2,501) (1,067)
2010 2011 2012 2013 2014	44,100 43,440 43,720 43,780 43,310	(313) (241) (322) (144) (160)	21,000 22,440 21,940 21,390 22,270	(682) (279) (562) (541) (296)	24,050 23,570 23,390 23,980 23,320	(385) (146) (312) (586) (342)	34,380 33,500 33,260 33,200 32,510	(299) (162) (180) (186) (160)	38,460 38,620 38,340 37,990 36,460	(472) (572) (494) (336) (945)	43,500 43,860 40,820 40,640 39,750	(677) (45) (498) (810) (627)	59,810 58,200 58,720 60,070 59,340	(183) (98) (971) (448) (353)	54,620 54,820 54,870 54,700 54,460	(387) (115) (317) (368) (244)	68,060 67,320 66,640 66,060 64,520	(1,176) (595) (507) (605) (469)	88,370 90,110 103,330 92,050 97,390	(3,136) (151) (7,279) (6,679) (9,108)	89,120 86,470 85,200 80,940 85,430	(2,504) (23) (3,955) (3,789) (3,050)
2015 2016 2017 2018	44,160 45,000 45,710 46,570	(155) (646) (543) (204)	22,310 23,240 22,910 22,970	(291) (507) (546) (1,042)	24,020 25,950 26,080 25,140	(756) (588) (470) (576)	33,110 33,000 33,030 32,620	(146) (159) (204) (471)	38,290 38,590 37,520 38,840	(289) (286) (265) (600)	42,570 42,080 41,630 41,490	(463) (379) (343) (329)	60,620 62,840 62,220 61,760	(558) (505) (277) (227)	54,750 54,440 53,720 56,680	(295) (269) (616) (466)	66,090 67,910 70,180 66,740	(1,202) (1,141) (1,561) (581)	87,380 96,290 102,620 99,780	(5,349) (4,675) (4,935) (7,090)	87,200 90,360 94,280 95,170	(3,975) (4,692) (3,214) (5,083)

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age 25 and over, by highest level of educational attainment and sex: 1990 through 2018—Continued

			Elementary/secondary					College			
				High school completion				Bac	chelor's or higher deg	ree <sup>4</sup>	
Sex and year	Total	Less than 9th grade	Some high school, no completion <sup>1</sup>	(includes equivalency) <sup>2</sup>	Some college, no degree <sup>3</sup>	Associate's degree	Total	Bachelor's degree <sup>5</sup>	Master's degree	Professional degree	Doctor's degr
1	2	3	4	5	6	7	8	9	10	11	
Males			T	Number	of persons with earn	ings who worked full ti	me, year round (in the	ousands)			
1990 1995 2000 2001 2002 2003 2004	44,406 (268.6) 48,500 (306.1) 54,065 (309.7) 54,013 (224.8) 54,108 (225.0) 54,253 (225.2) 55,469 (227.0)	2,250 (73.9) 1,946 (72.8) 1,968 (68.0) 2,207 (51.4) 2,154 (50.7) 2,209 (51.4) 2,427 (53.8)	3,315 (89.3) 3,335 (94.9) 3,354 (88.4) 3,503 (64.5) 3,680 (66.1) 3,369 (63.3) 3,468 (64.2)	16,394 (188.0) 15,331 (195.6) 16,834 (191.7) 16,314 (135.4) 16,005 (134.2) 16,285 (135.3) 17,067 (138.3)	9,113 (144.6) 8,908 (152.3) 9,792 (148.8) 9,494 (104.9) 9,603 (105.5) 9,340 (104.1) 9,257 (103.6)	[ <sup>6</sup> ] (†) 3,926 (102.8) 4,729 (104.7) 4,714 (74.7) 4,399 (72.2) 4,696 (74.5) 4,913 (76.2)	13,334 (171.8) 15,054 (194.0) 17,387 (194.6) 17,780 (140.9) 18,267 (142.7) 18,354 (143.0) 18,338 (142.9)	11,395 (159.9) 11,479 (114.8) 11,829 (116.5) 11,846 (116.6)	[6] (†) 3,395 (95.7) 3,680 (92.6) 3,961 (68.5) 4,065 (69.4) 4,124 (69.9) 4,243 (70.9)	1,208 (57.5) 1,274 (54.8) 1,298 (39.5) 1,308 (39.6) 1,348 (40.2)	[6] 853 (48 1,038 (49 1,041 (35 1,065 (35 1,037 (35 1,088 (36
2005 2006 2007 2008 2009	56,717 (228.7) 58,109 (230.6) 58,147 (230.7) 55,655 (227.2) 52,445 (222.5)	2,425 (53.8) 2,361 (53.1) 2,142 (50.6) 1,982 (48.7) 1,561 (43.2)	3,652 (65.9) 3,872 (67.8) 3,451 (64.0) 3,118 (60.9) 2,795 (57.7)	17,266 (139.0) 17,369 (139.4) 17,224 (138.9) 16,195 (135.0) 15,258 (131.3)	9,532 (105.1) 9,493 (104.9) 9,867 (106.8) 9,515 (105.0) 8,609 (100.1)	5,022 (77.0) 5,110 (77.7) 5,244 (78.7) 5,020 (77.0) 4,828 (75.5)	18,820 (144.7) 19,903 (148.4) 20,218 (149.5) 19,825 (148.1) 19,395 (146.7)	12,962 (121.6) 12,609 (120.0)	4,275 (71.2) 4,542 (73.3) 4,800 (75.3) 4,709 (74.6) 4,575 (73.6)	1,425 (41.3) 1,332 (40.0) 1,388 (40.8)	1,144 (37 1,172 (37 1,125 (36 1,119 (36 1,212 (38
2010 2011 2012 2013 2014	52,890 (223.2) 54,279 (225.2) 55,208 (226.6) 56,703 (289.3) 58,435 (256.1)	1,600 (43.8) 1,848 (47.0) 1,793 (46.3) 1,944 (61.0) 1,994 (54.0)	2,615 (55.9) 2,715 (56.9) 2,671 (56.4) 2,910 (74.5) 3,012 (66.2)	15,104 (130.7) 15,335 (131.6) 15,295 (131.4) 16,034 (170.0) 16,429 (150.3)	8,541 (99.7) 8,752 (100.9) 8,974 (102.1) 8,960 (129.0) 9,281 (114.7)	5,042 (77.2) 5,206 (78.4) 5,423 (80.0) 5,605 (102.8) 5,622 (90.0)	19,990 (148.7) 20,423 (150.1) 21,052 (152.2) 21,249 (193.4) 22,098 (172.1)	13,378 (156.2)	4,670 (74.3) 4,839 (75.6) 5,003 (76.9) 5,146 (98.6) 5,401 (88.2)	1,300 (39.5) 1,301 (39.5) 1,249 (49.0)	1,246 (38 1,271 (39 1,433 (41 1,476 (53 1,369 (44
2015 2016 2017 2018	59,690 (264.8) 60,677 (266.4) 61,794 (268.2) 62,603 (392.2)	2,008 (54.2) 1,844 (52.0) 1,820 (51.6) 1,878 (75.1)	2,984 (66.0) 2,828 (64.2) 2,931 (65.4) 2,859 (92.5)	16,286 (150.5) 16,855 (153.0) 16,997 (153.6) 17,306 (222.7)	9,445 (116.0) 9,603 (117.0) 9,629 (117.1) 9,341 (165.6)	5,907 (92.3) 6,091 (93.7) 6,052 (93.4) 6,310 (136.8)	23,059 (176.9) 23,456 (178.3) 24,365 (181.4) 24,908 (263.9)	15,445 (146.8)	5,883 (92.2) 5,975 (92.9) 6,065 (93.5) 6,080 (134.3)	1,169 (41.4) 1,188 (41.7)	1,451 (46 1,589 (48 1,667 (49 1,619 (69
Females 1990 1995 2000 2001 2002 2003 2004	28,636 (234.7) 32,673 (268.2) 37,762 (271.6) 38,228 (197.0) 38,510 (197.6) 38,681 (197.9) 39,072 (198.7)	847 (45.6) 774 (46.1) 930 (46.8) 927 (33.4) 858 (32.1) 882 (32.6) 917 (33.2)	1,861 (67.3) 1,763 (69.3) 1,950 (67.7) 1,869 (47.3) 1,841 (46.9) 1,739 (45.6) 1,797 (46.4)	11,810 (162.8) 11,064 (168.6) 11,789 (162.5) 11,687 (115.8) 11,587 (115.3) 11,392 (114.4)	6,462 (123.1) 6,329 (129.5) 7,391 (130.0) 7,283 (92.3) 7,354 (92.7) 7,341 (92.6) 7,330 (92.6)	[ <sup>6</sup> ] (†) 3,336 (94.9) 4,118 (97.8) 4,190 (70.5) 4,285 (71.2) 4,397 (72.2) 4,505 (73.0)	7,655 (133.3) 9,406 (156.3) 11,584 (161.1) 12,269 (118.5) 12,484 (119.5) 12,735 (120.6) 13,131 (122.4)	6,434 (130.5) 7,899 (134.3) 8,257 (98.1) 8,229 (97.9) 8,330 (98.5)	[ <sup>6</sup> ] (†) 2,268 (78.5) 2,823 (81.2) 3,089 (60.6) 3,281 (62.5) 3,376 (63.4) 3,451 (64.0)	421 (34.0) 509 (34.7) 531 (25.3) 572 (26.2) 567 (26.1)	[ <sup>6</sup> ] 283 (27 353 (28 392 (21 402 (22 462 (23 452 (23
2005 2006 2007 2008 2009	40,021 (200.6) 41,311 (203.2) 42,196 (204.9) 40,979 (202.5) 40,376 (201.4)	902 (32.9) 934 (33.5) 823 (31.5) 814 (31.3) 776 (30.5)	1,740 (45.6) 1,802 (46.4) 1,649 (44.4) 1,568 (43.3) 1,519 (42.7)	11,419 (114.5) 11,652 (115.6) 11,447 (114.7) 10,851 (111.8) 10,467 (109.9)	7,452 (93.3) 7,613 (94.3) 7,916 (96.1) 7,456 (93.3) 7,164 (91.6)	4,751 (74.9) 4,760 (75.0) 4,891 (76.0) 4,955 (76.5) 4,924 (76.3)	13,758 (125.1) 14,549 (128.4) 15,469 (132.1) 15,335 (131.6) 15,526 (132.4)	9,931 (107.2) 9,856 (106.8)	3,591 (65.3) 3,746 (66.7) 4,389 (72.1) 4,176 (70.3) 4,261 (71.0)	662 (28.2) 666 (28.3) 753 (30.1)	437 (22 497 (24 484 (24 550 (25 592 (26
2010 2011 2012 2013 2014	40,196 (201.0) 40,885 (202.4) 41,319 (203.2) 42,021 (258.8) 42,957 (228.5)	732 (29.7) 779 (30.6) 690 (28.8) 788 (38.9) 796 (34.2)	1,371 (40.5) 1,380 (40.7) 1,351 (40.3) 1,309 (50.1) 1,356 (44.6)	10,117 (108.1) 10,040 (107.7) 9,870 (106.8) 9,990 (135.9) 9,802 (117.7)	7,150 (91.5) 6,989 (90.5) 6,899 (89.9) 7,070 (115.1) 7,241 (101.7)	4,999 (76.8) 5,131 (77.8) 5,246 (78.7) 5,253 (99.6) 5,426 (88.4)	15,826 (133.5) 16,566 (136.4) 17,263 (139.0) 17,611 (177.5) 18,336 (158.1)	9,903 (107.0) 10,537 (110.2) 10,961 (112.3) 11,124 (143.1) 11,420 (126.6)	4,576 (73.6) 4,700 (74.6) 4,887 (76.0) 4,963 (96.9) 5,310 (87.5)	635 (27.6) 670 (28.4) 793 (39.1)	725 (29 694 (28 745 (29 732 (37 830 (34
2015 2016 2017 2018	44,012 (234.8) 44,968 (236.9) 45,868 (238.8) 46,945 (349.3)	823 (34.8) 728 (32.7) 766 (33.5) 718 (46.5)	1,308 (43.8) 1,382 (45.0) 1,341 (44.3) 1,337 (63.4)	9,739 (117.8) 9,832 (118.3) 9,783 (118.0) 10,014 (171.3)	7,525 (103.9) 7,305 (102.4) 7,004 (100.4) 6,927 (143.2)	5,507 (89.2) 5,764 (91.2) 5,838 (91.8) 5,802 (131.2)	19,109 (162.2) 19,957 (165.5) 21,136 (170.0) 22,147 (250.0)	12,937 (135.0)	5,562 (89.7) 5,997 (93.0) 6,308 (95.4) 6,856 (142.4)	841 (35.1) 805 (34.4)	1,012 (38 976 (37 1,085 (39 1,163 (59

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers age 25 and over, by highest level of educational attainment and sex: 1990 through 2018—Continued

					Elementary/s	econdary			·						Colle	je						
								h school mpletion								Bac	helor's or hi	gher degr	ree <sup>4</sup>			
C		Takal		ess than	Some high	,	(	includes		college,	A : - t - !			Tatal	Daabalasia	d = === = 5	Mantaul		Duefeesiese		Dantaul	
Sex and year		Total 2	91	th grade 3	110 0011	npletion <sup>1</sup>	equiv	ralency) <sup>2</sup>		degree <sup>3</sup>	Associate's	s degree		Total 8	Bachelor's	degree <sup>s</sup>	Waster	s degree 10	Professiona	11	Doctors	s degree 12
-		-		3		7			ercent of pe		n earnings w	ho worke	d full time, ye		<u> </u>	3		10				12
Males 2000 2001 2002 2003 2004	81.7 80.1 79.4 79.5 80.0	(0.23) (0.17) (0.17) (0.17) (0.17)	69.2 69.7 70.1 71.5 74.7	(1.33) (0.90) (0.91) (0.89) (0.84)	71.8 70.9 71.3 70.1 71.2	(1.01) (0.71) (0.69) (0.73) (0.71)	80.9 79.4 77.8 78.7 79.1	(0.42) (0.31) (0.32) (0.31) (0.30)	82.2 80.2 78.8 78.8 79.3	(0.54) (0.40) (0.41) (0.41) (0.41)	86.6 84.1 81.4 82.1 83.6	(0.71) (0.54) (0.58) (0.56) (0.53)	84.8 83.3 83.9 83.1 83.0	(0.39) (0.28) (0.27) (0.28) (0.28)	85.6 83.6 84.4 84.0 83.1	(0.47) (0.35) (0.34) (0.34) (0.35)	82.8 82.4 82.2 81.1 83.1	(0.87) (0.60) (0.60) (0.60) (0.58)	85.8 84.6 85.7 84.4 83.3	(1.39) (1.01) (0.99) (1.00) (1.03)	82.5 82.2 82.8 80.3 81.7	(1.65) (1.18) (1.16) (1.22) (1.16)
2005 2006 2007 2008 2009	80.3 81.1 80.5 77.0 73.9	(0.16) (0.16) (0.16) (0.17) (0.18)	74.0 73.6 71.1 66.3 56.2	(0.84) (0.85) (0.91) (0.95) (1.03)	73.8 72.9 70.8 64.6 61.8	(0.69) (0.67) (0.72) (0.76) (0.79)	79.5 79.6 79.4 74.6 70.1	(0.30) (0.30) (0.30) (0.32) (0.34)	80.0 80.1 79.5 76.5 73.4	(0.40) (0.40) (0.40) (0.42) (0.45)	82.5 85.3 83.3 79.4 77.9	(0.54) (0.50) (0.52) (0.56) (0.58)	82.9 84.7 84.5 82.6 80.8	(0.27) (0.26) (0.26) (0.27) (0.28)	83.0 85.2 85.1 83.2 79.9	(0.34) (0.32) (0.32) (0.33) (0.35)	82.7 83.5 83.5 80.9 82.0	(0.58) (0.55) (0.54) (0.57) (0.56)	83.7 85.9 83.1 82.4 85.1	(1.00) (0.94) (1.03) (1.02) (0.99)	82.4 83.4 83.5 83.1 81.2	(1.12) (1.09) (1.11) (1.12) (1.11)
2010 2011 2012 2013 2014	74.8 76.6 76.5 78.1 79.2	(0.18) (0.17) (0.17) (0.21) (0.18)	58.8 67.2 65.4 69.3 72.2	(1.04) (0.98) (1.00) (1.21) (1.03)	61.6 64.2 64.4 68.9 69.4	(0.82) (0.81) (0.82) (0.99) (0.85)	71.9 74.2 74.5 76.5 78.3	(0.34) (0.33) (0.33) (0.41) (0.35)	72.9 75.2 73.7 76.2 76.7	(0.45) (0.44) (0.44) (0.55) (0.47)	78.2 78.0 78.8 79.6 79.9	(0.56) (0.56) (0.54) (0.67) (0.58)	81.4 82.0 82.1 82.4 83.3	(0.27) (0.27) (0.26) (0.33) (0.28)	81.8 82.1 82.5 82.6 83.7	(0.34) (0.33) (0.33) (0.41) (0.35)	80.0 82.3 80.8 82.5 82.7	(0.58) (0.55) (0.55) (0.67) (0.57)	81.4 81.6 84.4 83.2 83.5	(1.10) (1.07) (1.01) (1.34) (1.12)	82.2 81.0 81.4 79.7 81.2	(1.08) (1.09) (1.02) (1.30) (1.15)
2015 2016 2017 2018	79.3 80.1 80.4 81.1	(0.18) (0.18) (0.17) (0.25)	72.2 72.3 74.3 75.2	(1.03) (1.08) (1.07) (1.50)	71.1 71.5 72.2 73.1	(0.85) (0.87) (0.85) (1.23)	77.7 78.8 79.5 80.7	(0.35) (0.34) (0.34) (0.47)	77.2 78.4 79.1 78.7	(0.46) (0.45) (0.45) (0.65)	80.6 81.1 81.8 82.8	(0.56) (0.55) (0.54) (0.75)	83.0 83.4 83.0 83.4	(0.27) (0.27) (0.27) (0.37)	83.5 83.8 83.1 84.3	(0.34) (0.34) (0.33) (0.46)	82.7 82.8 82.7 81.7	(0.54) (0.54) (0.54) (0.78)	82.1 82.3 83.7 85.1	(1.19) (1.23) (1.19) (1.62)	80.0 83.5 82.0 79.7	(1.14) (1.03) (1.03) (1.55)
Females 2000 2001 2002 2003 2004	64.6 64.3 64.1 64.4 64.5	(0.30) (0.22) (0.22) (0.21) (0.21)	53.5 54.0 52.6 56.5 56.3	(1.84) (1.32) (1.36) (1.38) (1.35)	56.5 55.3 55.5 53.8 56.1	(1.30) (0.94) (0.95) (0.96) (0.96)	64.1 63.5 63.2 64.4 64.5	(0.54) (0.39) (0.39) (0.39) (0.40)	65.3 65.1 65.0 64.2 64.2	(0.69) (0.49) (0.49) (0.49) (0.49)	66.6 65.8 65.6 65.6 64.6	(0.92) (0.65) (0.65) (0.64) (0.63)	66.5 66.6 66.5 66.4 66.7	(0.55) (0.38) (0.38) (0.37) (0.37)	66.7 66.6 65.9 65.8 66.3	(0.67) (0.47) (0.47) (0.46) (0.45)	64.9 65.6 66.1 66.3 66.3	(1.11) (0.76) (0.74) (0.73) (0.72)	70.6 70.3 74.3 72.3 71.5	(2.61) (1.83) (1.73) (1.75) (1.77)	71.5 70.9 73.8 71.9 71.2	(3.13) (2.12) (2.07) (1.95) (1.97)
2005 2006 2007 2008 2009	65.3 66.2 66.7 64.4 64.3	(0.21) (0.21) (0.21) (0.21) (0.21)	56.5 58.5 56.8 51.6 52.0	(1.36) (1.35) (1.43) (1.38) (1.42)	54.5 56.0 55.3 52.8 54.5	(0.97) (0.96) (1.00) (1.01) (1.04)	65.1 65.6 65.7 62.4 62.4	(0.40) (0.39) (0.39) (0.40) (0.41)	63.5 65.9 66.7 64.7 63.9	(0.49) (0.48) (0.48) (0.49) (0.50)	67.2 67.3 67.3 65.5 64.5	(0.61) (0.61) (0.60) (0.60) (0.60)	68.2 68.6 69.3 67.9 68.0	(0.36) (0.35) (0.34) (0.34) (0.34)	68.0 68.4 68.4 67.8 68.3	(0.44) (0.43) (0.42) (0.43) (0.42)	68.3 67.5 70.6 66.9 67.5	(0.70) (0.69) (0.63) (0.65) (0.65)	71.2 73.6 74.1 74.0 66.4	(1.64) (1.61) (1.60) (1.51) (1.72)	67.3 74.0 71.2 70.0 68.3	(2.02) (1.86) (1.91) (1.80) (1.74)
2010 2011 2012 2013 2014	64.4 65.0 64.8 65.6 66.1	(0.21) (0.21) (0.21) (0.26) (0.23)	51.7 52.2 50.0 56.0 53.5	(1.46) (1.42) (1.48) (1.84) (1.57)	52.4 49.1 51.1 52.3 54.1	(1.07) (1.04) (1.07) (1.07) (1.21)	62.6 63.0 62.3 63.8 63.6	(0.42) (0.42) (0.42) (0.46) (0.47)	63.3 62.9 61.7 63.4 64.3	(0.50) (0.50) (0.50) (0.62) (0.55)	64.3 66.3 64.7 65.1 66.5	(0.60) (0.59) (0.58) (0.79) (0.63)	68.5 69.6 70.0 69.6 70.0	(0.34) (0.33) (0.32) (0.40) (0.34)	67.7 69.4 70.6 70.4 70.3	(0.42) (0.41) (0.40) (0.50) (0.44)	68.5 69.0 68.0 67.4 69.2	(0.62) (0.62) (0.60) (0.82) (0.64)	73.9 72.8 73.2 73.9 73.8	(1.66) (1.65) (1.61) (1.86) (1.65)	76.3 73.6 73.9 69.4 68.1	(1.51) (1.58) (1.52) (1.97) (1.62)
2015 2016 2017 2018	66.3 67.2 68.0 68.5	(0.22) (0.22) (0.22) (0.31)	54.9 55.4 57.3 56.3	(1.56) (1.66) (1.64) (2.41)	51.5 56.0 55.1 56.4	(1.20) (1.21) (1.22) (1.77)	64.1 63.7 64.5 65.8	(0.47) (0.47) (0.47) (0.67)	65.4 65.7 65.5 65.1	(0.54) (0.55) (0.56) (0.80)	65.6 67.7 68.0 67.8	(0.63) (0.62) (0.61) (0.88)	70.1 71.0 72.2 72.7	(0.34) (0.33) (0.32) (0.44)	70.3 70.6 71.9 71.9	(0.43) (0.42) (0.41) (0.57)	68.3 71.1 72.4 73.4	(0.63) (0.60) (0.58) (0.79)	75.9 75.8 75.6 78.3	(1.62) (1.56) (1.60) (2.21)	74.5 71.3 71.8 73.9	(1.44) (1.48) (1.41) (1.92)

<sup>-</sup>Not available.

<sup>†</sup>Not applicable.

<sup>&</sup>lt;sup>1</sup>Includes 1 to 3 years of high school for 1990.

<sup>&</sup>lt;sup>2</sup>Includes 4 years of high school for 1990.

<sup>&</sup>lt;sup>3</sup>Includes 1 to 3 years of college and associate's degrees for 1990.

<sup>&</sup>lt;sup>4</sup>Includes 4 or more years of college for 1990.

<sup>&</sup>lt;sup>5</sup>Includes 4 years of college for 1990.

<sup>&</sup>lt;sup>6</sup>Not reported separately for 1990.

<sup>&</sup>lt;sup>7</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. 
<sup>8</sup>Data not available for 1990 and 1995.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, Money Income of Households, Families, and Persons in the United States and Income, Poverty, and Valuation of Noncash Benefits, 1990; Series P-60, Money Income in the United States, 1995 through 2002; and Current Population Survey (CPS), Annual Social and Economic Supplement, 2003 through 2019. Retrieved January 21, 2020; from <a href="https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-03.html">https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-03.html</a>. (This table was prepared January 2020.)

Table 502.40. Annual earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2018

				E	lementary/	seconda	ry								Colle	ege						
																Bac	helor's or h	igher de	egree		-	
Sex and earnings		Total	1	ess than th grade		Some school, npletion	cor	h school npletion includes valency)		college, o degree	Ass	ociate's degree		Total	Ва	ichelor's degree		aster's degree		ssional degree ., M.D., or J.D.)	(e.	Doctor's degree g., Ph.D. or Ed.D.)
1		2		3		4		5		6		7		8		9		10		11		12
Number of persons (in thousands)	221,478	(438.8)	8,603	(148.8)	13,372	(184.1)	62,259	(365.3)	34,690	(286.3)	22,738	(236.5)	79,816	(399.8)	49,937	(334.6)	22,214 (	233.9)	3,136	(90.6)	4,529	(108.6)
With earnings	145,773	(463.7)	3,774	(99.3)	6,282	(127.6)	36,668	(293.4)	22,517	(235.4)	16,173	(201.5)	60,359	(360.9)	37,449	(296.1)	16,784	(205.1)	2,521	(81.3)	3,606	(97.1)
For persons with earnings  Percentage distribution, by total annual earnings¹  \$1 to \$4,999 or loss² \$5,000 to \$9,999 \$10,000 to \$14,999 \$15,000 to \$19,999 \$20,000 to \$24,999 \$25,000 to \$24,999 \$30,000 to \$24,999 \$35,000 to \$34,999 \$35,000 to \$34,999 \$35,000 to \$39,999 \$40,000 to \$49,999 \$50,000 to \$74,999 \$75,000 to \$99,999	100.0 3.5 3.7 4.5 5.2 6.8 6.5 7.2 6.5 11.3 20.8	(†) (0.08) (0.09) (0.09) (0.11) (0.10) (0.13) (0.17) (0.13)	100.0 5.6 5.7 8.3 12.4 17.0 11.3 10.3 8.4 8.2 9.4	(†) (0.61) (0.61) (0.73) (0.87) (0.99) (0.84) (0.80) (0.73) (0.77) (0.34)	100.0 6.2 7.4 9.6 12.3 13.7 9.7 8.8 7.9 9.6 10.1 3.0	(†) (0.50) (0.54) (0.60) (0.67) (0.70) (0.61) (0.58) (0.55) (0.61) (0.62) (0.35)	100.0 3.9 4.6 6.1 6.9 9.3 9.4 9.8 8.5 12.9 18.0 5.9	(†) (0.16) (0.18) (0.20) (0.22) (0.25) (0.25) (0.24) (0.28) (0.33) (0.20)	100.0 4.5 4.1 5.3 6.3 7.9 7.5 8.9 7.4 12.5 20.7 8.0	(†) (0.22) (0.22) (0.24) (0.26) (0.29) (0.28) (0.31) (0.28) (0.36) (0.44) (0.29)	100.0 3.3 3.5 4.5 5.0 7.2 7.3 8.3 6.8 13.2 24.4 9.2	(†) (0.23) (0.27) (0.28) (0.33) (0.35) (0.32) (0.43) (0.55) (0.37)	100.0 2.6 2.5 2.5 2.6 3.5 3.5 4.3 4.5 9.7 23.4	(†) (0.11) (0.10) (0.10) (0.11) (0.12) (0.13) (0.14) (0.20) (0.28) (0.23)	100.0 2.9 2.6 2.8 3.1 4.0 4.1 5.3 5.5 10.9 23.9	(†) (0.14) (0.13) (0.14) (0.15) (0.16) (0.17) (0.19) (0.26) (0.36) (0.29)	100.0 2.5 2.5 2.1 1.9 2.8 2.6 2.8 3.2 2.7 25.0 16.5	(†) (0.20) (0.20) (0.18) (0.17) (0.21) (0.20) (0.21) (0.22) (0.35) (0.54) (0.47)	100.0 1.3 1.1! 1.6 1.2! 2.2 1.7 1.5 2.4 4.3 15.8	(0.48) (0.41) (0.40) (0.50) (0.66) (1.18) (1.06)	100.0 1.8 1.9 1.1 1.7 2.4 1.7 2.3 1.8 5.5 16.0	(†) (0.36) (0.37) (0.28) (0.35) (0.42) (0.35) (0.40) (0.36) (0.62) (0.99) (1.01)
\$100,000 or more	14.1	(0.15)	1.7	(0.35)	2.1	(0.22)	4.7	(0.18)	6.9	(0.27)	7.4	(0.33)	26.3	(0.29)	21.1	(0.34)	29.3	(0.57)	54.5	(1.61)	46.9	(1.35)
Median annual earnings <sup>1</sup>	\$44,960	(410)	\$25,320	(402)	\$25,280	(345)	\$35,020	(376)	\$37,810	(600)	\$41,830	(271)	\$62,140	(181)	\$57,110	(373)	\$70,240	(672)	\$104,590	(5,439)	\$92,130	(2,250)
Number of males (in thousands)	106,695	(301.0)	4,313	(105.7)	6,792	(131.5)	31,257	(258.1)	16,591	(198.8)	9,936	(157.4)	37,807	(276.4)	23,785	(231.8)	9,621 (	(155.1)	1,820	(69.2)	2,580	(82.2)
With earnings	77,236	(322.9)	2,498	(80.9)	3,913	(100.8)	21,454	(222.1)	11,873	(170.9)	7,618	(138.9)	29,880	(253.8)	18,938	(210.6)	7,445	(137.4)	1,466	(62.2)	2,032	(73.1)
For males with earnings  Percentage distribution, by total annual earnings¹  \$1 to \$4,999 or loss² \$5,000 to \$9,999 \$10,000 to \$14,999 \$15,000 to \$19,999 \$20,000 to \$24,999 \$25,000 to \$29,999 \$30,000 to \$34,999 \$35,000 to \$39,999 \$40,000 to \$49,999 \$50,000 to \$74,999 \$75,000 to \$99,999 \$100,000 or more	100.0 2.4 2.5 3.3 3.8 5.6 6.4 6.2 11.0 22.3 11.8	(†) (0.09) (0.09) (0.10) (0.11) (0.14) (0.14) (0.14) (0.18) (0.24) (0.19) (0.23)	100.0 3.7 3.0 5.6 10.4 16.5 10.8 11.9 10.8 10.2 12.8 2.3 2.3	(†) (0.62) (0.55) (0.75) (1.00) (1.21) (1.01) (1.06) (1.01) (0.99) (1.09) (0.49)	100.0 5.2 5.6 6.0 9.1 12.6 9.2 10.1 9.2 12.2 13.7 4.6 2.3	(†) (0.58) (0.60) (0.62) (0.75) (0.87) (0.75) (0.79) (0.75) (0.86) (0.90) (0.55) (0.39)	100.0 2.7 2.9 4.3 4.8 7.4 7.9 8.7 8.9 14.4 23.1 8.1 6.9	(†) (0.18) (0.19) (0.22) (0.24) (0.29) (0.30) (0.31) (0.32) (0.39) (0.47) (0.30) (0.28)	100.0 2.9 3.0 3.7 4.0 6.2 6.3 7.6 6.5 13.0 24.3 11.6 10.8	(†) (0.25) (0.26) (0.28) (0.29) (0.36) (0.40) (0.37) (0.50) (0.64) (0.48) (0.47)	100.0 2.0 2.2 2.8 3.4 4.9 5.1 6.0 5.3 13.4 29.4 13.4	(†) (0.26) (0.27) (0.31) (0.34) (0.40) (0.41) (0.45) (0.64) (0.64) (0.66)	100.0 1.7 1.7 2.0 1.8 2.8 2.9 3.5 3.5 7.1 21.1 15.9 35.8	(†) (0.12) (0.12) (0.13) (0.16) (0.16) (0.17) (0.17) (0.24) (0.39) (0.34) (0.45)	100.0 1.8 1.8 2.2 2.1 3.1 3.6 4.4 4.3 8.4 23.5 15.7 29.1	(†) (0.16) (0.16) (0.18) (0.17) (0.21) (0.22) (0.24) (0.24) (0.33) (0.50) (0.43) (0.54)	100.0 1.7 1.8 1.8 1.4 2.5 2.0 1.9 2.5 5.8 18.5 17.1 43.2	(†) (0.25) (0.25) (0.22) (0.29) (0.26) (0.26) (0.29) (0.44) (0.73) (0.71) (0.94)	100.0 ‡ 1.2! ‡ 1.6! 2.1 1.2! 1.9! 2.3 13.6 11.6 62.6	(0.54) (0.61) (0.47)	100.0 1.8 1.5 1.4! 1.6 2.3 1.3! 2.5 1.3! 4.0 13.1 16.5 52.8	(†) (0.48) (0.44) (0.42) (0.45) (0.54) (0.41) (0.56) (0.41) (1.22) (1.34) (1.81)
Median annual earnings <sup>1</sup>	\$51,300	(139)	\$30,020	(688)	\$30,610	352	\$40,900	(200)	\$46,850	(531)	\$51,730	(314)	\$76,400	(396)	\$67,440	(1105)	\$90,010	(2,980)	\$122,340	(4,971)	\$101,130	(729)

Table 502.40. Annual earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2018—Continued

				E	lementary/	seconda	ry								Colle	ege						
																Bac	helor's or h	nigher d	egree			
Sex and earnings		Total		ss than h grade	, ,	Some school, apletion	coi (	h school npletion includes valency)		college, o degree	Ass	ociate's degree		Total	Ва	ichelor's degree		aster's degree		essional degree ., M.D., or J.D.)	(e.g	Doctor's degree g., Ph.D. or Ed.D.)
1		2		3		4		5		6		7		8		9		10		11		12
Number of females (in thousands)	114,783	(269.1)	4,290	(96.7)	6,580	(118.8)	31,002	(236.5)	18,099	(189.5)	12,802	(162.3)	42,009	(263.3)	26,151	(221.3)	12,593	(161.1)	1,317	(54.1)	1,948	(65.6)
With earnings	68,537	(296.0)	1,276	(53.2)	2,369	(72.3)	15,214	(175.5)	10,644	(149.1)	8,554	(134.6)	30,479	(235.0)	18,511	(191.4)	9,338	(140.3)	1,055	(48.4)	1,574	(59.1)
For females with earnings Percentage distribution, by total annual																						
earnings <sup>1</sup>	100.0	(†)	100.0	(†)	100.0	(†)			100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
\$1 to \$4,999 or loss <sup>2</sup>	4.8	(0.12)	9.4	(1.22)	7.9	(0.83)	100.0	(†)	6.2	(0.35)	4.3	(0.33)	1	(0.16)	3.9	(0.21)	3.2	(0.27)	2.4	(0.70)	1.8	(0.51)
\$5,000 to \$9,999	4.9	(0.12)	11.0	(1.31)	10.3	(0.94)	5.6	(0.28)	5.3	(0.33)	4.6	(0.34)	3.2	(0.15)	3.4	(0.20)	3.1	(0.27)	1.8!	(0.61)	2.5	(0.59)
\$10,000 to \$14,999	5.9	(0.13)	13.6	(1.44)	15.6	(1.12)	6.9	(0.31)	7.0	(0.37)	6.1	(0.39)		(0.14)	3.4	(0.20)	2.3	(0.23)	2.3!	(0.69)	0.8!	(0.33)
\$15,000 to \$19,999	6.8	(0.14)	16.4	(1.55)	17.5	(1.17)	8.8	(0.34)	8.8	(0.41)	6.3	(0.39)	3.4	(0.16)	4.2	(0.22)	2.4	(0.24)	1.8!	(0.61)	2.0	(0.52)
\$20,000 to \$24,999	8.1	(0.16)	17.9	(1.60)	15.4	(1.11)	9.9	(0.36)	9.8	(0.43)	9.2	(0.47)	4.2	(0.17)	4.9	(0.24)	3.1	(0.27)	3.0	(0.79)	2.5	(0.59)
\$25,000 to \$29,999	7.4	(0.15)	12.2	(1.37)	10.5	(0.94)	12.0	(0.39)	8.8	(0.41)	9.2	(0.47)	4.0	(0.17)	4.7	(0.23)	3.1	(0.27)	1.0!	(0.47)	2.4	(0.57)
\$30,000 to \$34,999	8.0	(0.15)	7.2	(1.08)	6.6	(0.76)	11.4	(0.39)	10.3	(0.44)	10.3	(0.49)	5.0	(0.19)	6.2	(0.26)	3.6	(0.29)	2.0!	(0.64)	2.0	(0.53)
\$35,000 to \$39,999	6.8	(0.14)	3.8	(0.80)	5.8	(0.72)	11.3	(0.38)	8.4	(0.40)	8.2	(0.44)	5.4	(0.19)	6.7	(0.27)	3.8	(0.29)	3.1	(0.80)	2.5	(0.59)
\$40,000 to \$49,999	11.6	(0.18)	4.3	(0.85)	5.4	(0.69)	8.1	(0.33)	12.0	(0.47)	13.1	(0.55)	12.2	(0.28)	13.5	(0.38)	10.9	(0.48)	6.9	(1.17)	7.4	(0.99)
\$50,000 to \$74,999	19.1	(0.22)	2.7	(0.67)	4.2	(0.62)	10.9	(0.38)	16.7	(0.54)	19.8	(0.64)	25.6	(0.37)	24.2	(0.47)	30.2	(0.71)	19.1	(1.81)	19.8	(1.50)
\$75,000 to \$99,999	8.0	(0.16)	#	(†)	0.4!	(0.19)	10.9	(0.38)	4.0	(0.28)	5.5	(0.37)	13.6	(0.29)	12.1	(0.36)	16.0	(0.57)	13.4	(1.57)	17.0	(1.42)
\$100,000 or more	8.7	(0.16)	0.7!	(0.35)	0.5!	(0.21)	2.7	(0.20)	2.5	(0.23)	3.4	(0.29)	16.9	(0.32)	12.9	(0.37)	18.3	(0.60)	43.3	(2.28)	39.3	(1.84)
							1.5	(0.15)														
Median annual earnings <sup>1</sup>	\$37,140	(168)	\$19,800	(759)	\$19,610	(476)	\$27,200	(195)	\$31,140	(205)	\$34,950	(705)	\$53,210	(715)	\$49,010	(784)	\$60,370	(423)	\$82,170	(4,457)	\$81,600	(2,308)

<sup>†</sup>Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); data include military personnel who live in households with civilians but exclude those who live in military barracks. Detail may not sum to totals because of rounding and suppression of data that do not meet reporting standards.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2018; retrieved March 11, 2020, from <a href="https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-03.html">https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-03.html</a>. (This table was prepared March 2020.)

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Excludes persons without earnings.

<sup>&</sup>lt;sup>2</sup>A negative amount (a net loss) may be reported by self-employed persons.

Table 503.10. Percentage of high school students age 16 and over who were employed, by age group, sex, race/ethnicity, family income, nativity, and hours worked per week: Selected years, 1970 through 2017

-				Age g	roup			Se	x				Race/et	thnicity	-				Family i	income <sup>1</sup>				Nati	vitv	
		-	1	6 and 17		ears old													, willing 1					1100	,	
Year		Total		years old		and over		Male		Female		White		Black		Hispanic	Lov	v income	Middle	e income	High	income	U	.Sborn	Fore	ign-born
1		2		3		4		5		6		7		8		9		10		11		12		13		14
1070	04.0	(0.00)	00.0	(0.00)	00.7	(0.55)	05.0	(4.04)	00.0	(4.00)		r		mployed <sup>2</sup>		(1)	00.0	(0.54)	04.5	(4.40)	05.0	(4.04)		(1)		
1970 1975	31.9 33.2	(0.88)	30.8 32.9	(0.93)	39.7 34.9	(2.55) (2.40)	35.2 35.0	(1.24)	28.3 31.2	(1.22) (1.22)	38.0	(†) (1.00)	13.9	(†) (1.63)	21.8	(†) (3.59)	22.0 18.4	(2.51) (2.22)	31.5 31.8	(1.12) (1.10)	35.9 40.4	(1.64) (1.59)	_	(†) (†)	_	(†) (†)
1980	35.6	(0.87)	34.9	(0.94)	39.6	(2.28)	36.9	(1.22)	34.2	(1.24)	41.2	(1.03)	15.0	(1.64)	24.1	(3.65)	19.4	(2.10)	35.2	(1.15)	42.3	(1.59)	_	(†)	_	(†)
1985	31.6	(0.93)	30.8	(1.00)	36.1	(2.47)	32.1	(1.29)	31.0	(1.33)	37.9	(1.15)	15.0	(1.85)	17.6	(2.63)	14.7	(1.85)	31.0	(1.23)	41.1	(1.81)	_	(†)	_	(†)
1990 1995	32.3 33.6	(0.98) (0.92)	31.2 32.7	(1.08)	37.1 37.5	(2.33) (2.19)	33.1 33.1	(1.37) (1.26)	31.3 34.2	(1.39) (1.35)	37.8 40.8	(1.24)	17.3 18.0	(2.05) (1.91)	26.4 22.2	(2.86) (2.41)	21.4 17.4	(2.16) (1.82)	33.1 34.4	(1.29) (1.23)	36.8 42.1	(1.97) (1.88)	34.9	(†) (0.97)	20.1	(†) (2.65)
		, ,		`		` '		`		` '		`		`		, ,				`		, ,		`		, ,
2000 2001	34.1 32.4	(0.93) (0.86)	33.3 31.1	(1.03)	37.7 37.8	(2.15) (1.99)	33.2 30.6	(1.28)	35.1 34.5	(1.36) (1.27)	41.3 38.9	(1.20)	21.3 18.7	(2.14) (1.85)	20.9 23.6	(2.18)	22.0 21.4	(2.11) (2.04)	34.1 33.3	(1.22)	40.7 36.1	(1.85)	35.1 33.3	(0.99)	24.4 23.0	(2.74) (2.64)
2002	30.6	(0.84)	29.2	(0.93)	35.9	(1.92)	28.0	(1.13)	33.4	(1.24)	37.5	(1.11)	16.9	(1.81)	21.1	(1.94)	18.4	(1.83)	31.4	(1.12)	35.3	(1.64)	31.6	(0.89)	21.3	(2.34)
2003	27.0	(0.79)	25.3	(0.86)	34.6	(1.97)	26.7	(1.09)	27.3	(1.15)	33.3	(1.07)	15.2	(1.68)	18.8	(1.82)	14.3	(1.64)	27.8	(1.05)	31.8	(1.57)	28.0	(0.84)	17.7	(2.17)
2004	27.2	(0.80)	25.6	(0.87)	34.7	(2.03)	26.2	(1.09)	28.3	(1.17)	32.9	(1.08)	15.1	(1.71)	21.2	(1.92)	12.0	(1.55)	27.5	(1.05)	34.4	(1.64)	27.8	(0.85)	20.8	(2.43)
2005	26.4	(0.77)	25.2	(0.84)	32.2	(1.95)	25.3	(1.05)	27.6	(1.14)	31.8	(1.05)	13.7	(1.63)	19.4	(1.78)	14.8	(1.61)	26.9	(1.03)	31.7	(1.55)	26.8	(0.81)	21.7	(2.49)
2006	27.6	(0.79)	26.0	(0.86)	34.1	(1.87)	26.5	(1.08)	28.8	(1.16)	33.6	(1.08)	20.1	(1.85)	17.5	(1.72)	17.8	(1.72)	27.5	(1.04)	33.5	(1.59)	27.9	(0.82)	23.9	(2.64)
2007 2008	26.2 22.6	(0.78) (0.74)	24.8 21.0	(0.85)	32.2 29.5	(1.87) (1.83)	25.0 20.0	(1.06) (0.99)	27.6 25.4	(1.14) (1.10)	31.3 27.7	(1.06) (1.04)	15.1 15.5	(1.68) (1.69)	21.1 15.1	(1.83) (1.54)	17.3 13.5	(1.74) (1.54)	25.9 22.6	(1.01)	32.1 28.4	(1.62) (1.59)	26.0 23.1	(0.81) (0.78)	28.5 18.0	(2.64) (2.35)
2009	17.0	(0.74)	15.2	(0.72)	23.8	(1.65)	16.0	(0.91)	18.1	(0.98)	21.5	(0.96)	10.5	(1.43)	11.9	(1.34)	9.7	(1.33)	16.3	(0.85)	23.5	(1.51)	17.0	(0.70)	16.9	(2.32)
2010	16.2	(0.55)	15.0	(0.59)	20.8	(1.52)	14.0	(0.78)	18.5	(0.86)	20.9	(0.86)	9.6	(1.28)	10.4	(1.18)	8.5	(1.01)	16.5	(0.80)	20.9	(1.31)	16.4	(0.60)	13.4	(2.20)
2010	16.2	(0.67)	16.4	(0.39)	18.7	(1.32)	14.0	(0.76)	19.4	(1.09)	20.9	(1.07)	10.2	(1.43)	11.3	(1.10)	10.2	(1.01)	17.5	(0.83)	19.6	(1.31)	17.3	(0.74)	12.4	(2.20)
2012	18.0	(0.71)	16.0	(0.75)	24.5	(1.88)	16.6	(0.83)	19.4	(1.13)	23.2	(0.97)	12.7	(2.17)	11.4	(1.23)	13.0	(1.42)	16.4	(0.88)	24.9	(1.55)	18.6	(0.76)	12.0	(2.01)
2013	17.9	(0.65)	15.8	(0.69)	24.7	(1.73)	17.6	(0.89)	18.3	(0.94)	23.3	(0.99)	11.8	(1.42)	14.0	(1.19)	9.7	(1.26)	16.9	(0.90)	25.4	(1.69)	17.8	(0.66)	19.0	(2.67)
2014	19.2	(0.70)	17.3	(0.71)	25.5	(1.63)	18.1	(0.90)	20.3	(1.03)	23.2	(1.00)	14.0	(1.65)	14.7	(1.47)	12.6	(1.52)	19.3	(88.0)	23.2	(1.54)	19.2	(0.75)	18.8	(2.20)
2015	19.0	(0.73)	17.2	(0.79)	25.8	(1.70)	18.1	(0.92)	20.0	(1.23)	22.2	(1.05)	15.0	(2.03)	15.7	(1.42)	13.7	(1.87)	18.8	(0.93)	22.3	(1.47)	19.0	(0.78)	19.2	(2.20)
2016 2017	18.3 20.3	(0.70) (0.73)	16.5 17.7	(0.79) (0.72)	24.9 29.5	(1.80) (1.88)	15.8 18.1	(0.88)	20.9 22.7	(1.16) (1.08)	22.9 24.8	(0.95) (1.01)	9.3 15.7	(1.54) (1.73)	15.0 15.9	(1.38) (1.53)	8.1 13.3	(1.17) (1.60)	18.9 19.9	(0.98)	22.8 25.0	(1.58)	18.7 20.4	(0.77) (0.74)	14.0 19.4	(2.13) (2.75)
2017	20.5	(0.73)	17.7	(0.72)	23.3	(1.00)	10.1	(0.03)	22.1	(1.00)		ent worki		_ ` /			10.0	(1.00)	10.0	(0.32)	20.0	(1.57)	20.4	(0.74)	13.4	(2.73)
1970	13.6	(0.64)	14.5	(0.71)	7.5	(1.37)	12.3	(0.85)	14.9	(0.97)	_	(†)	_	(†)	_	(†)	9.9	(1.81)	12.6	(0.80)	16.8	(1.28)	_	(†)	_	(†)
1975	13.4	(0.62)	14.0	(0.67)	8.8	(1.43)	12.5	(0.82)	14.3	(0.92)	15.5	(0.75)	5.3	(1.05)	6.6!		6.8	(1.44)	12.3	(0.78)	17.4	(1.23)	_	(†)	_	(†)
1980	14.0	(0.63)	14.9	(0.70)	8.9	(1.33)	13.7	(0.87)	14.2	(0.91)	16.4	(0.77)	4.6	(0.96)	9.4	(2.49)	7.7	(1.41)	13.2	(0.82)	17.7	(1.23)	_	(†)	_	(†)
1985 1990	12.3 11.7	(0.65)	12.8 12.9	(0.72)	9.5 6.8	(1.51) (1.21)	11.7 11.3	(0.89)	12.9 12.2	(0.96) (0.98)	15.2 14.7	(0.85)	6.2 6.0	(1.25) (1.28)	3.0! 4.8	(1.18) (1.39)	3.6 5.9	(0.97) (1.24)	11.8 11.5	(0.86)	17.5 15.6	(1.40)	_	(†) (†)	_	(†) (†)
1995	11.9	(0.63)	13.1	(0.73)	6.8	(1.14)	11.1	(0.84)	12.9	(0.96)	14.8	(0.85)	6.5	(1.22)	6.5	(1.42)	4.4	(0.98)	11.3	(0.82)	18.1	(1.47)	12.6	(0.68)	5.1	(1.46)
2000	11.9	(0.64)	12.9	(0.73)	7.8	(1.19)	11.2	(0.86)	12.6	(0.94)	15.4	(0.88)	6.3	(1.27)	3.7	(1.01)	5.4	(1.15)	11.3	(0.82)	16.5	(1.40)	12.6	(0.68)	5.2	(1.42)
2001	11.6	(0.59)	12.6	(0.68)	7.7	(1.10)	9.8	(0.75)	13.7	(0.91)	15.0	(0.82)	4.3	(0.96)	6.1	(1.26)	5.7	(1.15)	10.8	(0.74)	16.4	(1.31)	12.2	(0.63)	5.5	(1.42)
2002	11.1	(0.57)	12.1	(0.66)	7.2	(1.04)	9.7	(0.74)	12.7	(0.87)	15.0	(0.82)	4.5	(1.00)	3.6	(0.89)	6.0	(1.12)	10.0	(0.72)	16.1	(1.26)	11.9	(0.62)	4.1	(1.13)
2003	9.6	(0.52)	10.0	(0.59)	7.8	(1.11)	9.0	(0.70)	10.2	(0.78)	12.4	(0.75)	4.5	(0.96)	5.5	(1.06)	4.8	(1.00)	9.1	(0.67)	13.1	(1.14)	10.2	(0.57)	3.7	(1.07)
2004	10.4	(0.55)	10.9	(0.62)	8.4	(1.18)	9.9	(0.74)	11.0	(0.82)	14.0	(0.80)	4.9	(1.03)	4.4	(0.96)	3.5	(0.87)	8.5	(0.66)	18.1	(1.33)	11.0	(0.59)	5.2	(1.33)
2005	10.1	(0.53)	10.7	(0.60)	7.2	(1.08)	8.9	(0.69)	11.4	(0.81)	13.4	(0.77)	3.7	(0.89)	5.0	(0.99)	3.7	(0.85)	9.9	(0.69)	13.9	(1.16)	10.6	(0.56)	4.6	(1.26)
2006 2007	9.9 10.6	(0.53) (0.54)	10.7 11.4	(0.61)	6.4 7.0	(0.97) (1.02)	8.8 9.5	(0.69) (0.72)	11.0 11.7	(0.80)	12.8 14.2	(0.76)	5.2 3.0	(1.03)	4.2 6.0	(0.91) (1.06)	3.7 6.1	(0.85) (1.10)	9.2 9.6	(0.67)	14.7 15.3	(1.20)	10.5 11.1	(0.56) (0.58)	3.0! 5.7	(1.06) (1.36)
2007	9.2	(0.54)	9.9	(0.63)	6.1	(0.96)	9.5 8.1	(0.72)	10.3	(0.02)	12.4	(0.77)	3.0	(0.82)	4.1	(0.85)	3.1	(0.78)	9.0	(0.66)	13.0	(1.18)	9.6	(0.54)	4.6	(1.28)
2009	7.6	(0.47)	8.0	(0.54)	6.2	(0.94)	6.8	(0.62)	8.4	(0.71)	10.1	(0.71)	3.6	(0.86)	4.7	(0.91)	3.6	(0.83)	6.9	(0.58)	11.8	(1.15)	7.8	(0.50)	5.2	(1.38)

Table 503.10. Percentage of high school students age 16 and over who were employed, by age group, sex, race/ethnicity, family income, nativity, and hours worked per week: Selected years, 1970 through 2017—Continued

				Age g	roup		Sex				Race/ethnicity						Family income <sup>1</sup>						Nativity			
Year	Total		16 and 17 vears old		18 years old and over			Male		Female		White		Black		Hispanic	Low	/ income	Middle	e income	Hial	n income	U	I.Sborn	Fore	ign-born
1	2		,		4		5		6		7		8		9		10		11		12		13		14	
2010	7.3	(0.42)	7.5	(0.49)	6.8	(0.94)	6.3	(0.50)	8.4	(0.69)	9.5	(0.65)	4.1	(0.82)	4.5	(0.79)	3.0	(0.63)	7.1	(0.54)	10.9	(1.01)	7.7	(0.45)	3.4!	(1.21)
2011	7.3	(0.42)	8.1	(0.50)	4.4	(0.71)	5.8	(0.50)	9.0	(0.66)	11.0	(0.66)	2.2	(0.60)	2.7	(0.54)	3.7	(0.81)	7.0	(0.55)	10.2	(0.94)	7.7	(0.44)	2.8!	(0.98)
2012	8.2	(0.46)	8.5	(0.53)	7.3	(0.95)	7.1	(0.57)	9.4	(0.73)	12.2	(0.73)	3.7	(0.92)	2.4	(0.58)	4.2	(0.89)	7.2	(0.53)	13.3	(1.27)	8.8	(0.50)	2.4!	(0.75)
2013	7.9	(0.50)	8.2	(0.54)	6.8	(0.99)	6.9	(0.61)	8.9	(0.77)	12.2	(0.81)	2.6	(0.71)	3.4	(0.62)	2.9	(0.78)	7.0	(0.54)	13.1	(1.38)	8.1	(0.50)	5.5!	(1.75)
2014	7.8	(0.43)	8.4	(0.49)	5.7	(0.85)	6.5	(0.54)	9.1	(0.67)	10.7	(0.67)	3.5	(0.91)	3.5	(0.65)	3.8	(0.90)	7.6	(0.57)	10.9	(1.04)	8.2	(0.46)	3.7!	(1.14)
2015	8.5	(0.48)	8.7	(0.54)	7.8	(1.07)	7.8	(0.70)	9.3	(0.75)	10.9	(0.75)	7.0	(1.49)	5.3	(0.97)	5.0	(1.07)	7.7	(0.60)	12.2	(1.18)	9.1	(0.53)	3.4	(1.00)
2016	8.1	(0.48)	8.4	(0.57)	7.0	(1.12)	6.5	(0.58)	9.8	(0.85)	10.8	(0.73)	2.4!	(0.81)	5.0	(0.81)	2.6	(0.70)	7.5	(0.63)	12.4	(1.18)	8.5	(0.51)	4.5	(1.33)
2017	7.7	(0.50)	7.6	(0.55)	8.0	(1.01)	6.4	(0.58)	9.2	(0.73)	10.9	(0.79)	3.3	(0.84)	3.9	(0.80)	3.3	(0.74)	6.3	(0.59)	13.1	(1.19)	8.1	(0.54)	3.1!	(1.19)
4070								(4.00)		(0.00)	Percent working 15 or more hours per week <sup>3</sup>						100	(4.0=)	10.1	(0.00)	10.1 (1.00)		(1)			
1970	17.5	(0.71)	15.6	(0.73)	30.8	(2.41)	22.1	(1.08)	12.6	(0.90)		(†)	_	(†)		(†)	10.6	(1.87)	18.4	(0.93)	18.1	(1.32)	_	(†)	_	(†)
1975	19.2	(0.71)	18.2	(0.75)	25.7	(2.20)	21.7	(1.03)	16.4	(0.97)	21.8	(0.85)	8.3	(1.30)	14.7	(3.08)	11.3	(1.81)	19.0	(0.93)	22.1	(1.34)	_	(†)	_	(†)
1980	20.5	(0.73)	19.0	(0.77)	29.4	(2.12)	22.1	(1.05)	18.9	(1.02)	23.5	(0.89)	10.1	(1.39)	14.3	(2.99)	11.4	(1.69)	21.0	(0.98)	23.1	(1.36)	_	(†)	_	(†)
1985	18.4	(0.77)	17.2	(0.81)	25.5	(2.24)	19.5	(1.09)	17.3	(1.09)	21.7	(0.97)	8.4	(1.44)	13.7	(2.37)	10.0	(1.57)	18.4	(1.03)	22.6	(1.54)	_	(†)	_	(†)
1990	19.7	(0.83)	17.5	(0.88)	29.1	(2.19)	21.0	(1.19)	18.3	(1.16)	22.1	(1.06)	10.6	(1.67)	21.5	(2.66)	15.0	(1.88)	20.8	(1.11)	20.2	(1.64)		(†)	140	(†)
1995	20.5	(0.79)	18.4	(0.84)	29.7	(2.07)	20.8	(1.09)	20.2	(1.14)	24.5	(1.03)	10.9	(1.55)	15.1	(2.07)	12.7	(1.60)	21.9	(1.07)	22.5	(1.59)	21.1	(0.83)	14.9	(2.35)
2000	21.1	(0.80)	19.2	(0.86)	28.8	(2.01)	21.1	(1.11)	21.0	(1.16)	24.6	(1.05)	13.8	(1.80)	16.3	(1.98)	15.6	(1.85)	21.5	(1.06)	23.1	(1.59)	21.3	(0.84)	19.0	(2.50)
2001	19.4	(0.73)	17.1	(0.77)	28.3	(1.85)	19.6	(1.01)	19.1	(1.05)	22.2	(0.95)	13.4	(1.62)	17.0	(1.97)	14.6	(1.76)	20.9	(0.97)	18.4	(1.37)	19.6	(0.76)	16.9	(2.35)
2002	18.5	(0.71)	16.1	(0.75)	27.9	(1.80)	17.5	(0.95)	19.7	(1.04)	21.4	(0.94)	11.9	(1.57)	16.8	(1.78)	12.3	(1.55)	20.7	(0.97)	17.4	(1.30)	18.7	(0.75)	16.5	(2.12)
2003	16.4	(0.66)	14.3	(0.69)	25.9	(1.82)	16.8	(0.92)	16.0	(0.94)	19.5	(0.90)	10.4	(1.42)	13.1	(1.57)	9.1	(1.35)	17.6	(0.89)	17.7	(1.29)	16.7	(0.70)	13.6	(1.95)
2004	16.0	(0.66)	13.8	(0.68)	26.2	(1.88)	15.5	(0.90)	16.6	(0.97)	17.8	(88.0)	10.2	(1.45)	16.6	(1.75)	8.1	(1.30)	18.3	(0.91)	15.2	(1.24)	16.1	(0.69)	15.2	(2.15)
2005	15.2	(0.63)	13.4	(0.66)	23.5	(1.77)	15.5	(0.88)	14.8	(0.90)	17.0	(0.84)	9.6	(1.40)	13.6	(1.55)	10.8	(1.40)	15.9	(0.85)	16.1	(1.23)	15.1	(0.66)	16.5	(2.24)
2006	17.0	(0.66)	14.4	(0.69)	27.0	(1.75)	16.8	(0.91)	17.1	(0.96)	19.5	(0.90)	14.5	(1.63)	13.3	(1.54)	13.8	(1.55)	17.7	(0.89)	17.3	(1.27)	16.6	(0.68)	20.8	(2.51)
2007	15.0	(0.63)	12.8	(0.66)	24.2	(1.72)	14.8	(0.87)	15.2	(0.92)	16.2	(0.85)	11.4	(1.49)	14.9	(1.59)	10.9	(1.44)	15.6	(0.83)	15.8	(1.27)	14.3	(0.65)	22.2	(2.43)
2008	12.8	(0.59)	10.3	(0.60)	22.7	(1.68)	11.4	(0.79)	14.1	(0.88)	14.3	(0.82)	11.9	(1.51)	10.6	(1.32)	9.9	(1.34)	12.8	(0.77)	14.4	(1.23)	12.7	(0.62)	13.0	(2.06)
2009	8.7	(0.50)	6.4	(0.49)	17.3	(1.47)	8.4	(0.69)	9.1	(0.73)	10.4	(0.71)	6.5	(1.15)	7.2	(1.11)	5.9	(1.06)	8.9	(0.66)	9.9	(1.07)	8.4	(0.52)	11.7	(1.99)
2010	8.3	(0.45)	6.9	(0.47)	13.4	(1.24)	7.2	(0.62)	9.4	(0.70)	10.5	(0.67)	5.3	(1.01)	5.6	(0.84)	5.3	(0.88)	9.0	(0.58)	8.7	(1.16)	8.1	(0.46)	9.6	(1.83)
2011	9.0	(0.52)	7.7	(0.56)	13.6	(1.10)	8.4	(0.63)	9.8	(0.78)	10.5	(0.77)	7.4	(1.30)	8.4	(1.06)	6.3	(1.10)	10.0	(0.69)	8.5	(0.94)	9.0	(0.55)	9.6	(1.84)
2012	8.9	(0.55)	6.7	(0.51)	16.5	(1.62)	8.4	(0.62)	9.5	(0.84)	10.0	(0.69)	8.2	(1.97)	8.4	(1.04)	8.3	(1.22)	8.7	(0.68)	9.9	(1.30)	8.9	(0.59)	9.6	(1.76)
2013	9.7	(0.56)	7.3	(0.53)	17.4	(1.57)	10.3	(0.85)	9.1	(0.67)	10.6	(0.81)	9.1	(1.37)	10.6	(1.10)	6.7	(1.19)	9.7	(0.82)	11.7	(1.12)	9.4	(0.60)	13.4	(2.15)
2014	10.7	(0.55)	8.2	(0.48)	19.3	(1.49)	10.8	(0.72)	10.6	(0.81)	11.6	(0.75)	9.4	(1.52)	11.0	(1.30)	8.6	(1.34)	11.1	(0.73)	11.1	(1.25)	10.2	(0.56)	15.1	(2.12)
2015	9.7	(0.54)	7.8	(0.53)	17.2	(1.50)	9.7	(0.66)	9.7	(0.86)	10.5	(0.75)	7.3	(1.31)	9.8	(1.11)	8.2	(1.41)	10.2	(0.72)	9.7	(1.05)	9.2	(0.57)	15.0	(2.08)
2016	9.7	(0.55)	7.6	(0.58)	17.3	(1.54)	8.8	(0.65)	10.6	(0.87)	11.6	(0.79)	6.9	(1.32)	9.0	(1.16)	5.5	(1.01)	10.8	(0.72)	9.8	(1.13)	9.7	(0.60)	9.0	(1.69)
2017	11.6	(0.58)	9.1	(0.55)	20.5	(1.62)	11.0	(0.75)	12.3	(0.90)	12.4	(0.77)	12.4	(1.61)	11.6	(1.33)	9.7	(1.47)	12.7	(0.67)	10.5	(1.17)	11.3	(0.58)	15.7	(2.54)

<sup>-</sup>Not available.

more hours per week exclude those who were employed but not at work during the survey week. Therefore, detail may not sum to total percentage employed.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>1</sup>Low income refers to the bottom 20 percent of all family incomes; high income refers to the top 20 percent of all family incomes; and middle income refers to the 60 percent in between.

<sup>&</sup>lt;sup>2</sup>Percent employed includes those who were employed but not at work during the survey week.

<sup>&</sup>lt;sup>3</sup>Hours worked per week refers to the number of hours the respondent worked at all jobs during the survey week. The estimates of the percentage of high school students age 16 and over who worked less than 15 hours per week or 15 or

NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not shown separately. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2017. (This table was prepared April 2019.)

Table 503.20. Percentage of college students 16 to 24 years old who were employed, by attendance status, hours worked per week, and control and level of institution: Selected years, October 1970 through 2017

				Full-time			*******	- parentile	Part-time students									
			Hours worked per week <sup>2</sup>									Hours worked per week <sup>2</sup>						
Control and level of institution and year	Percent employed <sup>1</sup>		1		20 to 34 hours		35 or more hours		Percent employed <sup>1</sup>		Less than 20 hours		20 to 34 hours		35 or more hours			
1		2		3		4		5		6		7		8		9		
Total, all institutions 1970 1975 1980 1985 1990	33.8 35.3 40.0 44.2 45.7	(0.88) (0.83) (0.84) (0.88) (0.89)	19.0 18.0 21.3 21.7 20.6	(0.73) (0.67) (0.70) (0.73) (0.73)	10.4 12.0 14.0 17.3 19.3	(0.57) (0.56) (0.59) (0.67) (0.71)	3.7 4.6 3.9 4.3 4.8	(0.35) (0.36) (0.33) (0.36) (0.38)	82.1 80.8 84.7 85.9 83.7	(1.81) (1.55) (1.38) (1.41) (1.50)	5.0 6.0 7.9 5.7 4.0	(1.03) (0.94) (1.04) (0.94) (0.80)	15.9 19.4 22.5 26.9 26.0	(1.72) (1.56) (1.60) (1.80) (1.78)	60.1 52.6 52.7 52.2 52.7	(2.31) (1.97) (1.91) (2.03) (2.03)		
1991 1992 1993 1994 1995	47.2 47.2 46.3 48.6 47.2	(0.88) (0.87) (0.89) (0.87) (0.87)	20.9 20.3 20.8 20.1 19.1	(0.72) (0.70) (0.72) (0.70) (0.69)	19.8 20.3 19.5 21.7 20.3	(0.70) (0.70) (0.71) (0.72) (0.70)	5.6 5.5 5.1 5.8 6.5	(0.41) (0.40) (0.39) (0.41) (0.43)	85.9 83.4 84.6 86.3 82.9	(1.45) (1.50) (1.43) (1.28) (1.45)	8.2 7.5 8.5 9.8 8.6	(1.15) (1.06) (1.10) (1.10) (1.08)	25.4 27.2 31.4 31.1 30.4	(1.82) (1.79) (1.84) (1.72) (1.77)	51.0 47.8 43.7 43.8 42.3	(2.09) (2.01) (1.96) (1.84) (1.90)		
1996 1997 1998 1999 2000	49.2 47.8 50.2 50.4 52.0	(0.88) (0.86) (0.86) (0.86) (0.86)	18.2 18.3 20.2 19.0 20.1	(0.68) (0.67) (0.69) (0.68) (0.69)	22.3 21.4 20.6 22.3 21.7	(0.74) (0.71) (0.70) (0.72) (0.71)	7.0 7.4 8.0 7.8 8.9	(0.45) (0.45) (0.47) (0.46) (0.49)	84.8 84.4 84.1 82.3 84.9	(1.47) (1.46) (1.45) (1.55) (1.38)	8.3 9.4 7.0 6.2 8.6	(1.13) (1.17) (1.01) (0.98) (1.08)	27.5 26.2 26.8 28.8 27.8	(1.83) (1.77) (1.76) (1.85) (1.73)	48.0 47.7 49.3 45.9 47.5	(2.05) (2.01) (1.98) (2.03) (1.93)		
2001 2002 2003 2004 2005	47.1 47.8 47.7 49.0 49.1	(0.80) (0.78) (0.78) (0.76) (0.75)	17.4 17.3 17.1 17.7 17.8	(0.61) (0.59) (0.59) (0.58) (0.58)	20.6 20.9 20.7 21.6 21.1	(0.65) (0.64) (0.63) (0.62) (0.61)	7.9 8.5 8.8 8.6 9.0	(0.43) (0.44) (0.44) (0.43) (0.43)	84.4 78.9 79.0 81.5 85.0	(1.29) (1.51) (1.44) (1.44) (1.30)	8.0 8.7 7.8 8.5 10.2	(0.97) (1.04) (0.95) (1.04) (1.10)	25.8 25.3 27.2 27.4 27.1	(1.56) (1.61) (1.58) (1.66) (1.62)	48.9 43.4 42.8 44.1 47.1	(1.78) (1.84) (1.75) (1.84) (1.82)		
2006 2007 2008 2009 2010	46.5 45.5 45.3 40.6 39.8	(0.76) (0.74) (0.72) (0.69) (1.01)	15.1 15.4 15.6 15.6 14.9	(0.55) (0.54) (0.53) (0.51) (0.57)	22.0 20.7 20.1 17.6 17.2	(0.63) (0.60) (0.58) (0.54) (0.77)	8.1 8.7 8.7 6.2 6.6	(0.42) (0.42) (0.41) (0.34) (0.46)	81.0 81.2 79.4 76.2 73.4	(1.41) (1.39) (1.51) (1.57) (2.03)	7.3 6.8 9.3 10.1 10.7	(0.94) (0.90) (1.09) (1.11) (1.24)	27.6 27.2 24.7 27.5 28.3	(1.61) (1.59) (1.61) (1.65) (1.92)	45.5 45.9 44.4 36.9 32.8	(1.80) (1.78) (1.86) (1.78) (2.19)		
2011 2012 2013 2014 2015	41.3 41.0 39.5 41.3 39.5	(0.94) (0.83) (1.00) (0.97) (0.98)	15.8 15.1 14.0 15.6 15.6	(0.67) (0.72) (0.67) (0.69) (0.77)	17.4 17.8 18.5 17.9 16.1	(0.66) (0.71) (0.77) (0.80) (0.75)	7.0 7.2 6.6 6.6 6.7	(0.44) (0.44) (0.50) (0.48) (0.56)	75.5 71.7 75.7 80.3 75.3	(1.93) (2.07) (2.06) (1.81) (2.33)	9.7 9.0 10.5 13.8 10.5	(1.21) (1.27) (1.44) (1.58) (1.48)	28.4 29.5 28.7 26.9 32.2	(1.99) (2.09) (1.76) (2.33) (2.67)	35.5 32.1 35.4 38.5 31.7	(2.16) (2.07) (2.11) (2.36) (2.15)		
2016 2017	39.7 41.1	(0.99) (1.10)	15.5 15.6	(0.71) (0.76)	16.6 17.2	(0.72) (0.81)	6.6 7.1	(0.55) (0.54)	79.2 82.2	(2.18) (1.78)	10.8 11.0	(1.55) (1.45)	31.4 34.3	(2.35) (2.19)	36.0 35.8	(2.21) (2.32)		
<b>Public 4-year institutions</b> 1990 1995 2000 2005 2010	43.0 48.8 50.5 49.6 40.8	(1.18) (1.16) (1.15) (0.99) (1.27)	19.8 19.4 19.1 17.8 15.2	(0.95) (0.92) (0.90) (0.76) (0.88)	18.6 22.6 21.5 22.7 18.0	(0.93) (0.97) (0.94) (0.83) (0.93)	3.7 5.6 9.0 8.0 6.6	(0.45) (0.53) (0.66) (0.54) (0.64)	87.4 86.7 87.3 86.3 70.4	(2.25) (2.08) (1.91) (1.90) (3.58)	4.2! 9.6 8.5 9.0 10.5	(1.37) (1.80) (1.60) (1.58) (2.04)	27.9 30.8 26.4 26.8 26.9	(3.05) (2.83) (2.53) (2.45) (2.82)	54.7 45.0 50.9 49.7 32.1	(3.39) (3.05) (2.87) (2.76) (3.59)		
2012 2013 2014 2015 2016 2017	41.0 40.1 41.1 39.5 39.7 39.8	(1.13) (1.31) (1.31) (1.32) (1.27) (1.28)	14.9 13.9 14.6 14.9 15.0 14.7	(0.95) (0.88) (0.91) (0.98) (0.81) (0.81)	18.6 19.2 18.4 16.5 16.8 16.3	(0.99) (0.98) (0.99) (1.01) (0.95) (0.91)	6.7 6.6 6.9 6.6 6.9 7.4	(0.57) (0.63) (0.69) (0.73) (0.72) (0.69)	77.6 78.8 83.4 76.9 81.9 85.1	(3.20) (2.88) (2.86) (3.39) (3.00) (2.21)	9.9 9.8 12.2 10.1 11.6 8.8	(2.41) (1.94) (2.61) (2.01) (2.10) (1.97)	28.0 26.6 28.4 30.4 32.6 37.2	(3.44) (2.80) (3.69) (3.84) (3.67) (3.24)	38.8 41.1 42.3 34.8 36.7 38.0	(3.36) (3.84) (3.81) (3.38) (3.33) (3.47)		
Private 4-year institutions 1990 1995 2000 2005 2010	38.1 38.6 45.8 42.3 35.6	(1.89) (1.78) (1.88) (1.64) (2.37)	24.0 21.6 23.6 20.1 15.7	(1.66) (1.51) (1.60) (1.33) (1.63)	9.9 10.7 14.9 13.8 12.2	(1.17) (1.13) (1.34) (1.15) (1.52)	3.5 4.6 5.4 7.0 6.0	(0.72) (0.77) (0.85) (0.85) (1.08)	89.9 80.1 78.0 88.5 78.6	(4.27) (4.85) (5.36) (3.32) (7.00)	14.9 ‡ 10.6! ‡	(†) (4.32) (†) (3.20) (†)	31.9 26.8 18.5 34.5 23.4!	(6.62) (5.38) (5.02) (4.94) (7.49)	53.1 36.5 52.6 43.2 45.6	(7.09) (5.84) (6.46) (5.15) (9.01)		
2012 2013 2014 2015 2016 2017	40.4 34.0 37.8 32.8 34.8 37.7	(2.39) (2.27) (2.29) (2.49) (2.20) (2.41)	19.9 14.9 18.7 18.5 17.2 19.7	(1.80) (1.55) (1.72) (1.86) (1.73) (2.09)	12.2 12.8 12.0 8.3 11.0 12.4	(1.40) (1.33) (1.62) (1.40) (1.20) (1.69)	6.7 5.6 5.3 5.7 5.4 4.7	(1.13) (1.13) (1.00) (1.20) (0.94) (1.09)	84.4 86.9 77.1 73.8 75.6 78.3	(5.35) (4.71) (6.82) (8.30) (8.00) (7.39)	9.5! 21.9 12.9! 10.4! ‡	(4.53) (6.40) (4.92) (4.68) (†) (†)	33.9 29.8 13.5! 17.8! 13.4! 29.5	(6.58) (7.01) (5.59) (5.73) (5.72) (7.41)	36.9 35.2 50.8 45.6 53.3 41.5	(7.38) (6.56) (8.76) (8.91) (8.65) (9.13)		
Public 2-year institutions 1990 1995 2000 2005 2010	61.2 52.9 63.9 54.2 40.6	(1.94) (1.97) (1.79) (1.69) (1.90)	19.1 15.6 20.6 15.6 14.0	(1.57) (1.43) (1.51) (1.23) (1.20)	31.2 25.3 29.9 24.2 19.1	(1.85) (1.72) (1.71) (1.46) (1.50)	9.2 10.9 11.9 13.4 6.8	(1.15) (1.23) (1.21) (1.16) (0.78)	81.5 81.1 85.5 82.0 74.7	(2.17) (2.21) (2.09) (2.20) (2.51)	4.1 6.1 9.9 10.8 11.6	(1.12) (1.35) (1.77) (1.77) (1.93)	24.9 32.5 30.0 25.8 30.1	(2.42) (2.64) (2.72) (2.50) (2.86)	51.1 40.5 44.9 44.8 31.0	(2.80) (2.77) (2.95) (2.84) (3.08)		
2012 2013 2014 2015 2016 2017	41.2 41.8 45.0 44.9 45.6 46.8	(1.76) (1.89) (2.28) (2.08) (2.01) (2.30)	12.0 13.8 15.9 15.1 15.4 14.9	(1.17) (1.37) (1.57) (1.44) (1.51) (1.47)	19.8 20.5 21.3 21.8 22.4 22.9	(1.44) (1.55) (1.82) (1.64) (1.70) (1.91)	8.4 7.1 6.9 7.5 7.5 7.9	(0.95) (1.05) (0.91) (1.08) (1.14) (1.22)	66.1 71.1 77.5 75.1 78.2 81.0	(2.98) (3.02) (2.64) (3.03) (3.23) (2.85)	8.3 8.8 15.2 11.4 10.7 14.0	(1.60) (1.92) (2.35) (2.54) (2.31) (2.46)	30.0 29.8 28.3 36.6 33.0 33.0	(2.70) (2.85) (3.35) (3.66) (3.46) (3.47)	26.9 31.2 32.4 26.7 33.4 32.7	(2.79) (3.09) (3.58) (3.20) (3.33) (3.47)		

†Not applicable.

NOTE: Students were classified as full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years.

methodology used in later years.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2017. (This table was prepared April 2019.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater

coefficient of variation (CV) is 50 percent or greater.

Includes those who were employed but not at work during the survey week.

<sup>&</sup>lt;sup>2</sup>Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. "Hours worked per week" refers to the number of hours worked at all jobs during the survey week.

Table 504.10. Labor force status of recent high school completers, by college enrollment status, sex, and race/ethnicity: October 2016, 2017, and 2018

[Standard errors appear in parentheses]

			Percent	of high so	chool con	npleters	Percenta	ge distrib	ution of a	II high sch	nool comp	leters				High	school con	npleters i	in civilia	n labor fo	rce <sup>2</sup>			
			Separa	ately for									Lab	or force		Nu	mber (in th	nousands	5)					
College enrollment status, sex, and race/ethnicity	higl cor	imber of h school npleters ousands)	in col th	enrolled llege vs. nose not enrolled <sup>3</sup>	-	For all h school npleters	Eı	nployed	(	mployed seeking oyment)	lab	Not in or force	ra higl	cipation ate of all a school apleters <sup>1</sup>	comp	Total, all leters in oor force	Er	mployed	(	mployed (seeking oyment)	Unemp	loyment rate	compl in lal	th school eters not bor force ousands)
1		2		3		4		5		6		7		8		9		10		11		12		13
2016 high school completers <sup>4</sup> Total	3.137	(102.3)	t	(†)	100.0	(†)	42.3	(1.64)	6.4	(0.85)	48.7	(1.75)	48.7	(1.75)	1,526	(72.2)	1,327	(66.1)	199	(27.1)	13.1	(1.63)	1,610	(77.4)
Male Female	1,517 1,620	(70.6) (66.7)	†	(†) (†)	48.3 51.7	(1.47) (1.47)	45.2 39.6	(2.62) (2.18)	8.3 4.6	(1.33) (1.00)	53.4 44.2	(2.62) (2.37)	53.4 44.2	(2.62) (2.37)	811 716	(52.5) (48.4)	685 642	(48.9) (45.4)	126 ‡	(20.9)	15.5 10.3	(2.42) (2.12)	706 904	(53.2) (53.2)
White	1,714	(66.9)	†	(†)	54.6	(1.65)	47.6	(2.20)	4.6	(0.89)	52.2	(2.30)	52.2	(2.30)	895	(55.0)	816	(51.8)	79	(15.5)	8.8	(1.64)	819	(48.2)
Black	364	(35.6)	†	(†)	11.6	(1.02)	41.7	(5.07)	20.4	(4.19)	62.1	(5.30)	62.1	(5.30)	226	(29.8)	152	(23.0)	‡	(†)	32.8	(6.10)	138	(23.0)
Hispanic	742	(50.8)	†	(†)	23.7	(1.32)	35.5	(3.53)	4.2	(1.23)	39.7	(3.69)	39.7	(3.69)	295	(32.3)	264	(31.0)	‡	(†)	10.7	(2.95)	447	(42.8)
Enrolled in college, 2016	2,188	(93.4)	100.0	(†)	69.8	(1.64)	35.3	(1.94)	3.1	(0.63)	38.4	(2.03)	38.4	(2.03)	840	(57.2)	773	(54.3)	‡	(†)	8.0	(1.58)	1,348	(72.5)
Male	1,023	(57.8)	46.8	(1.86)	32.6	(1.36)	37.0	(3.07)	4.5	(1.06)	41.5	(3.21)	41.5	(3.21)	425	(38.0)	379	(35.8)	‡	(†)	10.8	(2.45)	599	(49.9)
Female	1,165	(66.2)	53.2	(1.86)	37.1	(1.72)	33.9	(2.56)	1.8!	(0.67)	35.7	(2.64)	35.7	(2.64)	416	(40.0)	394	(38.9)	‡	(†)	5.2!	(1.83)	749	(50.8)
2-year	744	(56.3)	34.0	(2.12)	23.7	(1.56)	47.0	(3.39)	4.9	(1.29)	51.8	(3.58)	51.8	(3.58)	386	(38.3)	349	(35.7)	‡	(†)	9.4	(2.38)	359	(39.1)
4-year	1,444	(76.1)	66.0	(2.12)	46.0	(1.85)	29.4	(2.20)	2.1!	(0.66)	31.5	(2.27)	31.5	(2.27)	455	(40.6)	424	(39.4)		(†)	6.8	(2.03)	989	(61.5)
Full-time students	1,992	(88.1)	91.0	(1.30)	63.5	(1.80)	31.7	(1.92)	2.9	(0.64)	34.6	(1.98)	34.6	(1.98)	689	(49.7)	632	(47.1)	‡	(†)	8.4	(1.79)	1,303	(70.2)
Part-time students	196	(30.1)	9.0	(1.30)	6.3	(0.91)	72.3	(7.83)	‡	(†)	77.1!	(7.67)	77.1	(7.67)	151	(23.4)	142	(22.7)		(†)	‡	(†)	‡	(†)
White	1,194	(59.5)	54.6	(1.93)	38.1	(1.56)	39.7	(2.63)	2.9	(0.83)	42.6	(2.72)	42.6	(2.72)	509	(41.7)	475	(40.7)	‡	(†)	6.8	(1.88)	685	(46.2)
Black	209	(31.9)	9.5	(1.36)	6.7	(0.97)	40.5	(7.07)	7.7!	(2.90)	48.2	(6.96)	48.2	(6.96)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	108	(21.1)
Hispanic	534	(44.6)	24.4	(1.60)	17.0	(1.22)	28.0	(3.98)	2.6!	(1.09)	30.6	(4.11)	30.6	(4.11)	163	(25.3)	149	(24.2)	‡	(†)	8.5!	(3.47)	371	(38.5)
Not enrolled in college, 2016	948	(56.3)	100.0	(†)	30.2	(1.64)	58.4	(2.69)	14.0	(2.17)	72.3	(2.65)	72.3	(2.65)	686	(46.2)	554	(38.6)	132	(22.5)	19.3	(2.81)	262	(30.4)
Male	493	(39.1)	52.0	(2.98)	15.7	(1.17)	62.0	(4.06)	16.2	(3.09)	78.3	(3.25)	78.3	(3.25)	386	(33.0)	306	(29.2)	80	(16.9)	20.7	(3.89)	107	(18.8)
Female	455	(40.5)	48.0	(2.98)	14.5	(1.26)	54.4	(4.02)	11.5	(3.07)	65.9	(4.23)	65.9	(4.23)	300	(33.3)	248	(28.8)	‡	(†)	17.5	(4.31)	155	(23.1)
White	520	(46.0)	54.8	(3.50)	16.6	(1.45)	65.6	(3.45)	8.5	(2.13)	74.2	(3.17)	74.2	(3.17)	386	(37.2)	341	(32.3)	‡	(†)	11.5	(2.81)	134	(20.6)
Black	156	(25.0)	16.4	(2.49)	5.0	(0.78)	43.3	(8.12)	37.4	(8.29)	80.7!	(6.97)	80.7	(6.97)	126	(23.9)	‡	(†)	‡	(†)	46.4	(9.29)	‡	(†)
Hispanic	208	(27.2)	21.9	(2.60)	6.6	(0.85)	54.8	(6.14)	8.5!	(3.34)	63.3	(6.30)	63.3	(6.30)	132	(21.5)	114	(20.2)	‡	(†)	13.4!	(5.02)	‡	(†)
2017 high school completers <sup>4</sup> Total	2,870	(95.9)	+	(†)	100.0	(†)	42.5	(1.95)	6.5	(0.88)	49.0	(1.87)	49.0	(1.87)	1,407	(72.4)	1,221	(70.4)	186	(25.7)	13.2	(1.80)	1,463	(70.8)
Male Female	1,345 1,525	(60.2) (71.3)	†	(†) (†)	46.9 53.1	(1.58) (1.58)	44.9 40.5	(2.48) (2.71)	8.0 5.1	(1.40) (1.14)	52.9 45.6	(2.41) (2.73)	52.9 45.6	(2.41) (2.73)	712 695	(44.4) (51.5)	604 617	(41.8) (49.2)	108	(19.4) (†)	15.2 11.2	(2.57) (2.46)	633 830	(43.8) (57.9)
White	1,601	(64.5)	†	(†)	55.8	(1.57)	42.8	(2.41)	5.5	(1.10)	48.3	(2.37)	48.3	(2.37)	774	(49.1)	686	(47.2)	88	(18.0)	11.4	(2.24)	827	(50.3)
Black	402	(35.5)	†	(†)	14.0	(1.19)	38.4	(5.44)	8.2!	(2.53)	46.6	(5.14)	46.6	(5.14)	187	(25.2)	154	(24.7)	‡	(†)	17.6!	(5.58)	214	(29.1)
Hispanic	597	(52.0)	†	(†)	20.8	(1.62)	47.9	(4.36)	8.4	(2.34)	56.3	(4.19)	56.3	(4.19)	336	(38.4)	286	(35.9)	‡	(†)	15.0	(4.11)	261	(33.8)
Enrolled in college, 2017	1,915	(80.6)	100.0	(†)	66.7	(1.68)	35.8	(2.32)	4.1	(0.82)	39.8	(2.32)	39.8	(2.32)	763	(54.4)	685	(53.1)	‡	(†)	10.2	(2.06)	1,152	(65.9)
Male	822	(53.1)	42.9	(2.06)	28.7	(1.62)	36.8	(3.23)	4.4!	(1.35)	41.2	(3.24)	41.2	(3.24)	339	(34.1)	303	(33.0)	‡	(†)	10.6!	(3.20)	483	(41.3)
Female	1,093	(59.8)	57.1	(2.06)	38.1	(1.60)	35.0	(3.15)	3.8!	(1.21)	38.8	(3.21)	38.8	(3.21)	424	(41.2)	382	(39.4)	‡	(†)	9.9!	(3.07)	669	(51.5)
2-year	648	(45.9)	33.8	(2.11)	22.6	(1.50)	53.5	(3.75)	4.9!	(1.68)	58.4	(3.66)	58.4	(3.66)	378	(33.9)	346	(33.6)	‡	(†)	8.4!	(2.83)	269	(31.7)
4-year	1,267	(70.3)	66.2	(2.11)	44.2	(1.83)	26.7	(2.63)	3.6	(0.92)	30.3	(2.81)	30.3	(2.81)	384	(43.4)	338	(39.9)		(†)	11.9	(2.87)	883	(57.3)
Full-time students	1,764	(80.2)	92.1	(1.23)	61.5	(1.74)	32.5	(2.37)	4.4	(0.89)	36.9	(2.39)	36.9	(2.39)	651	(51.4)	574	(49.5)	‡	(†)	11.9	(2.39)	1,113	(65.7)
Part-time students	150	(23.6)	7.9	(1.23)	5.2	(0.83)	74.0	(6.68)	‡	(†)	74.0	(6.68)	74.0	(6.68)	111	(20.8)	111	(20.8)	‡	(†)	‡	(†)	‡	(†)
White	1,106	(54.9)	57.8	(2.06)	38.5	(1.61)	35.7	(2.88)	3.2!	(1.07)	38.9	(2.89)	38.9	(2.89)	431	(38.3)	395	(37.3)	‡	(†)	8.3!	(2.69)	675	(46.2)
Black	239	(30.0)	12.5	(1.48)	8.3	(1.01)	28.4	(6.37)	‡	(†)	33.5	(6.66)	33.5	(6.66)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	159	(25.7)
Hispanic	364	(42.4)	19.0	(1.98)	12.7	(1.40)	45.1	(5.78)	7.8!	(2.69)	52.8	(5.62)	52.8	(5.62)	193	(29.5)	164	(28.4)	‡	(†)	14.7!	(5.13)	172	(29.3)
Not enrolled in college, 2017	955	(57.1)	100.0	(†)	33.3	(1.68)	56.1	(3.07)	11.3	(1.94)	67.4	(2.80)	67.4	(2.80)	644	(47.4)	536	(44.4)	108	(19.2)	16.8	(2.83)	311	(32.1)
Male	523	(39.5)	54.8	(3.03)	18.2	(1.30)	57.6	(3.78)	13.8	(2.67)	71.3	(3.34)	71.3	(3.34)	373	(33.3)	301	(30.0)	‡	(†)	19.3	(3.66)	150	(20.5)
Female	432	(41.4)	45.2	(3.03)	15.1	(1.33)	54.3	(4.92)	8.4!	(2.57)	62.7	(4.68)	62.7	(4.68)	271	(32.6)	235	(31.7)	‡	(†)	13.3!	(4.08)	161	(25.8)
White	495	(39.4)	51.8	(2.86)	17.2	(1.26)	58.8	(4.10)	10.6	(2.51)	69.4	(3.79)	69.4	(3.79)	343	(33.2)	291	(30.4)	‡	(†)	15.3	(3.54)	151	(22.1)
Black	163	(22.6)	17.1	(2.18)	5.7	(0.80)	52.9	(7.65)	12.9!	(5.02)	65.8	(7.14)	65.8	(7.14)	107	(19.2)	‡	(†)	‡	(†)	19.6!	(7.46)	‡	(†)
Hispanic	233	(28.6)	24.4	(2.61)	8.1	(0.94)	52.3	(6.10)	9.4!	(3.98)	61.7	(5.84)	61.7	(5.84)	144	(23.4)	122	(21.2)	‡	(†)	15.3!	(6.28)	‡	(†)

Table 504.10. Labor force status of recent high school completers, by college enrollment status, sex, and race/ethnicity: October 2016, 2017, and 2018—Continued

[Standard errors appear in parentheses]

			Percent	of high s	chool con	npleters	Percenta	ge distrib	ution of a	ll high sc	nool comp	leters				High s	school con	npleters i	in civilia	n labor fo	rce <sup>2</sup>			
			Separ	ately for									Lat	or force		Nui	mber (in th	nousands	5)					
College enrollment status, sex, and race/ethnicity	cor	imber of n school npleters usands)	those in col	enrolled lege vs. nose not enrolled <sup>3</sup>	9	For all h school npleters	Eı	mployed	(	mployed (seeking oyment)	lab	Not in or force	r hig	icipation ate of all h school npleters <sup>1</sup>	comp	Total, all leters in or force	Er	mployed		mployed (seeking oyment)	Unemp	loyment rate	comple in lab	th school eters not oor force ousands)
1		2		3		4		5		6		7		8		9		10		11		12		13
2018 high school completers <sup>4</sup> Total	3,212	(94.6)	+	(†)	100.0	(†)	41.2	(1.62)	6.8	(0.78)	52.0	(1.72)	48.0	(1.72)	1,541	(71.7)	1,324	(62.6)	218	(26.9)	14.1	(1.53)	1,670	(73.5)
Male	1,614	(61.2)	†	(†)	50.3	(1.42)	42.7	(2.18)	6.0	(1.12)	51.3	(2.33)	48.7	(2.33)	787	(44.4)	690	(39.1)	97	(18.8)	12.3	(2.16)	827	(52.1)
Female	1,598	(69.9)		(†)	49.7	(1.42)	39.7	(2.49)	7.6	(1.16)	52.8	(2.65)	47.2	(2.65)	755	(52.8)	634	(45.4)	121	(20.2)	16.0	(2.30)	843	(57.0)
White	1,727	(71.2)	†	(†)	53.8	(1.60)	42.1	(2.23)	5.1	(0.93)	52.8	(2.20)	47.2	(2.20)	815	(50.5)	727	(47.4)	88	(16.9)	10.8	(1.93)	913	(53.8)
Black	449	(37.6)	†	(†)	14.0	(1.04)	36.4	(5.04)	10.8	(2.78)	52.8	(4.94)	47.2	(4.94)	212	(26.0)	163	(24.6)	‡	(†)	23.0	(5.79)	237	(31.9)
Hispanic	727	(50.4)	†	(†)	22.6	(1.45)	49.6	(3.67)	7.3	(1.74)	43.1	(3.36)	56.9	(3.36)	414	(38.4)	361	(37.3)	‡	(†)	12.8	(3.10)	313	(31.6)
Enrolled in college, 2018	2,220	(86.7)	100.0	(†)	69.1	(1.62)	32.7	(1.96)	3.7	(0.75)	63.6	(2.03)	36.4	(2.03)	808	(54.9)	726	(50.8)	‡	(†)	10.1	(1.99)	1,412	(71.1)
Male	1,080	(55.7)	48.6	(1.84)	33.6	(1.49)	33.9	(2.89)	3.4!	(1.16)	62.7	(2.97)	37.3	(2.97)	403	(35.5)	366	(33.6)	‡	(†)	9.0!	(3.02)	677	(50.5)
Female	1,140	(63.7)	51.4	(1.84)	35.5	(1.52)	31.6	(2.50)	4.0	(1.11)	64.5	(2.60)	35.5	(2.60)	405	(35.6)	360	(32.4)	‡	(†)	11.2	(2.97)	735	(52.8)
2-year	819	(56.0)	36.9	(2.06)	25.5	(1.54)	41.6	(3.50)	3.3!	(1.25)	55.1	(3.59)	44.9	(3.59)	368	(37.8)	341	(35.4)	‡	(†)	7.3!	(2.71)	451	(43.4)
4-year	1,401	(70.9)	63.1	(2.06)	43.6	(1.76)	27.5	(2.10)	3.9	(1.03)	68.6	(2.19)	31.4	(2.19)	440	(37.3)	385	(34.8)	‡	(†)	12.4	(3.11)	961	(58.4)
Full-time students Part-time students	2,015 205	(81.8) (26.5)	90.8 9.2	(1.13) (1.13)	62.7 6.4	(1.58) (0.81)	28.9 69.9	(1.92) (6.54)	3.6 ‡	(0.77) (†)	67.5 25.7	(2.02) (6.41)	32.5 74.3	(2.02) (6.41)	656 152	(48.1) (24.1)	583 143	(43.5) (23.5)	‡	(†) (†)	11.1	(2.26) (†)	1,360 ‡	(69.2) (†)
White	1,224	(62.8)	55.1	(1.98)	38.1	(1.62)	32.9	(2.40)	3.8	(0.99)	63.2	(2.43)	36.8	(2.43)	450	(38.4)	403	(35.8)	‡	(†)	10.4	(2.61)	774	(48.7)
Black	289	(31.9)	13.0	(1.31)	9.0	(0.93)	27.3	(5.21)	‡	(†)	69.8	(5.54)	30.2	(5.54)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	202	(29.6)
Hispanic	476	(42.6)	21.4	(1.73)	14.8	(1.24)	44.0	(4.72)	‡	(†)	53.2	(4.70)	46.8	(4.70)	223	(31.0)	209	(30.4)	‡	(†)	‡	(†)	253	(29.9)
Not enrolled in college, 2018	992	(57.4)	100.0	(†)	30.9	(1.62)	60.2	(2.69)	13.7	(1.82)	26.0	(2.49)	74.0	(2.49)	733	(49.0)	597	(43.4)	136	(19.7)	18.6	(2.38)	258	(28.8)
Male	534	(40.3)	53.8	(2.94)	16.6	(1.19)	60.6	(3.21)	11.3	(2.20)	28.1	(3.19)	71.9	(3.19)	384	(32.8)	324	(28.0)	‡	(†)	15.7	(2.90)	150	(20.7)
Female	458	(41.2)	46.2	(2.94)	14.2	(1.23)	59.8	(4.58)	16.6	(2.85)	23.7	(3.99)	76.3	(3.99)	349	(35.9)	273	(31.1)	76	(15.2)	21.7	(3.75)	108	(21.0)
White	503	(37.8)	50.8	(2.71)	15.7	(1.10)	64.4	(3.96)	8.1	(2.04)	27.5	(3.51)	72.5	(3.51)	365	(31.5)	324	(30.8)	‡	(†)	11.2	(2.84)	138	(21.0)
Black	159	(22.9)	16.1	(2.09)	5.0	(0.69)	52.9	(8.88)	25.2	(6.46)	21.9!	(6.72)	78.1	(6.72)	124	(19.9)	‡	(†)	‡	(†)	32.2	(8.48)	‡	(†)
Hispanic	251	(30.5)	25.3	(2.60)	7.8	(0.95)	60.3	(5.67)	15.8	(4.36)	23.9	(4.71)	76.1	(4.71)	191	(26.9)	152	(25.0)	‡	(†)	20.8	(5.59)	‡	(†)

<sup>†</sup>Not applicable.

<sup>4</sup>Includes 16- to 24-year-olds who completed high school between January and October of the given year. Includes recipients of equivalency credentials as well as diploma recipients.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Data are for October of a given year. Standard errors were computed using replicate weights. Totals include race categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2016, 2017, and 2018. (This table was prepared February 2020.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

<sup>&</sup>lt;sup>1</sup>The labor force participation rate is the percentage of persons who are either employed or seeking employment.

<sup>&</sup>lt;sup>2</sup>The labor force includes all employed persons plus those seeking employment. The unemployment rate is the percentage of persons in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.

<sup>&</sup>lt;sup>3</sup>Column 3 does not present any percentages that apply to all high school completers. Instead, it presents one set of percentages for only those completers who were enrolled in college and a second set of percentages for only those completers who were not enrolled in college.

Table 504.20. Labor force status of recent high school dropouts, by sex and race/ethnicity: Selected years, October 1980 through 2018
[Standard errors appear in parentheses]

						Percenta	ne distrit	oution of	dropouts					Dropou	ts in civi	lian laboi	r force <sup>2</sup>			
													Nu		thousan					
	Nui	mber of					Unen	nployed				or force cipation		`	Unen	nployed			Dropo	outs not
Year, sex, and	dı	ropouts		rcent of	-		(:	seeking	1.1.	Not in	·	rate of		T. I. I	(:	seeking		mploy-	in lab	or force
race/ethnicity	(in thou	usands)	all d	ropouts	En	nployed	empio	oyment)	lab	or force	ar	opouts1		Total	empio	oyment)	m	ent rate	(In tho	usands)
1		2		3		4		5		6		7		8		9		10		11
All dropouts									Estima	ites for ir	ndividual	years								
1980	738	(44.0)	100.0	(†)	43.8	(2.97)	20.0	(2.37)	36.2	(2.87)	63.8	(2.87)	471	(35.2)	148	(19.5)	31.4	(3.44)	267	(26.5)
1990 2000	412 515	(36.0) (28.5)	100.0 100.0	(†) (†)	46.3 48.7	(4.37) (2.77)	21.6 19.2	(3.57)	32.2 32.0	(4.09) (2.59)	67.8 68.0	(4.09) (2.59)	279 350	(29.7) (23.5)	89 99	(16.6) (17.2)	31.8 28.1	(4.90) (4.16)	132 165	(20.4)
2005 2010 <sup>3</sup>	407 340	(35.3) (29.0)	100.0 100.0	(†) (†)	38.3 30.9	(4.22) (4.24)	18.9 23.0	(3.42) (4.29)	42.8 46.1	(3.32) (4.78)	57.2 53.9	(4.30) (4.78)	233 183	(26.7) (21.5)	77 78	(15.4)	32.9 42.7	(5.42) (6.67)	174 157	(17.9) (21.9)
2017 <sup>3</sup>	530	(42.6)	100.0	(†)	33.9	(3.53)	7.9	(2.06)	58.2	(3.66)	41.8	(3.66)	222	(23.4)		(16.0) (†)	18.9	(4.59)	308	(34.2)
2018 <sup>3</sup>	527	(46.5)	100.0	(†)	40.7	(4.07)	6.5!	(2.06)	52.8	(4.47)	47.2	(4.47)	249	(32.5)	‡	(†)	13.7	(4.04)	278	(33.4)
All dropouts									3-ye	ar movir	ig avera	ges								
1980	748	(44.3)	100.0	(†)	44.4	(1.70)	19.9	(1.38)	35.7	(1.27)	64.3	(1.64)	481	(35.6) (29.1)	149 89	(19.9)	30.9	(1.99)	267	(20.5)
1990 2000	413 515	(36.1) (41.8)	100.0 100.0	(†) (†)	43.5 44.1	(2.50) (2.33)	21.5 19.0	(2.08) (1.85)	35.0 36.9	(1.86) (1.75)	65.0 63.1	(2.41) (2.27)	268 325	(33.2)	98	(16.8) (18.3)	33.1 30.1	(2.96) (2.72)	144 190	(16.5) (19.7)
2005 2010	449 365	(37.1)	100.0 100.0	(†) (†)	36.8 28.7	(2.30) (2.39)	17.7 23.7	(1.83)	45.5 47.6	(1.84) (2.04)	54.5 52.4	(2.38)	245 191	(27.4) (24.2)	79 87	(15.7) (16.4)	32.5 45.2	(3.04)	205 174	(19.4) (17.8)
2017	523	(26.6)	100.0	(†)	36.5	(2.32)	10.1	(1.33)	53.4	(2.43)	46.6	(2.43)	244	(17.9)	53	(7.6)	21.8	(2.67)	279	(18.8)
2018	528	(33.6)	100.0	(†)	37.3	(2.85)	7.2	(1.38)	55.5	(3.02)	44.5	(3.02)	235	(19.7)	38	(7.3)	16.2	(2.92)	293	(26.5)
Sex Male																				
1980	393	(31.6)	52.6	(1.69)	55.5	(2.31)	19.5	(1.84)	25.0	(2.01)	75.0	(2.01)	295	(27.4)	77	(14.0)	25.9	(2.35)	98	(15.8)
1990 2000	216 279	(25.7) (30.3)	52.3 54.1	(2.48) (2.30)	50.9 49.8	(3.44)	25.2 19.6	(2.98) (2.49)	23.9 30.7	(2.93)	76.1 69.3	(2.93) (2.90)	164 193	(22.4) (25.2)	55 55	(12.9) (13.4)	33.1 28.2	(3.71)	52 85	(12.6) (16.8)
2005	254	(27.4)	56.5	(2.33)	40.0	(3.06)	19.0	(2.45)	41.0	(3.07)	59.0	(3.07)	150	(21.1)	48	(12.0)	32.2	(3.80)	104	(17.6)
2010 2017	196 287	(24.1) (18.0)	53.6 54.9	(2.60) (2.37)	32.1 41.0	(3.32) (3.23)	22.4 11.2	(2.97) (2.00)	45.5 47.8	(3.54) (3.14)	54.5 52.2	(3.54) (3.14)	107 150	(17.8) (13.0)	44 32	(11.4) (6.1)	41.2 21.5	(4.74) (3.66)	89 137	(16.3) (12.4)
2018 Female	281	(20.5)	53.2	(2.96)	40.7	(3.90)	7.1	(1.88)	52.2	(3.95)	47.8	(3.95)	135	(13.4)	#	(†)	14.9	(3.80)	147	(16.5)
1980	354	(29.1)	47.4	(1.63)	32.1	(2.21)	20.4	(1.91)	47.5	(2.37)	52.5	(2.37)	186	(21.1)	72	(13.1)	38.9	(3.19)	168	(20.0)
1990 2000	197 236	(23.7) (27.0)	47.7 45.9	(2.40) (2.23)	35.4 37.4	(3.33)	17.4 18.3	(2.64) (2.55)	47.2 44.3	(3.48) (3.28)	52.8 55.7	(3.48) (3.28)	104 132	(17.2) (20.1)	34 43	(9.9) (11.6)	33.0 32.9	(4.51) (4.15)	93 105	(16.3) (18.0)
2005 2010	196 169	(23.3)	43.5 46.4	(2.25) (2.51)	32.6 24.9	(3.23)	16.0 25.1	(2.52) (3.21)	51.4 50.0	(3.44)	48.6 50.0	(3.44)	95 85	(16.2) (15.3)	31 43	(9.3) (10.9)	32.9 50.2	(4.64) (5.23)	101 85	(16.7) (15.3)
2017	236	(18.2)	45.1	(2.37)	30.9	(3.49)	8.8	(1.90)	60.2	(3.93)	39.8	(3.93)	94	(11.7)	‡ ‡	(†)	22.2	(4.27)	142	(14.2)
2018	247	(24.7)	46.8	(2.96)	33.5	(4.22)	7.2!	(2.27)	59.3	(4.73)	40.7	(4.73)	101	(14.8)	Ŧ	(†)	17.8	(5.04)	147	(19.2)
Race/ethnicity White																				
1980 1990	494 240	(36.0) (27.5)	66.0 58.0	(1.62) (2.49)	50.9 51.4	(2.11) (3.31)	17.6 19.3	(1.61) (2.63)	31.5 29.3	(1.52) (2.33)	68.5 70.7	(1.96) (3.02)	338 170	(29.8)	87 46	(15.2) (12.1)	25.7 27.3	(2.24) (3.53)	156 70	(15.7) (11.5)
2000	279	(30.8)	54.1	(2.34)	48.3	(3.19)	18.7	(2.50)	33.0	(2.32)	67.0	(3.00)	187	(23.1) (25.2)	52	(13.4)	27.8	(3.51)	92	(13.7)
2005 2010	215 164	(25.7) (22.4)	48.0 45.0	(2.38) (2.63)	41.6 32.7	(3.40) (3.70)	14.2 20.8	(2.42) (3.22)	44.2 46.4	(2.64) (3.04)	55.8 53.6	(3.42) (3.93)	120 88	(19.2) (16.4)	31! 34!	(9.7) (10.3)	25.5 38.9	(4.04) (5.28)	95 76	(13.2) (11.8)
2017 2018	244 231	(16.6) (21.6)	46.6 43.7	(2.50)	46.4 52.9	(3.28) (4.23)	8.6 5.3!	(1.63) (1.67)	45.0 41.7	(3.19)	55.0 58.3	(3.19)	134 134	(12.9) (15.7)	‡ ‡	(†) (†)	15.7 9.2!	(2.94) (2.84)	110 96	(9.9)
Black		, ,		`		`		`		, ,		, ,		` ′				, ,		, ,
1980 1990	154 96	(21.3) (18.5)	20.6 23.3	(1.47) (2.27)	21.0 27.1	(3.27) (4.93)	28.3 29.0	(3.62) (5.04)	50.6 43.9	(4.01) (5.51)	49.4 56.1	(4.01) (5.51)	76 54	(15.0) (13.8)	44 28!	(11.4) (10.0)	57.4 51.7	(5.65) (7.41)	78 42	(15.2) (12.3)
2000	102	(19.7)	19.8	(1.98)	28.0	(5.03)	22.2	(4.65)	49.8	(5.60)	50.2	(5.60)	51	(14.0)	<b>‡</b>	` (†)	44.2	(7.85)	51	(13.9)
2005 2010	88 70	(17.4) (15.6)	19.5 19.3	(2.01) (2.22)	21.5 22.4	(4.71) (5.33)	27.7 30.4	(5.13) (5.88)	50.9 47.2	(5.73) (6.38)	49.1 52.8	(5.73) (6.38)	43 37!	(12.2) (11.3)	‡   ‡	(†) (†)	56.3 57.5	(8.11) (8.69)	45 33!	(12.4) (10.7)
2017 2018	84 85	(10.7) (13.4)	16.1 16.1	(1.89) (2.43)	24.9 16.6!	(4.95)	18.2 16.5!	(4.66) (5.41)	56.9 66.9	(6.42) (7.57)	43.1 33.1	(6.42) (7.57)	36 ‡	(6.8) (†)	‡   ‡ 	(†) (†)	42.2 ‡	(8.49) (†)	48 57	(8.3) (11.6)
Hispanic						` ′									١.					
1980 1990	84 66	(18.7) (15.3)	11.3 15.9	(1.36) (1.96)	48.2 39.3	(6.40) (6.56)	19.5 19.9	(5.07) (5.36)	32.3 40.8	(5.99) (6.60)	67.7 59.2	(5.99) (6.60)	57 39!	(15.4) (11.8)	‡   ‡   ‡	(†) (†)	28.8 33.5	(7.05) (8.24)	27! 27!	(10.6) (9.8)
2000	113	(20.8)	21.9	(2.06)	50.4	(5.32)	17.7	(4.06)	31.9	(4.96)	68.1	(4.96)	77	(17.1)		(†)	26.0	(5.66)	36!	(11.7)
2005 2010	125 102	(20.8) (18.8)	27.9 28.0	(2.27) (2.52)	39.2 25.8	(4.68) (4.64)	16.1 24.3	(3.52) (4.55)	44.7 49.9	(4.77) (5.30)	55.3 50.1	(4.77) (5.30)	69 51	(15.4) (13.3)	‡ 25!	(†) (9.3)	29.1 48.4	(5.86) (7.49)	56 51	(13.9) (13.3)
2017 2018	149 167	(15.0) (21.5)	28.5 31.7	(2.37)	29.1 29.4	(3.86) (4.46)	8.4 4.9!	(2.17) (2.10)	62.5 65.7	(3.90)	37.5 34.3	(3.90) (4.66)	56 57	(7.6) (9.7)	‡   ‡	(†) (†)	22.4 14.2!	(5.53) (5.80)	93 110	(11.5) (17.3)
	101	(41.0)	01.7	(0.20)	20.4	(07.7)	7.3:	(2.10)	00.7	(4.00)	07.0	(4.00)	01	(5.7)	+_	(1)	17.4:	(0.00)	110	(17.0)

†Not applicable

shown for 2000 reflect an average of 1999, 2000, and 2001. Use of a moving average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates. For the final year of available data, a 2-year moving average is used; thus, the estimates for 2018 reflect the average of 2017 and 2018.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Data are for October of a given year. Dropouts are considered persons 16 to 24 years old who dropped out of school in the 12-month period ending in October of years shown. Includes dropouts from any grade, including a small number from elementary and middle schools. Totals include race categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1979 through 2018. (This table was prepared February 2020.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the

 $<sup>\</sup>ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>The labor force participation rate is the percentage of persons who are either employed or seeking employment.

<sup>&</sup>lt;sup>2</sup>The labor force includes all employed persons plus those seeking employment. The unemployment rate is the percentage of persons in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. <sup>3</sup>Beginning in 2010, standard errors for the individual year estimates were computed using replicate weights in order to produce more precise values. This methodology can only

replicate weights in order to produce more precise values. This methodology can only be used for these estimates. For all other estimates in the table, standard errors were computed using generalized variance function methodology.

<sup>&</sup>lt;sup>4</sup>A 3-year moving average is the arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For example, the estimates

Table 505.10. Number, percentage distribution, unemployment rates, and median earnings of 25- to 29-year-old bachelor's degree holders and percentage of degree holders among all 25- to 29-year-olds, by field of study and science, technology, engineering, or mathematics (STEM) status of field: 2010 and 2018

						2	010									201	8				
			25	- to 29-ye	ar-old bac	helor's de	gree holde	rs					25	i- to 29-ye	ar-old bac	chelor's deg	ree holde	rs			
		mber, in		rcentage	ra:	oloyment te for the	full-ti	me year-r	l earnings of ound workers Constant	25- to	cent of all 29-year- th degree		ımber, in		rcentage	ra	ployment te for the	ea full-t	an annual arnings of ime year-	25- to olds wit	ent of all 29-year- th degree
Field of study and STEM status of field	the	ousands	dis	tribution	civilian la	bor force	Currer	nt dollars	2018 dollars	in sp	ecific field	th	ousands	dis	tribution	civilian la	bor force	round	workers	in spe	cific field
1		2		3		4		5	6		7		8		9		10		11		12
Total, all bachelor's degrees	6,366	(30.5)	100.0	(†)	5.6	(0.13)	\$43,730	(684)	\$50,360 (788)	30.5	(0.14)	8,103	(40.2)	100.0	(†)	2.9	(0.08)	\$50,600	(4)	34.8	(0.16)
Agriculture Architecture Area, ethnic, and civilization studies Arts, fine and commercial Fine arts Commercial art and graphic design	59 47 28 334 245 89	(2.8) (2.5) (1.9) (7.0) (5.4) (3.9)	0.9 0.7 0.4 5.3 3.8 1.4	(0.04) (0.04) (0.03) (0.11) (0.08) (0.06)	3.8 13.8 5.2! 6.8 6.1 8.6	(0.99) (2.49) (1.61) (0.55) (0.69) (1.09)	40,150 44,300 41,250 37,140 36,170 38,860	(424) (2,686) (3,100) (803) (888) (1,799)	46,240 (488) 51,020 (3,094) 47,510 (3,570) 42,770 (884) 41,650 (1,022) 44,750 (2,071)	0.3 0.2 0.1 1.6 1.2 0.4	(0.01) (0.01) (0.01) (0.03) (0.03) (0.02)	78 60 31 440 314 125	(3.9) (3.6) (2.2) (8.5) (6.6) (5.2)	1.0 0.7 0.4 5.4 3.9 1.5	(0.05) (0.04) (0.03) (0.10) (0.08) (0.06)	1.8! 1.8! 1.7! 3.7 3.7 3.5	(0.72) (0.70) (0.77) (0.41) (0.40) (0.86)	45,380 52,170 50,140 42,520 40,500 48,140	(1,856) (1,239) (1,018) (1,152) (23) (1,389)	0.3 0.3 0.1 1.9 1.4 0.5	(0.02) (0.02) (0.01) (0.04) (0.03) (0.02)
Business Business, general Accounting Business management and administration Marketing and marketing research Finance Management information systems and	1,252 222 194 339 187 170	(13.9) (5.5) (5.7) (7.2) (5.5) (5.5)	19.7 3.5 3.0 5.3 2.9 2.7	(0.19) (0.09) (0.09) (0.11) (0.08) (0.09)	5.5 5.7 5.8 6.5 4.6 4.9	(0.24) (0.66) (0.68) (0.57) (0.57) (0.61)	47,160 45,960 50,100 43,200 44,250 52,620	(1,004) (1,425) (141) (1,200) (765) (1,865)	54,310 (1,105) 52,930 (1,642) 57,690 (162) 49,750 (1,382) 50,960 (881) 60,590 (2,148)	6.0 1.1 0.9 1.6 0.9 0.8	(0.07) (0.03) (0.03) (0.03) (0.03) (0.03)	1,432 266 226 343 200 187	(16.1) (5.6) (6.2) (8.5) (6.1) (6.1)	17.7 3.3 2.8 4.2 2.5 2.3	(0.18) (0.07) (0.08) (0.10) (0.07) (0.07)	2.8 3.7 2.3 2.4 2.9 2.1	(0.22) (0.60) (0.47) (0.34) (0.57) (0.47)	54,660 50,260 60,000 50,600 52,160 65,270	(776) (255) (265) (25) (1,050) (709)	6.2 1.1 1.0 1.5 0.9 0.8	(0.07) (0.02) (0.03) (0.04) (0.03) (0.03)
statistics Business, other and medical	23	(1.6)	0.4	(0.03)	3.4!	(1.12)	55,020	(1,939)	63,360 (2,233)	0.1	(0.01)	26	(2.0)	0.3	(0.02)	2.2!	(1.00)	64,390	(3,029)	0.1	(0.01)
administration	118	(3.7)	1.9	(0.06)	4.5	(0.57)	44,400	(720)	51,130 (829)	0.6	(0.02)	184	(6.1)	2.3	(0.07)	3.7	(0.74)	50,520	(73)	8.0	(0.03)
Communications and communications technologies Computer and information science Construction/electrical/fransportation	373 249	(8.2) (6.2)	5.9 3.9	(0.12) (0.10)	6.4 5.6	(0.45) (0.55)	40,260 56,320	(18) (1,809)	46,360 (20) 64,860 (2,083)	1.8 1.2	(0.04) (0.03)	446 310	(8.4) (7.1)	5.5 3.8	(0.11) (0.08)	3.3 5.6	(0.37) (0.65)	45,570 70,140	(511) (423)	1.9 1.3	(0.04) (0.03)
technologies Criminal justice and fire protection	35 140	(2.6) (4.7)	0.5 2.2	(0.04) (0.07)	4.8! 6.2	(1.64) (0.74)	49,720 39,300	(1,595) (1,458)	57,260 (1,837) 45,250 (1,679)	0.2 0.7	(0.01) (0.02)	36 212	(2.4) (5.9)	0.4 2.6	(0.03) (0.07)	‡ 3.8	(†) (0.60)	59,920 41,810	(1,015) (1,237)	0.2 0.9	(0.01) (0.03)
Education General education Early childhood education Elementary education Secondary teacher education Education, other	573 151 32 181 19	(8.0) (5.3) (2.0) (5.0) (1.4) (4.8)	9.0 2.4 0.5 2.8 0.3 3.0	(0.12) (0.09) (0.03) (0.08) (0.02) (0.07)	3.4 4.7 1.2! 3.2 2.5! 2.9	(0.31) (0.80) (0.58) (0.53) (1.08) (0.45)	38,260 39,350 36,820 38,150 36,140 38,480	(80) (1,076) (1,808) (938) (976) (940)	44,060 (88) 45,310 (1,239) 42,400 (2,082) 43,940 (1,081) 41,620 (1,124) 44,320 (1,082)	2.7 0.7 0.2 0.9 0.1 0.9	(0.04) (0.03) (0.01) (0.02) (0.01) (0.02)	537 160 42 134 17 184	(8.4) (5.9) (2.6) (4.2) (1.9) (4.8)	6.6 2.0 0.5 1.7 0.2 2.3	(0.10) (0.07) (0.03) (0.05) (0.02) (0.06)	1.2 1.4 1.8! 1.3 ‡ 0.9	(0.19) (0.35) (0.80) (0.36) (†) (0.27)	41,510 41,260 38,130 40,490 43,500 43,000	(506) (1,264) (736) (72) (1,297) (636)	2.3 0.7 0.2 0.6 0.1 0.8	(0.04) (0.03) (0.01) (0.02) (0.01) (0.02)
Engineering and engineering-related fields General engineering Chemical engineering Civil engineering Computer engineering Electrical engineering Mechanical engineering Engineering, other Engineering technologies	474 63 28 46 45 86 86 78 42	(8.8) (3.0) (2.2) (2.9) (2.8) (4.3) (3.9) (3.6) (2.5)	7.4 1.0 0.4 0.7 0.7 1.3 1.3 1.2	(0.13) (0.05) (0.03) (0.05) (0.04) (0.07) (0.06) (0.06) (0.04)	5.0 4.3! 4.4! 6.6 7.1 5.1 3.7 4.9 4.7	(0.41) (1.44) (1.42) (1.69) (1.50) (1.13) (0.77) (1.01) (1.17)	60,580 60,100 65,580 58,910 65,320 65,060 61,620 59,850 55,890	(748) (324) (3,098) (1,276) (842) (685) (1,428) (600) (2,180)	69,760 (823) 69,210 (373) 75,520 (3,568) 67,840 (1,469) 75,220 (970) 74,920 (788) 70,960 (1,644) 68,930 (690) 64,360 (2,511)	2.3 0.3 0.1 0.2 0.2 0.4 0.4 0.4	(0.04) (0.01) (0.01) (0.01) (0.01) (0.02) (0.02) (0.02) (0.01)	716 91 49 67 63 118 148 129 51	(12.0) (5.1) (2.5) (3.4) (2.8) (4.3) (4.7) (4.5) (3.5)	8.8 1.1 0.6 0.8 0.8 1.5 1.6 0.6	(0.14) (0.06) (0.03) (0.04) (0.03) (0.05) (0.06) (0.05) (0.04)	2.7 2.4! 3.4! 1.0! 1.5! 1.9 3.3 3.0 5.2	(0.22) (0.94) (1.08) (0.47) (0.56) (0.44) (0.64) (0.71) (1.20)	70,890 68,860 77,750 65,420 75,730 78,740 73,960 70,480 60,570	(1,237) (2,539) (2,728) (647) (2,641) (1,175) (1,556) (477) (3,451)	3.1 0.4 0.2 0.3 0.3 0.5 0.6 0.6	(0.05) (0.02) (0.01) (0.01) (0.02) (0.02) (0.02) (0.01)
English language and literature Family and consumer sciences Health professions General medical and health services Nursing History Liberal arts and humanities	194 55 378 200 179 138 76	(5.2) (3.1) (8.2) (6.5) (5.5) (4.5) (3.4)	3.0 0.9 5.9 3.1 2.8 2.2 1.2	(0.08) (0.05) (0.12) (0.10) (0.08) (0.07) (0.05)	7.6 3.9 3.3 3.6 3.0 8.4 7.2	(0.73) (0.97) (0.39) (0.54) (0.57) (0.77) (1.19)	38,100 36,060 50,330 46,290 53,350 41,060 40,130	(1,100) (1,375) (20) (1,500) (1,366) (1,385) (1,161)	43,870 (1,266) 41,520 (1,583) 57,960 (22) 53,310 (1,727) 61,430 (1,573) 47,280 (1,595) 46,210 (1,337)	0.9 0.3 1.8 1.0 0.9 0.7 0.4	(0.02) (0.01) (0.04) (0.03) (0.03) (0.02) (0.02)	208 76 680 342 338 136 89	(6.1) (3.4) (10.1) (7.6) (6.7) (4.4) (4.1)	2.6 0.9 8.4 4.2 4.2 1.7	(0.07) (0.04) (0.13) (0.09) (0.09) (0.05)	4.4 2.7! 2.0 2.3 1.7 3.6 4.6	(0.54) (0.87) (0.25) (0.39) (0.36) (0.71) (1.09)	44,640 40,300 54,840 50,270 58,690 45,090 40,270	(1,284) (733) (293) (261) (1,423) (816) (482)	0.9 0.3 2.9 1.5 1.5 0.6 0.4	(0.03) (0.01) (0.04) (0.03) (0.03) (0.02)
Linguistics and comparative language and literature	68	(3.5)	1.1	(0.05)	8.6	(1.73)	38,130	(1,373)	43,910 (1,582)	0.3	(0.02)	82	(3.3)	1.0	(0.04)	3.7	(0.96)	45,370	(690)	0.4	(0.01)

Table 505.10. Number, percentage distribution, unemployment rates, and median earnings of 25- to 29-year-old bachelor's degree holders and percentage of degree holders among all 25- to 29-year-olds, by field of study and science, technology, engineering, or mathematics (STEM) status of field: 2010 and 2018—Continued

	25- to 2					20	)10									201	8				
			25-	- to 29-y	ear-old bac	helor's de	gree holder	S					25	5- to 29-ye	ar-old bac	helor's deg	ree holder	'S			
					Unemi	olovment			l earnings of ound workers		ent of all 29-vear-					Unemi	olovment		n annual		ent of all 29-year-
Field of study and STEM status of field	Number, in Percentage distribution			ra civilian la	te for the oor force	Curren	t dollars	Constant 2018 dollars <sup>1</sup>		h degree cific field		mber, in ousands		rcentage tribution	ra civilian la	te for the bor force	full-ti	me year- workers	olds with	h degree cific field	
1		2		3		4		5	6		7		8		9		10		11		12
Mathematics Multi/interdisciplinary studies Natural sciences Biology Environmental science Physical sciences	78 55 586 364 42 180	(3.8) (2.6) (9.2) (8.1) (2.8) (4.8)	1.2 0.9 9.2 5.7 0.7 2.8	(0.06) (0.04) (0.14) (0.13) (0.04) (0.08)	4.6 5.4 5.2 4.9 9.7 4.7	(1.04) (0.96) (0.38) (0.50) (1.98) (0.76)	50,120 39,770 42,300 43,300 39,960 42,210	(781) (922) (787) (927) (1,549) (1,545)	57,720 (899) 45,790 (1,062) 48,720 (867) 49,870 (1,067) 46,020 (1,784) 48,610 (1,779)	0.4 0.3 2.8 1.7 0.2 0.9	(0.02) (0.01) (0.04) (0.04) (0.01) (0.02)	116 100 833 533 74 226	(4.8) (4.3) (12.3) (9.5) (3.2) (6.4)	1.4 1.2 10.3 6.6 0.9 2.8	(0.06) (0.05) (0.14) (0.11) (0.04) (0.08)	2.5 4.8 2.7 2.4 2.6 3.4	(0.56) (1.11) (0.25) (0.28) (0.75) (0.54)	54,560 47,760 48,480 50,450 40,570 47,570	(1,483) (1,743) (799) (1,288) (2,153) (1,292)	0.5 0.4 3.6 2.3 0.3 1.0	(0.02) (0.02) (0.05) (0.04) (0.01) (0.03)
Physical fitness, parks, recreation and leisure Philosophy and religious studies Psychology Public administration and public policy	101 53 378 12	(3.6) (2.3) (7.9) (1.6)	1.6 0.8 5.9 0.2	(0.06) (0.04) (0.12) (0.02)	3.5 7.8 5.9	(0.68) (1.56) (0.48) (†)	40,250 40,280 37,240 50,090	(27) (1,419) (532) (6,667)	46,350 (31) 46,390 (1,634) 42,880 (612) 57,680 (7,677)	0.5 0.3 1.8 0.1	(0.02) (0.01) (0.04) (0.01)	193 44 498 17	(5.3) (2.6) (9.3) (1.5)	2.4 0.5 6.1 0.2	(0.06) (0.03) (0.11) (0.02)	2.1 3.1! 3.2 ‡	(0.42) (1.10) (0.33) (†)	45,500 48,840 41,420 49,850	(1,309) (2,467) (972) (1,681)	0.8 0.2 2.1 0.1	(0.02) (0.01) (0.04) (0.01)
Social sciences Anthropology and archeology Economics Geography International relations Political science and government Sociology Miscellaneous social sciences	519 33 126 15 23 173 116 32	(8.6) (2.0) (4.4) (1.7) (2.0) (4.8) (4.3) (2.0)	8.2 0.5 2.0 0.2 0.4 2.7 1.8 0.5	(0.13) (0.03) (0.07) (0.03) (0.03) (0.08) (0.07) (0.03)	6.9 4.5 8.2 9.2! 7.1! 5.9 7.6 5.3	(0.43) (1.14) (1.00) (3.53) (2.75) (0.70) (1.15) (1.38)	45,160 37,950 52,380 43,580 49,080 45,220 38,200 40,250	(528) (2,738) (2,049) (2,973) (1,756) (108) (1,253) (798)	52,010 (581) 43,700 (3,153) 60,320 (2,360) 50,190 (3,424) 56,520 (2,023) 52,070 (124) 43,990 (1,443) 46,350 (919)	2.5 0.2 0.6 0.1 0.1 0.8 0.6 0.2	(0.04) (0.01) (0.02) (0.01) (0.01) (0.02) (0.02) (0.01)	574 41 152 20 32 167 119 42	(10.2) (2.5) (5.4) (1.7) (2.5) (5.2) (5.3) (2.8)	7.1 0.5 1.9 0.2 0.4 2.1 1.5 0.5	(0.12) (0.03) (0.07) (0.02) (0.03) (0.07) (0.06) (0.03)	3.1 1.8! 2.3 ‡ 5.2 4.2 2.7 3.1!	(0.34) (0.82) (0.53) (†) (1.46) (0.89) (0.68) (1.01)	50,620 45,230 64,860 45,920 53,730 50,640 43,140 40,080	(19) (1,757) (3,204) (5,315) (3,863) (1,299) (1,418) (961)	2.5 0.2 0.7 0.1 0.1 0.7 0.5 0.2	(0.04) (0.01) (0.02) (0.01) (0.01) (0.02) (0.02) (0.01)
Social work and human services Theology and religious vocations Other fields	59 28 26	(2.8) (2.0) (2.0)	0.9 0.4 0.4	(0.04) (0.03) (0.03)	5.6 3.9! 9.0	(1.38) (1.88) (2.31)	35,020 32,790 36,660	(138) (1,349) (2,542)	40,330 (159) 37,770 (1,553) 42,220 (2,928)	0.3 0.1 0.1	(0.01) (0.01) (0.01)	99 35 26	(4.8) (2.2) (2.1)	1.2 0.4 0.3	(0.06) (0.03) (0.03)	3.0 2.0! 5.3!	(0.71) (0.95) (2.44)	40,480 35,230 40,250	(431) (919) (5,725)	0.4 0.1 0.1	(0.02) (0.01) (0.01)
STEM status of field <sup>2</sup> STEM field Non-STEM field	1,345 5,021	(13.7) (29.4)	21.1 78.9	(0.21) (0.21)	5.0 5.7	(0.26) (0.14)	53,150 41,660	(967) (692)	61,210 (1,113) 47,970 (797)	6.4 24.0	(0.07) (0.14)	1,901 6,202	(21.0) (33.8)	23.5 76.5	(0.22) (0.22)	3.2 2.9	(0.15) (0.09)	60,760 48,560	(216) (20)	8.2 26.7	(0.09) (0.14)

<sup>†</sup>Not applicable

NOTE: The first bachelor's degree major reported by respondents was used to classify their field of study, even though they were able to report a second bachelor's degree major and may possess advanced degrees in other fields. Median earnings are for full-time employees working 35 or more hours per week. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Commerce, Census Bureau, 2010 and 2018 American Community Survey (ACS) Public Use Microdata Sample (PUMS) data. (This table was prepared November 2019.)

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. <sup>2</sup>STEM fields include biological and biomedical sciences, computer and information sciences, engineering and engineering technologies, mathematics and statistics, and physical sciences and science technologies.

Table 507.15. Average literacy and numeracy scale scores and percentage distribution of 25- to 65-year-olds, by proficiency level and selected characteristics: 2017

						Lite	racy									Numeracy								
	Avera	ie scale			Perc	entage d	istribution	n, by prof	iciency le	vel <sup>2</sup>				Average			Percentage distribution, by proficiency				ciency lev	rel <sup>2</sup>		
Selected characteristic	Avoid	score <sup>1</sup>	Below	level 1		Level 1		Level 2		Level 3	Le	evel 4/5		e score <sup>1</sup>	Below	level 1		Level 1		Level 2		Level 3	L	evel 4/5
1		2		3		4		5		6		7		8		9		10		11		12		13
Total	271	(1.3)	4	(0.6)	15	(1.0)	33	(1.4)	34	(1.7)	14	(1.0)	255	(1.4)	9	(8.0)	20	(1.2)	33	(1.6)	27	(1.2)	10	(0.9)
Sex Male Female	270 271	(1.9) (1.4)	5 3	(1.1) (0.5)	15 15	(1.5) (1.3)	32 33	(2.2) (1.7)	33 36	(2.5) (1.8)	15 13	(1.4) (1.2)	259 251	(2.1) (1.6)	10 9	(1.3) (0.8)	18 22	(1.7) (1.4)	31 36	(1.9) (2.2)	28 26	(1.9) (1.7)	14 8	(1.4) (0.9)
Age 25 to 34 35 to 44 45 to 54 55 to 65	279 275 266 264	(2.4) (2.3) (2.9) (2.1)	3 4 6 5	(0.8) (1.0) (1.5) (1.1)	13 13 17 17	(1.8) (1.7) (2.3) (2.1)	28 32 31 38	(2.8) (2.6) (2.7) (2.9)	38 36 34 30	(3.2) (3.3) (2.8) (2.7)	17 15 13 10	(2.3) (2.0) (1.7) (1.3)	261 259 251 249	(2.4) (2.2) (3.2) (2.4)	7 8 12 9	(1.0) (1.1) (1.8) (1.4)	18 18 20 24	(1.8) (1.9) (2.6) (2.4)	33 33 30 36	(2.4) (2.4) (2.8) (2.9)	30 29 27 22	(2.9) (2.4) (2.6) (1.8)	11 12 10 9	(2.0) (1.8) (1.7) (1.3)
Race/ethnicity White Black Hispanic Asian/Pacific Islander Other <sup>3</sup>	282 240 250 264 256	(1.5) (2.8) (4.8) (5.1) (4.4)	1! 10 11 8! ‡	(0.4) (1.9) (2.6) (3.2) (†)	11 29 22 14! 16!	(1.2) (3.1) (3.0) (4.6) (5.5)	30 40 33 31 47	(1.8) (4.2) (3.7) (5.3) (6.2)	39 19 26 35 29	(2.1) (3.1) (3.8) (6.2) (5.6)	18 3! 8 12! ‡	(1.4) (1.3) (2.1) (4.6) (†)	269 215 228 262 239	(1.5) (3.1) (5.4) (5.2) (4.9)	4 24 20 9! 11!	(0.7) (2.8) (3.4) (3.5) (3.8)	16 34 25 15! 26	(1.6) (3.1) (2.9) (5.5) (5.9)	34 29 30 33 42	(1.8) (3.7) (3.8) (6.2) (6.7)	32 10 20 29 17	(1.5) (2.4) (3.5) (6.9) (4.8)	13 ‡ 4! 13! ‡	(1.1) (†) (1.8) (5.5) (†)
Nativity Born in United States Not born in United States	275 247	(1.3) (4.0)	3 12	(0.5) (2.9)	14 22	(1.0) (3.4)	32 34	(1.5) (3.5)	36 23	(1.8) (3.5)	15 9	(1.1) (2.5)	258 237	(1.3) (4.8)	8 17	(0.8) (2.9)	19 24	(1.4) (3.4)	34 31	(1.8) (3.3)	29 18	(1.3) (3.1)	11 10	(0.8) (2.9)
Educational attainment Less than high school completion High school completion <sup>4</sup> Associate's degree Bachelor's or higher degree	220 252 267 295	(3.7) (2.1) (3.3) (1.6)	17 6 ‡	(3.7) (1.1) (†) (†)	39 23 13 5	(4.3) (2.1) (3.2) (0.9)	33 40 43 24	(4.3) (2.4) (4.6) (2.0)	10 25 36 45	(2.9) (2.1) (4.8) (2.5)	‡ 6 6! 24	(†) (1.1) (2.4) (1.9)	192 234 251 284	(4.7) (2.1) (3.3) (1.9)	37 13 5! 2!	(4.3) (1.5) (1.6) (0.6)	37 29 24 9	(4.9) (2.2) (4.5) (1.1)	20 38 40 30	(4.0) (2.7) (5.8) (1.9)	5! 17 25 39	(2.0) (1.9) (4.2) (1.8)	‡ 3! 5! 19	(†) (0.9) (2.2) (1.8)
Employment <sup>s</sup> Full-time <sup>6</sup> Part-time <sup>7</sup> Unemployed Not in labor force	277 271 269 250	(1.6) (3.1) (6.0) (3.2)	3 3! ‡ 10	(0.8) (1.2) (†) (1.6)	13 16 15 21	(1.3) (3.0) (4.1) (2.5)	31 35 35 35	(2.1) (3.5) (9.9) (2.8)	37 33 30 26	(2.4) (3.2) (7.9) (2.7)	16 14 15! 7	(1.3) (2.5) (5.2) (1.6)	261 257 251 232	(1.9) (3.2) (6.9) (3.5)	7 7 10! 18	(1.2) (1.7) (3.6) (2.5)	19 20 21! 24	(1.4) (3.0) (6.9) (2.9)	32 34 36 34	(2.0) (3.4) (8.4) (2.9)	30 28 22! 18	(1.6) (3.4) (6.6) (2.2)	12 10 10! 6	(1.1) (2.1) (4.6) (1.3)
Annual earnings <sup>®</sup> Bottom quintile Fourth quintile Third quintile Second quintile Top quintile	257 255 271 287 298	(4.4) (3.2) (3.0) (2.5) (2.6)	6! 7 ‡ ‡	(2.5) (2.0) (†) (†) (†)	20 22 16 7 5!	(3.7) (3.5) (3.0) (1.8) (1.5)	36 35 37 28 24	(4.4) (3.3) (3.9) (3.3) (3.1)	28 28 32 46 44	(3.7) (3.2) (3.3) (4.1) (4.0)	9 8 13 17 26	(2.5) (1.9) (2.3) (2.2) (3.0)	239 235 253 273 288	(4.5) (4.2) (3.1) (2.3) (3.3)	13 18 6! 2!	(2.9) (3.2) (2.1) (0.9) (†)	26 26 27 12 9	(4.1) (3.6) (3.5) (2.0) (2.1)	32 32 34 37 28	(4.2) (3.7) (3.4) (3.8) (3.2)	22 18 25 38 39	(3.6) (2.7) (3.5) (3.2) (3.3)	6! 7 8 11 22	(1.8) (1.9) (2.2) (2.1) (2.6)

<sup>†</sup>Not applicable

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Scale ranges from 0 to 500.

<sup>&</sup>lt;sup>2</sup>Proficiency levels 4 and 5 are combined for reporting purposes. The proficiency levels correspond to the score ranges shown in parentheses: below level 1 (0–175), level 1 (176–225), level 2 (226–275), level 3 (276–325), and level 4/5 (326–500). For details about the literacy proficiency levels as well as specific examples of tasks at each level, see <a href="https://nces.ed.gov/surveys/piaac/litproficiencylevel.asp">https://nces.ed.gov/surveys/piaac/litproficiencylevel.asp</a>. For details about the numeracy proficiency levels as well as specific examples of tasks at each level, see <a href="https://nces.ed.gov/surveys/piaac/numproficiencylevel.asp">https://nces.ed.gov/surveys/piaac/numproficiencylevel.asp</a>.

<sup>&</sup>lt;sup>3</sup>Includes persons of all other races and those of Two or more races.

<sup>&</sup>lt;sup>4</sup>Includes completion through an equivalency program, such as a GED program.

<sup>&</sup>lt;sup>5</sup>Excludes those who were employed but did not report the number of hours worked per week.

<sup>&</sup>lt;sup>6</sup>Full-time employment is defined as working 35 hours or more per week.

<sup>&</sup>lt;sup>7</sup>Part-time employment is defined as working less than 35 hours per week.

<sup>&</sup>lt;sup>8</sup>Annual earnings were calculated based on monthly earnings, which include bonuses and self-employment income. Excludes those who reported no earnings.

NOTE: Data exclude literacy-related nonresponse. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), U.S. PIAAC 2017, retrieved May 26, 2020, from the PIAAC International Data Explorer (<a href="https://nces.ed.gov/surveys/piaac/ideuspiaac/">https://nces.ed.gov/surveys/piaac/ideuspiaac/</a>). (This table was prepared May 2020.)

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995, 1999, and 2005

		19	95			199	99								2005						
	F	ercent of adults		lumber of career- or	F	Percent of adults		lumber of career- or					Perce	nt of adults	participatir	ng				er of career ed courses t	
Characteristic of employed person		rticipating career- or	jo	ob-related ses taken,		rticipating career- or	jc	b-related es taken,	1	d persons, thousands	In job-related	career- or courses <sup>1</sup>	In appre	nticeship		n personal st courses		learning ivities for al interest	In thousands	Per emplo	yed adult
1		2		3		4		5		6		7		8		9		10	11		12
Total	31.1	(0.54)	0.8	(0.02)	30.5	(1.14)	0.7	(0.03)	133,386	(1,508.1)	38.8	(0.83)	1.4	(0.24)	21.8	(0.94)	73.5	(1.01)	108,443	0.8	(0.03)
Sex Male Female	29.0 33.4	(0.72) (0.83)	0.7 0.9	(0.02) (0.03)	28.3 32.9	(1.15) (1.14)	0.6 0.8	(0.03) (0.03)	71,754 61,632	(934.7) (1,219.3)	31.7 47.1	(1.22) (1.43)	2.0 0.8	(0.37) (0.23)	18.5 25.8	(1.30) (1.23)	73.4 73.6	(1.52) (1.37)	44,512 63,931	0.6 1.0	(0.03) (0.05)
Age 17 through 24 years old 25 through 29 years old 30 through 34 years old 30 through 39 years old 40 through 49 years old 45 through 49 years old 55 through 59 years old 55 through 59 years old 60 through 64 years old 65 years old and over 65 through 69 70 and over	18.6 31.2 31.6 35.1 36.6 39.6 34.4 26.7 21.1 13.7 13.1	(1.01) (1.46) (1.30) (1.02) (1.29) (1.94) (1.69) (1.86) (2.41) (1.86) (2.28) (2.85)	0.4 0.8 0.9 0.9 1.0 0.9 0.7 0.5 0.4 0.4	(0.02) (0.05) (0.04) (0.03) (0.04) (0.06) (0.06) (0.06) (0.06) (0.08) (0.09)	19.1 34.3 34.4 29.2 36.4 30.4 34.7 30.3 27.2 20.3	(1.91) (2.44) (2.50) (2.15) (2.44) (2.42) (2.57) (2.83) (3.80) (4.21) (†)	0.4 0.8 0.8 0.7 0.8 0.7 0.8 0.6 0.7 0.4	(0.06) (0.08) (0.08) (0.07) (0.07) (0.06) (0.07) (0.08) (0.15) (0.08) (†)	15,027 14,555 15,250 15,286 18,141 18,149 14,624 10,522 6,021 5,812 3,385 2,427	(1,030.4) (918.4) (977.2) (922.4) (946.3) (842.5) (732.1) (676.0) (498.8) (493.3) (415.5) (282.3)	26.4 36.1 41.0 41.7 39.8 45.0 42.6 44.7 38.9 21.6 19.1 25.1	(3.01) (2.94) (3.06) (4.16) (2.73) (2.15) (2.49) (2.98) (3.97) (3.48) (4.05) (5.81)	3.0! 3.1! 2.7! 1.0!  † 0.7! 0.7!  # # #	(1.03) (1.12) (1.10) (0.46) (†) (0.29) (0.32) (†) (†) (†) (†)	25.2 24.5 23.7 21.6 23.3 19.0 19.5 18.3 23.4 17.4 20.9 12.6	(3.37) (3.66) (2.63) (3.15) (2.60) (2.09) (1.92) (1.93) (3.52) (3.13) (4.88) (2.93)	71.4 70.9 74.0 77.7 71.2 73.5 76.3 73.0 73.0 74.2 75.4 72.6	(3.15) (4.49) (2.54) (3.00) (3.15) (2.68) (2.27) (2.95) (4.22) (3.75) (5.18) (6.11)	8,024 9,493 12,681 13,807 15,586 16,809 14,881 9,901 4,919 2,343 1,102 1,241	0.5 0.7 0.8 0.9 0.9 0.9 1.0 0.9 0.8 0.4	(0.09) (0.06) (0.07) (0.14) (0.07) (0.06) (0.10) (0.09) (0.10) (0.07) (0.08) (0.14)
Race/ethnicity White Black Hispanic Asian Pacific Islander Asian/Pacific Islander American Indian/Alaska Native	33.2 26.2 18.1 — — 25.5 34.0	(0.61) (1.46) (1.00) (†) (†) (2.69) (6.32)	0.8 0.7 0.4 — 0.6	(0.02) (0.04) (0.02) (†) (†) (0.07)	32.8 28.1 16.4 — 32.8 29.5 !	(0.98) (2.34) (1.83) (†) (†) (4.84)	0.6 1.0 0.5 — 0.4!	(0.03) (0.07) (0.05) (†) (†) (0.15)	94,881 13,773 15,741 3,770 ‡	(1,538.6) (533.2) (681.1) (520.7) (†) (†)	41.3 39.2 25.0 36.9 ‡	(0.93) (3.82) (2.66) (7.00) (†) (†)	1.2 1.7! 2.9 ‡ —	(0.25) (0.83) (0.85) (†) (†) (†)	22.2 23.5 16.2 32.3 ‡	(1.11) (3.04) (2.31) (7.26) (†) (†)	75.3 66.9 65.8 81.1 ‡	(1.17) (3.02) (3.39) (5.88) (†) (†)	82,511 10,311 8,786 2,207 ‡ —	0.9 0.7 0.6 0.6 + -	(0.03) (0.11) (0.11) (0.12) (†) (†)
Two or more races Other races	25.3	(†) (2.99)	0.7	(†) (0.09)		(†) (†)	_	(†) (†)	3,786 ‡	(562.7) (†)	39.1 ‡	(6.85) (†)	‡ ‡	(†) (†)	22.6 ‡	(6.34) (†)	77.6 ‡	(8.40) (†)	3,083 ‡	0.8 ‡	(0.15) (†)
Highest level of education completed Less than high school completion 8th grade or less 9th through 12th grade,	8.8 6.1 !	(1.05) (2.00)	0.1 0.1 !	(0.02) (0.04)	7.9 —	(2.29) (†)	0.4	(0.05) (†)	16,627 5,016	(838.2) (599.7)	10.4 2.7	(2.11) (1.12)	2.4!	(0.90) (†)	8.8 3.8 !	(1.54) (1.71)	57.0 46.7	(3.76) (7.11)	2,592 197	0.2	(0.03) (†)
no completion High school completion Some vocational/technical Some college Associate's degree Bachelor's degree	10.0 20.9 32.3 29.9 39.2 44.6	(1.27) (0.79) (2.50) (0.91) (1.58) (1.33)	0.2 0.4 0.8 0.7 1.0 1.2	(0.02) (0.02) (0.07) (0.03) (0.05) (0.04)	21.4 28.7 29.0 39.7 43.8	(†) (1.45) (5.76) (1.78) (3.07) (2.01)	0.8 0.9 0.7 0.9 1.0	(†) (0.03) (0.17) (0.06) (0.09) (0.06)	11,610 34,121 3,744 24,479 9,943 26,475	(792.8) (1,147.2) (393.1) (1,067.7) (730.7) (902.7)	13.7 24.7 48.2 39.9 50.4 53.1	(2.99) (1.76) (5.92) (2.36) (3.71) (1.88)	‡ 1.3 ! ‡ 1.9 ! 2.3 ! ‡	(†) (0.46) (†) (0.69) (0.84) (†)	11.0 17.1 25.5 25.2 19.1 29.0	(2.06) (1.89) (4.61) (2.50) (2.86) (1.77)	61.5 63.4 74.0 79.8 78.4 78.7	(4.05) (2.55) (5.54) (2.04) (3.88) (1.94)	2,396 16,640 3,802 18,437 14,224 28,099	0.2 0.5 1.0 0.8 1.4 1.1	(0.04) (0.05) (0.17) (0.05) (0.21) (0.06)
Some graduate work (or study) No degree Master's Doctor's Professional	50.2 44.3 50.5 40.4 67.6	(1.63) (3.18) (1.99) (6.42) (3.89)	1.4 1.2 1.4 1.0 2.0	(0.05) (0.10) (0.06) (0.16) (0.15)	46.8 54.2 45.3 34.4 67.6	(4.17) (4.94) (2.97) (4.79) (6.98)	1.2 1.2 1.1 0.7 1.9	(0.14) (0.14) (0.11) (0.12) (0.31)	17,998 2,125 11,330 1,600 2,943	(735.4) (227.9) (614.7) (227.2) (382.7)	61.1 53.8 62.7 49.0 66.5	(2.16) (5.79) (2.98) (5.80) (6.39)	‡ ‡ ‡ ‡	(†) (†) (†) (†) (†)	28.6 39.3 28.2 28.8 22.1	(2.01) (6.05) (2.27) (4.76) (5.05)	88.8 75.0 90.5 87.8 92.9	(1.16) (5.64) (1.40) (4.35) (2.21)	24,649 2,412 15,394 2,204 4,639	1.4 1.1 1.4 1.4 1.6	(0.07) (0.16) (0.09) (0.36) (0.21)

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995, 1999, and 2005—Continued

		19	95			199	9								2005						
	P	ercent of		lumber of career- or	F	Percent of adults		umber of areer- or					Perce	nt of adults	participatin	g				er of career- ed courses ta	
Characteristic of employed person		ticipating career- or	jo	b-related es taken,		rticipating career- or	jo	b-related es taken,	1	d persons, thousands		career- or I courses <sup>1</sup>	- 11	nticeship		personal t courses		learning ivities for all interest	In thousands	Per employ	yed adult
1		2		3		4		5		6		7		8		9		10	11		12
Locale <sup>2</sup> City Suburban Town	_ _ _	(†) (†) (†)	_ _ _	(†) (†) (†)	_ _ _	(†) (†) (†)	=	(†) (†) (†)	39,283 48,452 17,616	(1,391.3) (1,555.0) (1,060.7)	39.6 41.1 36.0	(1.67) (1.87) (2.64)	2.2 1.2 ‡	(0.60) (0.32) (†)	23.1 23.3 19.6	(1.43) (1.38) (2.83)	74.0 74.2 71.7	(1.77) (1.49) (3.02)	34,327 39,802 12,947	0.9 0.8 0.7	(0.05) (0.04) (0.07)
Rural	_	(†)	_	(†)	_	(†)	_	(†)	27,847	(885.2)	35.4	(2.14)	1.4 !	(0.58)	19.0	(2.19)	72.7	(2.22)	21,135	0.8	(0.06)
Occupation  Executive, administrative, or managerial occupations Engineers, surveyors, and	42.9	(1.49)	1.2	(0.05)	40.6	(2.06)	1.0	(0.07)	14,596	(707.6)	53.6	(2.79)	‡	(†)	29.5	(2.89)	77.7	(2.87)	16,567	1.1	(0.09)
architects	44.2	(4.46)	1.1	(0.12)	52.1	(6.96)	1.0	(0.16)	1,987	(244.9)	56.3	(5.68)	‡	(†)	30.5	(6.36)	81.0	(4.73)	2,323	1.2	(0.16)
Natural scientists and mathematicians Social scientists and workers, religious	59.7	(3.97)	1.7	(0.15)	46.0	(6.61)	0.8	(0.14)	4,130	(445.4)	51.5	(5.64)	‡	(†)	31.2	(4.83)	85.3	(5.44)	3,693	0.9	(0.11)
workers, and lawyers	59.5	(2.61)	1.8	(0.11)	56.9	(5.66)	1.7	(0.24)	4,697	(480.9)	66.8	(4.48)	‡	(†)	28.3	(3.81)	88.6	(2.95)	7,822	1.7	(0.29)
Teachers, elementary/ secondary Teachers, postsecondary	53.9	(2.23)	1.5	(0.08)	52.1	(3.53)	1.2	(0.11)	7,085	(568.5)	67.7	(4.16)	‡	(†)	31.5	(3.93)	83.0	(2.79)	12,233	1.7	(0.13)
and counselors, librarians, and archivists	41.6	(4.57)	1.0	(0.15)	35.6	(5.85)	0.7	(0.14)	2,393	(420.9)	53.1	(8.63)	‡	(†)	17.7	(4.91)	90.9	(3.97)	2,122	0.9	(0.09)
Health diagnosing and treating practitioners Registered nurses,	68.6	(5.85)	2.0	(0.23)	65.2	(11.99)	1.5 !	(0.50)	978	(208.8)	78.9	(7.10)	‡	(†)	27.4 !	(9.60)	86.6	(5.37)	1,951	2.0	(0.25)
pharmacists, dieticians, therapists, and																					
physician's assistants Writers, artists, entertainers,	72.8	(3.02)	2.2	(0.14)	72.2	(5.04)	1.8	(0.21)	2,794	(238.8)	79.7	(4.60)	‡	(†)	29.4	(4.17)	84.3	(3.70)	4,984	1.8	(0.15)
and athletes	23.4	(2.89)	0.5	(0.07)	30.6	(6.21)	0.6	(0.18)	2,969	(405.2)	29.9	(5.69)	‡	(†)	31.8	(6.15)	88.9	(4.39)	1,865	0.6	(0.15)
Health technologists and technicians Technologists and	50.0	(4.08)	1.4	(0.12)	41.8	(6.00)	1.0	(0.19)	3,060	(436.7)	70.6	(7.31)	‡	(†)	27.8	(6.48)	77.5	(6.40)	4,473	1.5	(0.18)
technicians, except health Marketing and sales	43.8	(2.67)	1.1	(0.10)	37.6	(4.87)	1.0	(0.15)	1,774	(336.5)	29.4	(8.10)	‡	(†)	5.3 !	(2.02)	75.2	(8.98)	1,015	0.6	(0.17)
occupations Administrative support	25.2	(1.26)	0.6	(0.03)	21.1	(2.27)	0.4	(0.06)	14,845	(971.9)	32.3	(3.17)	‡	(†)	20.8	(2.64)	70.5	(3.53)	7,724	0.5	(0.05)
occupations, including clerical Service occupations	30.8 22.6	(1.15) (1.25)	0.7 0.6	(0.03) (0.04)	27.4 21.0	(2.02) (2.15)	0.6 0.5	(0.05) (0.07)	21,167 17,180	(1,179.4) (1,033.7)	36.1 33.7	(2.95) (3.13)	0.8 ! 1.1 !	(0.40) (0.36)	28.2 16.2	(2.28) (2.31)	72.9 69.0	(2.37) (2.74)	15,443 13,029	0.7 0.8	(0.10) (0.10)
Agriculture, forestry, and fishing occupations Mechanics and repairers	12.4 29.1	(2.47) (2.62)	0.3 0.7	(0.07) (0.08)	12.2 ! 15.0	(4.09) (3.40)	0.2 ! 0.3	(0.07) (0.09)	2,522 5,241	(423.8) (521.6)	22.4 ! 28.3	(7.61) (4.47)	‡ 4.0 !	(†) (1.44)	23.0 ! 12.6	(11.03) (3.24)	62.9 69.3	(11.04) (4.36)	960 2,669	0.4 ! 0.5	(0.12) (0.09)
Construction and extractive occupations Precision production <sup>3</sup> Production workers	18.6 25.6 14.8	(2.33) (4.04) (1.13)	0.3 0.6 0.3	(0.04) (0.12) (0.02)	13.2 18.3 ! 23.0	(3.16) (6.52) (3.17)	0.2 0.4! 0.5	(0.06) (0.12) (0.08)	6,827 10,483 —	(647.1) (839.3) (†)	12.4 23.5 —	(3.04) (3.79) (†)	5.3 ! ‡ —	(2.26) (†) (†)	7.8 14.0 —	(1.88) (3.34) (†)	69.0 64.9 —	(5.25) (3.74) (†)	2,323 4,904 —	0.3 ! 0.5 —	(0.13) (0.07) (†)

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995, 1999, and 2005—Continued

		19	95			19	99								2005						
	Р	ercent of adults		lumber of career- or	Р	ercent of adults		umber of					Perce	nt of adults	participating	g				er of careered courses t	
Characteristic of employed person		ticipating career- or	jo	ob-related ses taken,		ticipating areer- or	jo	b-related es taken,	Employed in t	l persons, housands	In c	career- or	In apprei	nticeship		personal t courses		l learning ivities for al interest	In thousands	Per emplo	yed adult
1		2		3		4		5		6		7		8		9		10	11		12
Transportation and material moving Handlers, equipment	15.8	(1.83)	0.3	(0.04)	18.4	(3.62)	0.3	(0.06)	7,858	(742.5)	15.2	(2.81)	‡	(†)	10.5	(3.10)	62.5	(5.32)	1,935	0.2	(0.05)
cleaners, helpers, and laborers Miscellaneous occupations	11.7 38.8	(2.77) (3.50)	0.2 1.0	(0.06) (0.11)	‡ 14.2 !	(†) (4.62)	‡ 0.3 !	(†) (0.08)	— 801	(†) (189.4)	_ 17.2 !	(†) (6.87)	_ ‡	(†) (†)	_ 8.7 !	(†) (4.31)	 48.3	(†) (13.96)	— 409	_ ‡	(†) (†)
Annual household income \$10,000 or less \$5,000 to r less \$5,001 to \$10,000 \$10,001 to \$15,000 \$15,001 to \$20,000 \$20,001 to \$25,000 \$25,001 to \$30,000 \$30,001 to \$40,000 \$40,001 to \$50,000 \$50,001 to \$75,000 More than \$75,000	12.6 8.7 15.1 15.1 20.1 20.4 24.7 30.2 34.7 40.0 45.2	(1.31) (1.91) (1.62) (1.71) (1.36) (1.52) (1.34) (1.13) (1.30) (1.18) (1.40)	0.2 0.1 0.3 0.4 0.4 0.5 0.5 0.8 0.8 1.0	(0.03) (0.03) (0.04) (0.04) (0.03) (0.05) (0.03) (0.03) (0.04) (0.04) (0.04)	9.5! 	(3.09) (†) (†) (1.88) (2.75) (2.79) (2.73) (2.82) (2.34) (1.86) (1.79)	0.2! 	(0.05) (†) (†) (0.03) (0.05) (0.08) (0.07) (0.07) (0.07) (0.06) (0.06)	4,425 1,635 2,791 4,814 4,515 5,593 7,444 13,123 13,647 33,665 46,160	(444.8) (252.7) (454.1) (633.4) (398.8) (490.2) (680.4) (928.5) (1,058.4) (1,430.4) (1,263.3)	16.7 19.1 15.3 22.2 18.2 23.8 31.4 35.1 31.5 42.7 48.1	(4.35) (6.52) (5.68) (5.77) (3.09) (4.02) (4.88) (3.45) (3.01) (1.80) (1.57)	‡ ‡ ‡ 5.7! 1.1! ‡ 1.5! 1.8! 1.3!	(†) (†) (†) (†) (2.71) (0.51) (†) (0.65) (0.72) (0.51) (0.39)	26.2 ! 22.9 ! 28.1 ! 17.3 ! 11.5 13.3 16.7 21.7 20.1 20.9 26.0	(7.96) (7.91) (12.27) (5.25) (1.96) (3.21) (3.77) (3.71) (3.32) (2.10) (1.37)	69.7 60.9 74.8 64.5 60.4 71.5 73.5 69.1 73.5 71.3 79.2	(5.72) (8.84) (6.88) (7.57) (5.11) (4.11) (3.91) (3.55) (2.78) (2.55) (1.55)	1,556 850 706 2,189 1,322 2,817 4,322 8,224 10,072 28,991 48,951	0.4! \$\displays{1}\$ 0.5 0.3 0.5 0.6 0.6 0.7 0.9 1.1	(0.12) (†) (0.10) (0.12) (0.05) (0.10) (0.11) (0.06) (0.10) (0.06) (0.05)

<sup>-</sup>Not available.

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

The 2005 estimates on participation in career- or job-related courses were based on responses to multiple questions. Specifically, respondents were first asked what courses they had taken, and then whether each course was career- or job-related. In contrast, 1995 and 1999 respondents were asked a single, general question about whether they had participated in any career- or job-related courses. Therefore, 2005 results may not be comparable to results from the earlier years.

<sup>&</sup>lt;sup>2</sup>Detail may not sum to totals due to missing locale information.

<sup>&</sup>lt;sup>3</sup>For 2005, figures include "Production workers" occupations data.

NOTE: Data do not include persons enrolled in high school or below. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey (AE-NHES:1995, AE-NHES:1999, and AE-NHES:2005) of the National Household Education Surveys Program. (This table was prepared October 2010.)

Table 507.40. Participation rate of persons, 17 years old and over, in adult education during the previous 12 months, by selected characteristics of participants: Selected years, 1991 through 2005

			Percer	nt taking	any prog	ram, clas	s, or cou	rse					F	Percent tal	king speci	fic prograr	ns, classe	es, or cours	es, 2005					
Characteristic of participant		1991		1995		1999		2001		2005	Edu Deve	sic skills/ General cational lopment classes	second la	lish as a anguage classes	se	me post- condary lucation <sup>1</sup>		r- or job-		nticeship rograms	Persona	l-interest courses	informal activ	ent doing learning vities for personal est, 2005
1		2		3		4		5		6		7		8		9		10		11		12		13
Total	33.0	(0.68)	40.2	(0.48)	44.5	(0.77)	46.4	(0.55)	44.4	(0.74)	1.3	(0.22)	0.9	(0.17)	5.0	(0.29)	27.0	(0.63)	1.2	(0.18)	21.4	(0.71)	70.5	(0.79)
Sex Male Female	32.6 33.2	(1.09) (0.97)	38.2 42.1	(0.65) (0.59)	41.7 47.1	(1.15) (1.02)	43.1 49.5	(0.83) (0.78)	41.0 47.5	(1.20) (1.01)	1.4 1.2	(0.41) (0.19)	0.9 ! 0.9	(0.29) (0.15)	5.0 5.1	(0.44) (0.37)	24.5 29.2	(0.99) (0.95)	1.7 0.7	(0.31) (0.15)	18.3 24.2	(1.08) (0.88)	70.8 70.2	(1.10) (1.03)
Age 17 to 24 years old 25 to 29 years old 30 to 34 years old 35 to 39 years old 40 to 44 years old 45 to 49 years old 50 to 54 years old 50 to 59 years old 60 to 64 years old 65 to 69 years old 70 years old and over	37.8 40.0 37.6 42.1 49.2 40.0 26.8 29.0 17.4 14.2 8.6	(1.46) (2.33) (2.88) (2.71) (3.28) (2.43) (3.31) (3.74) (1.90) (2.97) (1.25)	47.0 49.6 47.3 47.7 50.9 48.7 42.5 32.2 23.7 18.1 13.8	(1.12) (1.31) (1.41) (1.15) (1.15) (1.66) (1.38) (1.66) (1.89) (1.46) (1.09)	49.9 56.5 56.2 50.1 50.5 49.8 47.2 38.0 31.4 25.4 15.0	(2.34) (2.53) (2.57) (2.43) (2.43) (2.69) (2.51) (2.60) (2.83) (2.54) (1.38)	52.8 52.9 53.7 54.0 53.5 55.4 51.1 44.1 30.8 20.5 21.7	(2.04) (2.60) (2.18) (1.71) (1.88) (2.02) (2.22) (1.98) (2.18) (1.74) (1.37)	52.8 51.6 52.7 48.6 48.9 49.0 46.6 42.2 37.9 26.2 21.5	(2.79) (3.82) (2.52) (3.21) (2.43) (2.09) (2.36) (2.78) (3.00) (2.67) (1.44)	6.0 1.8 1.9! 0.4! 0.8! + + + + +	(1.48) (0.48) (0.66) (0.16) (0.31) (†) (†) (†) (†) (†)	1.7 ! 3.3 ! 1.6 ! 0.7 ! 0.6 ! 0.3 ! ‡ ‡	(0.61) (1.48) (0.64) (0.26) (0.23) (0.25) (0.15) (†) (†) (†)	11.5 9.1 8.4 6.1 4.7 3.2 4.5 1.9 0.9! 0.5!	(1.34) (1.50) (1.28) (0.90) (0.77) (0.48) (0.75) (0.43) (0.36) (0.22) (†)	21.3 29.5 33.8 32.6 34.8 37.7 35.2 31.9 20.9 8.1 4.0	(2.22) (2.48) (2.71) (3.29) (2.30) (1.83) (2.25) (2.39) (2.07) (1.36) (0.78)	2.7 3.2 ! 2.5 ! 0.9 ! 0.5 ! 0.6 !	(0.76) (1.06) (0.89) (0.36) (0.42) (0.23) (0.28) (†) (†) (†)	26.3 20.9 23.2 20.7 23.4 19.3 20.3 18.0 24.1 20.9 17.9	(2.60) (2.78) (2.23) (2.67) (2.29) (1.88) (1.64) (1.63) (2.40) (2.41) (1.33)	69.2 66.8 73.8 75.5 71.5 71.6 75.6 69.5 71.4 67.6 62.9	(2.54) (3.75) (2.22) (2.69) (2.62) (2.52) (1.89) (2.56) (3.04) (2.52) (1.82)
Racial/ethnic group White Black Hispanic Asian Pacific Islander Asian/Pacific Islander American Indian/Alaska Native Two or more races	34.1 25.9 31.4 — 35.9 29.3!	(0.82) (2.23) (2.63) (†) (†) (5.55) (11.55) (†)	41.5 37.0 33.7 — 39.7 38.8 —	(0.54) (1.45) (1.18) (†) (†) (2.92) (4.85) (†)	44.4 46.3 41.3 — 51.1 36.3	(0.89) (2.30) (2.51) (†) (†) (4.63) (9.16) (†)	47.4 43.3 41.7 — 49.5 50.2	(0.59) (1.50) (2.28) (†) (†) (3.81) (8.28) (†)	45.6 46.4 37.8 48.3 ‡ 36.3 39.4	(0.84) (2.81) (2.43) (5.39) (†) (†) (10.17) (4.94)	0.9 1.9 2.6 ‡ ‡ 5.1 !	(0.23) (0.49) (0.72) (†) (†) (†) (†) (2.17)	0.2 ! ‡ 5.6 2.6 ! ‡ ‡	(0.08) (†) (1.22) (1.03) (†) (†) (†) (†)	4.9 5.4 5.7 7.6! ‡ 4.4! 3.2!	(0.35) (0.97) (1.55) (2.62) (†) (†) (1.82) (1.07)	29.1 27.0 16.9 27.2 ‡ 23.0 ! 23.8	(0.70) (2.53) (1.72) (4.70) (†) (†) (8.51) (4.06)	0.9 1.5! 2.2 ‡ ‡ ‡ 1.3!	(0.17) (0.73) (0.63) (†) (†) (†) (†) (0.59)	22.1 23.7 15.4 26.5 ‡ 13.0 ! 21.0	(0.87) (2.11) (1.75) (5.06) (†) (6.16) (4.13)	73.0 65.3 57.5 81.1 ‡ 70.6 77.6	(0.92) (2.02) (2.86) (4.10) (†) (9.18) (5.28)
Highest level of education completed 8th grade or less 9th through 12th grade, no completion High school completion Some vocational/lechnical Some college Associate's degree Bachelor's degree Some graduate work (or study) No degree Master's Doctor's Professional	7.7 15.8 24.1 34.2 41.4 49.2 51.1 55.1 —	(1.44) (2.25) (1.10) (3.80) (1.67) (5.82) (2.46) (2.90) (†) (†) (†)	10.0 20.2 30.7 41.9 49.3 56.1 56.9 59.9 62.2 59.1 54.0 65.9	(1.10) (1.38) (0.84) (2.16) (0.92) (1.85) (1.20) (1.55) (2.67) (1.88) (6.99) (3.91)	14.7 25.6 34.8 41.1 51.1 56.6 60.3 63.6 64.7 65.7 53.1 72.5	(2.92) (2.55) (1.37) (3.97) (1.76) (2.93) (1.84) (1.96) (4.39) (2.64) (4.73) (5.75)	19.7 25.5 33.9 50.7 57.4 62.5 64.5 64.9 64.2 70.7 63.7 72.8	(2.84) (1.53) (1.07) (3.51) (1.29) (2.15) (1.39) (1.64) (3.54) (2.10) (3.98) (3.79)	15.5 27.2 33.0 43.3 51.1 56.5 59.8 66.3 65.3 67.5 58.0 68.2	(2.47) (2.40) (1.62) (4.30) (1.79) (3.64) (1.56) (1.99) (4.84) (2.59) (4.94) (5.77)	1.9 7.9 0.5! + + + + + + + + +	(0.57) (1.69) (0.24) (†) (†) (†) (†) (†) (†) (†) (†)	4.3! 1.1! 0.7! ‡ 1.1! 0.4! ‡	(1.70) (0.41) (0.24) (†) (†) (0.51) (0.17) (†) (†) (†) (†)	‡ 2.1 2.5 4.5! 8.6 6.6 6.3 8.7 14.5 8.9 10.1!	(†) (0.57) (0.36) (1.42) (1.06) (1.42) (0.82) (0.86) (2.55) (1.31) (3.14) (†)	1.7 ! 7.6 17.2 28.3 28.8 40.8 44.1 49.3 40.5 51.4 34.0 59.0	(0.55) (1.44) (1.18) (3.71) (1.54) (3.27) (1.61) (2.15) (4.68) (2.81) (4.53) (6.35)	1.5! 1.1! 1.4! 1.9! 0.4!	(†) (0.61) (0.35) (†) (0.47) (0.66) (0.17) (†) (†) (†)	7.3 12.5 16.8 23.2 26.8 20.1 28.6 30.7 38.7 30.6 31.4 23.9	(1.24) (1.53) (1.27) (3.09) (1.80) (2.48) (1.55) (1.77) (4.81) (2.04) (3.95) (4.35)	38.1 55.7 63.6 77.6 79.8 75.9 79.3 88.0 78.2 88.8 90.3 91.6	(3.27) (2.52) (1.93) (3.98) (1.52) (3.70) (1.72) (1.06) (4.34) (1.33) (3.26) (2.15)
<b>Urbanicity</b> City Suburban Town Rural	_ _ _ _	(†) (†) (†) (†)		(†) (†) (†) (†)		(†) (†) (†) (†)	=	(†) (†) (†) (†)	45.8 46.9 41.8 39.5	(1.46) (1.33) (2.33) (2.04)	1.4 0.9 2.7! 0.8	(0.31) (0.23) (1.16) (0.22)	1.6 0.9 ! 0.4 ! ‡	(0.38) (0.36) (0.14) (†)	5.7 5.8 4.2 3.3	(0.59) (0.55) (0.87) (0.59)	26.3 29.7 25.6 24.2	(1.24) (1.26) (1.74) (1.38)	1.8 0.9 0.5! 1.2!	(0.43) (0.22) (0.21) (0.40)	22.5 23.4 18.5 18.3	(1.10) (1.16) (1.96) (1.76)	69.2 73.4 70.5 67.6	(1.39) (1.28) (2.43) (1.76)
Labor force status In labor force Employed Unemployed Not in labor force	40.7 42.0 26.0 15.7	(0.96) (1.00) (3.24) (0.91)	49.8 50.7 36.6 21.3	(0.69) (0.53) (1.91) (0.69)	52.1 52.5 44.9 24.9	(0.94) (0.96) (4.60) (1.17)	_ _ _ _	(†) (†) (†) (†)	52.3 53.4 37.8 27.6	(0.93) (0.94) (4.26) (1.18)	1.4 1.1 5.8 1.1	(0.32) (0.31) (1.60) (0.24)	0.8 0.7 1.9! 1.3	(0.19) (0.20) (0.79) (0.36)	6.4 6.5 5.2 2.3	(0.39) (0.39) (1.37) (0.45)	37.1 38.8 13.5 5.7	(0.83) (0.83) (2.16) (0.55)	1.5 1.4 ‡ 0.6 !	(0.24) (0.24) (†) (0.22)	21.9 21.8 22.1 20.5	(0.91) (0.94) (3.99) (0.97)	73.0 73.5 66.7 65.2	(0.94) (1.01) (3.80) (1.27)

Table 507.40. Participation rate of persons, 17 years old and over, in adult education during the previous 12 months, by selected characteristics of participants: Selected years, 1991 through 2005—Continued

-			Perce	nt taking	any prog	ram, clas	ss, or cou	irse					F	Percent ta	king speci	fic progra	ms, classe	es, or cour	ses, 2005					
Characteristic of participant		1991		1995		1999		2001		2005	Edu Deve	sic skills/ General scational lopment classes	second la	lish as a anguage classes	se	ne post- condary ucation <sup>1</sup>		r- or job-		nticeship	Persona	l-interest courses	informal acti	ent doing learning vities for personal est, 2005
1		2		3		4		5		6		7		8		9		10		11		12		13
Occupation  Executive, administrative, or managerial occupations  Engineers, surveyors, and architects Natural scientists and mathematicians Social scientists and workers, religious workers, and lawyers Teachers, elementary/secondary Teachers: college, university, postsecondary institutions Health diagnosing and treating practitioners Registered nurses, pharmacists, dieticians, therapists, and physician's assistants Writers, artists, entertainers, and athletes Health technologists and technicians Technologists and technicians Technologists and technicians, except health and engineering Marketing and sales occupations Administrative support occupations, including clerical Service occupations Agriculture, forestry, and fishing occupations Mechanics and repairers Construction and extractive occupations Precision production <sup>2</sup> Production workers Transportation, material moving	49.3 62.6 48.2 55.6 56.0 45.5 67.1 59.6 42.9 68.6 53.0 34.4 29.9 25.2 14.3! 21.9 31.2 221.1	(3.45) (7.85) (9.86) (6.01) (4.20) (8.31) (13.73) (6.69) (6.63) (10.03) (6.49) (2.38) (1.74) (1.82) (5.19) (4.72) (3.38) (6.09) (2.31) (4.69)	55.8 65.5 72.3 76.6 54.8 76.7 71.1 86.7 49.9 74.8 64.3 44.2 51.7 46.5 26.4 47.6 38.0 43.0 30.7 28.4	(1.92) (4.18) (3.52) (2.61) (4.64) (1.98) (5.78) (2.47) (4.37) (3.64) (2.84) (1.34) (1.25) (1.38) (3.55) (2.70) (2.45) (4.32) (1.29) (2.32)	57.0 79.8 60.5 79.3 66.5 78.4 79.8 85.4 50.0 66.9 59.6 44.4 50.1 50.9 34.3 42.2 34.5 38.3 38.0 33.3	(2.11) (6.01) (6.74) (4.35) (5.61) (3.11) (9.02) (4.10) (6.93) (6.16) (5.07) (2.73) (2.29) (2.74) (7.16) (5.44) (4.78) (8.48) (3.47) (4.25)	66.2 68.1 74.0 83.5 79.9 69.4 78.5 82.7 46.8 85.6 70.2 51.1 58.7 49.3 46.4 35.1 32.3 35.1 39.4	(1.61) (4.46) (4.46) (2.95) (4.60) (6.38) (3.83) (6.03) (3.25) (2.10) (1.72) (2.24) (6.80) (3.40) (3.19) (6.19) (2.82) (3.29)	64.1 71.2 69.1 77.7 79.7 61.3 88.8 85.4 52.5 72.1 33.8 45.7 54.6 44.7 44.4 40.1 27.6 33.0 34.6	(2.73) (5.68) (4.63) (4.11) (2.59) (6.96) (5.59) (4.05) (6.59) (8.37) (8.53) (3.00) (2.47) (9.02) (5.10) (3.73) (3.98) (5.27)	# # # # # # # # # # # # # # # # # # #	(†) (†) (†) (†) (†) (†) (†) (0.59) (0.53) (0.39) (†) (†) (†) (†)	# # # # # # # # # # # # # # # # # # #	(†) (†) (†) (†) (†) (†) (†) (†) (†) (0.88) (†) (0.49) (0.16) (†)	6.0 9.3! 9.2 12.8 8.3! ‡ 15.4 7.9 5.4! 6.0! 7.1! 4.5 6.6 6.8 ‡ 6.0! 3.2! 4.2!	(1.10) (3.21) (2.49) (3.16) (3.16) (†) (2.47) (2.17) (2.16) (2.11) (3.19) (0.88) (1.42) (†) (1.89) (1.42) (†) (†)	51.8 55.6 49.6 64.3 65.0 49.0 79.5 78.2 27.8 63.2 29.1 30.2 33.5 28.5 20.3 !	(2.82) (5.60) (5.27) (4.42) (3.99) (8.50) (6.59) (4.89) (5.02) (8.67) (7.68) (2.77) (2.64) (6.92) (4.26) (2.54) (3.41) (1) (2.63)	# # # # # # # # # # # # # # # # # # #	(†) (†) (†) (†) (†) (†) (1.38) (1.89) (1.57) (1.57)	28.8 31.4 30.2 29.2 31.7 19.5 31.9 27.4 35.3 24.6 6.2! 21.5 27.7 17.5 21.6! 12.7	(2.89) (6.19) (4.53) (3.52) (3.78) (4.98) (9.15) (3.73) (6.42) (5.91) (2.14) (2.43) (2.18) (2.10) (10.05) (3.18) (2.72) (2.99) (†) (2.85)	78.6 81.1 85.5 89.4 83.8 91.7 84.5 83.1 88.2 75.6 76.0 68.9 73.8 65.4 64.0 69.3 72.3 63.9 60.8	(2.71) (4.63) (5.16) (2.78) (2.62) (3.58) (5.63) (3.92) (3.89) (7.26) (8.80) (3.37) (2.33) (2.71) (10.03) (4.27) (4.48) (3.46) (4.98)
Handler, equipment, cleaners, helpers, and laborers Miscellaneous occupations	20.8	(3.49)	25.1 56.6	(2.70) (3.61)	19.6 43.0	(4.56) (7.98)	18.2 64.9	(3.20) (7.07)	 39.2	(†) (11.25)	_ ‡	(†) (†)	_ ‡	(†) (†)	_ ‡	(†) (†)	 15.7 !	(†) (5.81)	_ ‡	(†) (†)	_ 7.8 !	(†) (3.63)	 52.2	(†) (12.32)
Annual household income \$5,000 or less \$5,001 to \$10,000 \$10,001 to \$15,000 \$15,001 to \$20,000 \$20,001 to \$25,000 \$25,001 to \$30,000 \$30,001 to \$40,000 \$40,001 to \$50,000 \$50,001 to \$75,000 More than \$75,000 More than \$100,000	13.6 17.5 22.8 21.9 26.7 32.1 35.6 44.8 46.6 48.7	(1.70) (2.14) (2.60) (2.35) (3.20) (2.51) (1.84) (2.03) (3.15) (†)	21.3 23.9 26.7 31.8 31.4 37.9 42.7 46.8 52.0 58.0	(1.59) (1.37) (1.61) (1.55) (1.27) (1.47) (0.86) (1.39) (0.94) (1.27) (†)	21.0 24.5 22.8 31.4 35.8 36.7 45.2 47.9 55.1 56.9	(3.22) (3.39) (2.45) (2.75) (2.81) (2.61) (2.05) (2.31) (1.80) (1.66) (†)	25.1 28.0 28.6 30.2 35.2 38.3 44.6 49.1 55.7 59.7 59.3	(2.92) (2.74) (2.30) (2.48) (2.27) (2.43) (1.54) (1.93) (1.48) (†) (1.91) (1.82)	35.9 29.6 25.0 24.3 28.2 38.6 42.7 41.4 47.7 — 56.4 58.4	(4.83) (4.49) (3.41) (2.54) (2.51) (3.63) (2.65) (2.92) (1.74) (†) (2.28) (2.11)	2.4 ! 2.4 ! 2.4 1.0 ! 1.7 ! ‡ 1.9 ! 1.6 ! 0.4 !	(†) (0.92) (0.69) (0.38) (0.78) (†) (0.65) (0.53) (0.19) (†) (†)	1.5! 0.8! 1.9! 1.3! 1.0! ‡	(†) (0.71) (0.33) (†) (0.62) (0.61) (0.49) (†) (†) (†) (†)	3.6 ! 1.7 ! 3.3 ! 3.3 ! 4.4 6.8 ! 3.7 2.9 5.8 — 7.5 6.1	(1.52) (0.81) (1.17) (1.19) (1.26) (2.09) (0.68) (0.55) (0.69) (†) (0.89) (0.70)	13.7 8.4 11.3 10.1 12.8 20.2 22.8 22.4 33.0 — 38.6 39.4	(4.00) (2.11) (2.52) (1.37) (2.04) (3.37) (2.27) (2.00) (1.37) (†) (2.26) (1.80)	; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	(†) (†) (1.20) (0.50) (†) (0.39) (0.56) (0.36) (†) (0.64) (†)	17.2 21.8 15.5 12.9 13.6 18.4 23.0 20.5 20.5 — 25.3 28.2	(3.59) (4.75) (3.14) (2.00) (1.88) (2.52) (2.49) (2.47) (1.67) (†) (1.51) (1.62)	52.9 61.0 58.6 61.1 63.2 71.0 68.7 71.9 70.6 — 75.0 81.2	(4.97) (3.75) (4.43) (3.17) (3.11) (3.38) (2.36) (2.62) (2.15) (†) (1.97) (1.68)

<sup>-</sup>Not available.

<sup>2</sup>For 2005, figures include "Production workers" occupations data.

NOTE: Adult education is defined as all education activities, except full-time enrollment in higher education credential programs. Data do not include persons enrolled in high school or below. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey (AE-NHES:1991, AE-NHES:1995, AE-NHES:1999, and AE-NHES:2005) and Adult Education and Lifelong Learning Survey (AELL-NHES:2001) of the National Household Education Surveys Program. (This table was prepared November 2010.)

<sup>†</sup>Not applicable

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

Includes college and university degree programs, post-degree certificate programs, and vocational certificate programs.



### **CHAPTER 6**

# International Comparisons of Education

This chapter offers a statistical overview of education around the world, which provides an international context for examining the condition of education in the United States. Insights and new perspectives on U.S. educational practices and outcomes have emerged by comparing them with those of other education systems. The data in this chapter are drawn from materials collected or prepared by the International Association for the Evaluation of Educational Achievement (IEA), the Organization for Economic Cooperation and Development (OECD), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Most of the education systems that report to these agencies represent entire countries; however, some of the tables in this chapter also include data for subnational entities with separate education systems, such as Hong Kong or French-speaking Belgium. The National Center for Education Statistics (NCES) carries out a variety of activities to provide statistical data for international comparisons of education.

Basic summary data on enrollments and enrollment ratios, teachers, educational attainment, and finances are synthesized from data published by the OECD in the Online Education Database, as well as from data collected by UNESCO. Even though these tabulations are carefully prepared, international data users should be cautioned about the many problems of definition and reporting involved in the collection of data about the education systems around the world, which vary greatly in structure, organization, and practices from country to country (see the UNESCO entry at the end of Appendix A: Guide to Sources).

This chapter also presents data from international studies carried out under the aegis of IEA or OECD and supported by NCES. Three of these studies include assessments of student achievement: (1) the Trends in International Mathematics and Science Study (TIMSS), which assesses the mathematics and science knowledge and skills of fourth-and eighth-graders every 4 years; (2) the Progress in International Reading Literacy Study (PIRLS), which measures the reading knowledge and skills of fourth-graders every 5 years; and (3) the Program for International Student Assessment (PISA), which measures the reading, mathematics, and science literacy of 15-year-olds every 3 years.

This chapter mainly focuses on data for the OECD countries. All current member countries for which a given year's data are available are included in the discussion, even if they were not members of OECD in that year. Even though there are 37 current OECD countries, not all data are available for all countries in all years. Some discussions in this

chapter are only based on data for 36 OECD countries. Further information on survey methodologies is in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## **School-age Population**

The percentage of the population who are of school-age (and hence eligible to attend publicly or privately supported schools) varies markedly across countries. Among the 37 OECD countries, all of which reported data to UNESCO in 2017, the percentage of the country's population made up of children ages 5 to 14 was highest in Mexico and Israel (18 percent each), followed by Colombia (17 percent) and Turkey (16 percent; *web-only table 601.30*). OECD countries with the lowest percentages of children in this age range were Italy, the Republic of Korea, Germany, and Japan (9 percent each). In the United States, 13 percent of the population was 5 to 14 years old—a higher percentage than the OECD average (12 percent) and the percentages in the majority of other OECD countries.

The percentage of the population made up of teenagers between 15 and 19 years old was highest in Mexico (9 percent). Other countries with percentages of 15- to 19-year-olds of 8 percent or higher included Colombia (9 percent) and Turkey (8 percent). Latvia and the Czech Republic (both 4 percent) had the lowest percentages of 15-to 19-year-olds among OECD countries. In the United States, 7 percent of the population was 15 to 19 years old—a higher percentage than the OECD average (6 percent).

### **School Enrollments**

In 2017, about 1.6 billion students were enrolled in schools around the world (table 601.10). Of these students, roughly 741 million were in elementary programs, 588 million were in secondary programs, and 223 million were in postsecondary programs.

Changes in enrollment over time vary from region to region. Compared to 2000, elementary school enrollment in 2017 was 76 percent higher in Africa, 36 percent higher in Oceania, and 2 percent higher in Asia (table F, table 601.10, and figure 27). In contrast, elementary enrollment in 2017 was 9 percent lower in Central and South America (including Latin America and the Caribbean) than in 2000, and 5 percent lower in Europe. In Northern America (including Bermuda, Canada, Greenland, St. Pierre and

Miquelon, and the United States), elementary enrollment was less than 1 percent higher in 2017 than it was in 2000.

At the secondary level, enrollment in 2017 was 106 percent higher in Africa, 38 percent higher in Asia, 20 percent higher in Oceania, 13 percent higher in Central and South America, and 9 percent higher in Northern America than it was in 2000. In contrast, secondary enrollment in Europe was 18 percent lower in 2017 than it was in 2000.

At the postsecondary level, enrollment in all major areas of the world was higher in 2017 than it was in 2000. Postsecondary enrollment in 2017 was 210 percent higher in Asia, 144 percent higher in Central and South America, 141 percent higher in Africa, 61 percent higher in Oceania, 43 percent higher in Northern America, and 14 percent higher in Europe than it was in 2000.

Table F. Population and enrollment at different levels of education in major areas of the world: 2000 and 2017

[In millions]

			Enrollment	
Area of the world	Population	Elementary	Secondary	Post- secondary
World total 2000 2017	6,086.1 7,424.2	657.3 740.9	452.3 588.4	100.2 222.7
<b>Africa</b> 2000 2017	807.2 1,234.7	109.4 192.1	38.4 78.9	6.2 14.8
<b>Asia</b> 2000 2017	3,686.1 4,411.8	405.4 413.6	258.4 356.2	41.3 128.1
<b>Europe</b> 2000 2017	730.4 747.2	41.7 39.8	70.5 57.7	25.5 29.0
Central and South America 2000 2017	518.6 630.9	70.2 63.6	56.7 64.2	11.5 28.0
Northern America 2000 2017	313.4 361.5	27.4 27.5	25.1 27.4	14.4 20.6
<b>Oceania</b> 2000 2017	30.4 38.0	3.1 4.3	3.2 3.9	1.3 2.1

SOURCE: United Nations Educational, Scientific, and Cultural Organization, unpublished tabulations; and U.S. Department of Commerce, Census Bureau, International Data Base.

### Percent of Population Enrolled

Across OECD countries in 2017, an average of 83 percent of 3- and 4-year-olds were enrolled in preschool, with 25 of the 36 OECD countries that reported data reporting preschool enrollment rates of 80 percent or higher (table 601.35). The countries with the lowest enrollment rates of 3- and 4-year-olds were the United States (54 percent), Greece (51 percent), Switzerland (25 percent), and Turkey (23 percent).

The average enrollment rate of 5- to 14-year-olds was 98 percent across all OECD countries in 2017, with 35 OECD countries reporting enrollment rates of 93 percent or higher. In the United States, the enrollment rate for 5- to 14-year-olds was over 99 percent, which was higher than the OECD average of 98 percent.

For 15- to 19-year-olds, the percentage of the population enrolled varied more than at the elementary level because of differences in countries' educational systems as well as in the age ranges covered by their compulsory

schooling laws. Among the 36 OECD countries that reported data, 10 countries had rates of at least 90 percent while 3 countries had rates of 70 percent or lower (table 601.40). The U.S. enrollment rate for 15- to 19-year-olds was 83 percent, which was lower than the OECD average (84 percent).

It is important to note that enrollment rates for students in this age range include enrollment at both the secondary and postsecondary level. It also should be noted that the age at which students are typically eligible to graduate from secondary school and start postsecondary education varies across countries. For this reason, students in some countries need to complete the equivalent of what is a fifth year of high school in the United States to graduate from the secondary level. Likewise, students in some countries typically enroll in secondary career/technical programs at older ages than in the United States.

Across all OECD countries in 2017, a higher percentage of 17-year-olds were enrolled at the secondary level than at the postsecondary level (table 601.40). However, for 19-year-olds, 14 OECD countries had a higher percentage enrolled at the secondary level than at the postsecondary level, while in 22 countries a higher percentage were enrolled at the postsecondary level than at the secondary level. In 3 countries, the percentage of 19-year-olds enrolled at the secondary level was at least 5 times higher than the percentage enrolled at the postsecondary level. At the other end of the spectrum, in 6 countries (including the United States), the percentage of 19-year-olds enrolled at the postsecondary level was at least 5 times higher than the percentage enrolled at the secondary level.

For 20- to 29-year-olds, enrollment rates across the 36 OECD countries that reported data were much lower than for the other age ranges. Four OECD countries had enrollment rates of at least 40 percent, while 4 OECD countries had rates of 20 percent or lower. The U.S. enrollment rate for 20- to 29-year-olds was 25 percent, which was lower than the OECD average (28 percent). For just 20-year-olds, 13 OECD countries reported a secondary enrollment rate of at least 15 percent, and 4 OECD countries reported a higher enrollment rate at the secondary level than at the postsecondary level. However, for the whole 20- to 29-year-old age group, no OECD countries reported a higher enrollment rate at the secondary level than at the postsecondary level, and all secondary enrollment rates were below 15 percent (table 601.40). At the postsecondary level, only 3 OECD countries reported an enrollment rate below 15 percent for this whole age group, and 11 countries reported a rate of at least 25 percent. The U.S. postsecondary enrollment rate for 20- to 29-year-olds was 23 percent—higher than the OECD postsecondary average for this age group (22 percent). However, the overall secondary and postsecondary enrollment rate for 20- to 29-year-olds in the United States was below the OECD average, because about 4 percent of OECD 20- to 29-year-olds were enrolled in programs classified at the secondary level within their countries while no 20- to 29-year-olds in the United States were enrolled in programs classified as at the secondary level.

#### Student Achievement

#### Mathematics and Science at Grades 4 and 8

The 2015 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics and science performance at grades 4 and 8. Mathematics performance was assessed in 43 countries at grade 4 and in 34 countries at grade 8. Science performance was assessed in 42 countries at grade 4 and in 34 countries at grade 8. TIMSS Advanced data were also collected by 9 countries from students in their final year of secondary school (grade 12 in the United States). At grades 4 and 8, in addition to countries, several subnational entities also participated in TIMSS as separate education systems. Examples of subnational participants include Hong Kong, the U.S. state of Florida, the Canadian provinces of Ontario and Quebec, England and Northern Ireland within the United Kingdom, and the Flemish community in Belgium. In the following paragraphs, comparisons of the United States to other countries do not include the subnational participants. Results for Florida are based on public school students only, while U.S. national results are based on both public and private school students. TIMSS is a curriculum based assessment, and the assessments of fourth- and eighth-graders measure what students have actually learned against the subject matter that is expected to be taught by the end of grades 4 and 8, as described in the TIMSS mathematics and science frameworks, which guide assessment development. TIMSS Advanced is designed to broadly align with the advanced mathematics and physics curricula in the participating countries. At all three grades, TIMSS scores are reported on a scale of 0 to 1,000, with a fixed scale centerpoint of 500. The scale centerpoint represents the mean of the overall achievement distribution in 1995. The TIMSS scale is the same in each administration; thus, a value of 500 in 2015 equals 500 in 1995.

In 2015, the average mathematics scores of U.S. fourth-graders (539) and eighth-graders (518) were higher than the TIMSS scale centerpoint of 500 (tables 602.20 and 602.30). At grade 4, the average U.S. mathematics score was higher than the average score in 30 of the 42 other countries participating at grade 4, lower than the average score in 6 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 6 countries that outperformed the United States in fourth-grade mathematics were Ireland, Japan, the Republic of Korea, Norway, the Russian Federation, and Singapore.

At grade 8, the average U.S. mathematics score was higher than the average score in 21 of the 33 other participating countries, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 7 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade mathematics were Canada, Japan, the Republic of Korea, the Russian Federation, and Singapore.

Florida, the only U.S. state participating in the 2015 TIMSS as a separate education system, had an average mathematics score for public schools at grade 4 (546) that

was higher than the TIMSS scale centerpoint but was not measurably different from the U.S. national average score in mathematics (table 602.20). At grade 8, Florida had a public school average score (493) that was not measurably different from the TIMSS scale centerpoint but was lower than the U.S. national average in mathematics (table 602.30).

In science, the average scores of both U.S. fourth-graders (546) and U.S. eighth-graders (530) were higher than the TIMSS scale centerpoint of 500 in 2015 (tables 602.20 and 602.30). The average U.S. fourth-grade science score was higher than the average score in 30 of the 41 other countries participating at grade 4, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 5 countries that outperformed the United States in fourth-grade science were Finland, Japan, the Republic of Korea, the Russian Federation, and Singapore.

At grade 8, the average U.S. science score was higher than the average score in 23 of the 33 other countries participating at grade 8, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 5 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade science were Japan, the Republic of Korea, the Russian Federation, Singapore, and Slovenia.

Public schools in Florida had an average fourth-grade science score (549) that was higher than the TIMSS scale centerpoint but was not measurably different from the U.S. national average (table 602.20). At grade 8, Florida had a public school average score (508) that was not measurably different from the TIMSS scale centerpoint but was lower than the U.S. national average in science (table 602.30).

The TIMSS Advanced assessment measures the advanced mathematics and physics achievement of students in their final year of secondary school who are taking or have taken advanced courses in those two subjects (table 602.35). On TIMSS Advanced in 2015, the U.S. average advanced mathematics score (485) and physics score (437) were both lower than the TIMSS Advanced scale centerpoint of 500. However, the U.S. average scores in advanced mathematics and physics were not measurably different than the U.S. average scores in those subjects in 1995. No education systems had higher average advanced mathematics or physics scores in 2015 than in 1995, but three education systems (France, Italy, and Sweden) had lower average scores in advanced mathematics and four (France, Norway, Russian Federation, and Sweden) had lower average physics scores.

### Reading Literacy at Grade 4

The Progress in International Reading Literacy Study (PIRLS) conducted international assessments of fourth-grade reading literacy in 2001, 2006, 2011, and 2016. In 2016, PIRLS participants consisted of 43 countries as well as several subnational education systems. Examples of subnational participants include Hong Kong, the Canadian provinces of Ontario and Quebec, England and Northern

Ireland within the United Kingdom, and the Flemish and French communities in Belgium. PIRLS scores are reported on a scale of 0 to 1,000, with a fixed scale centerpoint of 500.

On the 2016 PIRLS, U.S. fourth-graders had an average reading literacy score of 549 (table 602.10). The U.S. average score in 2016 was 7 points lower than in 2011 but 10 points higher than in 2006. In all 4 assessment years, the U.S. average score was higher than the PIRLS scale centerpoint.

In 2016, the average reading literacy score of fourth-graders in the United States was higher than the average score in 24 of the 42 other participating countries, lower than the average score in 7 countries, and not measurably different from the average score in the remaining 11 countries. The 7 countries that outperformed the United States on the 2016 PIRLS were Finland, Ireland, Latvia, Norway, Poland, the Russian Federation, and Singapore.

### Reading, Mathematics, and Science Literacy at Age 15

The Program for International Student Assessment (PISA) assesses 15-year-old students' application of reading, mathematics, and science literacy to problems within a real-life context. In 2018, PISA assessed students in all 37 OECD countries as well as more than 40 other education systems. While data on mathematics literacy and science literacy were reported for all OECD countries, data on reading literacy were reported for only 36 countries due to data quality concerns. PISA scores are reported on a scale of 0 to 1,000.

On the 2018 PISA assessment, U.S. 15-year-olds' average score in reading literacy was 505, which was higher than the OECD average score of 487 (table 602.50). The average reading literacy score in the United States was lower than the average score in 4 other OECD countries, higher than the average score in 21 OECD countries, and not measurably different from the average score in 10 OECD countries. In all participating education systems, females outperformed males in reading literacy (table 602.40). The U.S. gender gap in reading (24 points) was not measurably different from the OECD average gap, but was smaller than the gaps in 12 other OECD countries, larger than the gaps in 2 OECD countries, and not measurably different from the gaps in 21 other OECD countries.

In mathematics literacy, U.S. 15-year-olds' average score of 478 on the 2018 PISA assessment was lower than the OECD average score of 489 (table 602.60). The average mathematics literacy score in the United States was lower than the average score in 24 other OECD countries, higher than the average score in 6 OECD countries, and not measurably different from the average score in 6 OECD countries. In 21 OECD countries, including the United States, males outperformed females in mathematics literacy; in 3 countries, females outperformed males in mathematics (table 602.40).

In science literacy, U.S. 15-year-olds' average score of 502 on the 2018 PISA assessment was higher than the OECD average score of 489 (table 602.70). The average science literacy score in the United States was lower than the average score in 6 other OECD countries, higher than the average score in 19 OECD countries, and not measurably different from the average score in 11 OECD countries. On average across OECD countries, females outperformed male students in science by 2 points. There was no measurable difference in the average science literacy scores for males and females in 22 OECD countries, including the United States. In 13 OECD countries, females outperformed males in science literacy; in 2 countries, males outperformed females in science literacy.

#### **Educational Attainment**

In 2018, the percentage of 25- to 64-year-olds who had completed high school varied among the 34 reporting OECD countries (table 603.10). The OECD country reporting the highest percentage of 25- to 64-year-olds who had completed high school was the Czech Republic (94 percent). High school completers made up more than 90 percent of 25- to 64-year-olds in 5 other OECD countries, including the United States (91 percent). The OECD countries reporting the lowest percentages of 25- to 64-year-olds who had completed high school were Turkey (40 percent) and Mexico (39 percent).

In 2018, the percentage of 25- to 64-year-olds with a postsecondary degree (i.e., any degree at the associate's level or higher) also varied among the 35 OECD countries reporting data for this level of educational attainment (table 603.20). The OECD country reporting the highest percentage of 25- to 64-year-olds with a postsecondary degree was Canada (58 percent). The countries with the next highest percentages were Japan (52 percent), Republic of Korea (49 percent), the United States and Ireland (both 47 percent). An additional 11 OECD countries reported that more than 40 percent of their 25- to 64-year-olds had a postsecondary degree. The OECD countries reporting the lowest percentages of 25- to 64-year-olds with a postsecondary degree were Turkey (21 percent), Italy (19 percent), and Mexico (18 percent).

Among younger adults (those 25 to 34 years old) in the 35 OECD countries reporting data, the percentage with a postsecondary degree also varied in 2018 (table 603.20 and figure 28). The OECD country reporting the highest percentage of younger adults with a postsecondary degree was the Republic of Korea (70 percent). Eight other OECD countries reported percentages of younger adults with a postsecondary degree that were higher than the percentage in the United States (49 percent). In contrast, 25 countries reported percentages of younger adults with a postsecondary degree that were lower than the percentage in the United States. Three OECD countries reported that under 30 percent of 25- to 34-year-olds completed postsecondary education: Colombia (29 percent), Italy (28 percent), and Mexico (23 percent).

# Postsecondary Degrees Awarded, by Sex and in Science, Technology, Engineering, and Mathematics (STEM) fields

In 2017, women earned more than half of all postsecondary degrees (i.e., any degree at the associate's level or higher) in 34 of the 36 OECD countries reporting the percentage of degrees awarded to females (web-only table 603.60). In the United States, women earned 58 percent of all postsecondary degrees awarded. However, the percentage of degrees women earned varied by field. Thirty-six OECD countries reported data for degrees awarded in the field of education; in 34 of these countries, including the United States (79 percent), at least 70 percent of education degrees were awarded to women. In contrast, women earned less than 25 percent of degrees in the combined field of engineering, manufacturing, and construction in 16 OECD countries, including the United States. In the United States, women earned 21 percent of degrees in engineering, manufacturing, and construction.

In 2017, the percentage of bachelor's degrees awarded in science and mathematics, information technologies, and engineering fields-including natural sciences, mathematics, statistics, information and communication technologies, engineering, manufacturing, and construction—varied across OECD countries (web-only table 603.70). Two OECD countries awarded 30 percent or more of their bachelor's degrees in science and mathematics, information technologies, and engineering fields: Germany (35 percent) and the Republic of Korea (32 percent). Four countries awarded 16 percent or less of their bachelor's degrees in science and mathematics, information technologies, and engineering fields: Norway, Belgium, and Colombia each awarded 16 percent, and the Netherlands awarded 15 percent. The United States awarded 21 percent of its bachelor's degrees in science and mathematics, information technologies, and engineering fields, which was lower than the OECD average (23 percent).

The percentages of graduate degrees awarded in science and mathematics, information technologies, and engineering fields varied widely across OECD countries in 2017. A higher percentage of degrees in science and mathematics, information technologies, and engineering fields were awarded at the doctor's degree level than at the master's degree level in every OECD country except Japan. At the master's level, 5 OECD countries awarded 30 percent or more of their degrees in science and mathematics, information technologies, and engineering fields: Japan (43 percent), Germany (35 percent), Portugal (34 percent), Estonia (33 percent), and Sweden (31 percent). The United States awarded 17 percent of its master's degrees in science and mathematics, information technologies, and engineering fields, which was lower than the OECD average (23 percent). However, 6 OECD countries awarded less than 15 percent of their master's degrees in these fields: Iceland (13 percent), Colombia (13 percent), Israel (12 percent), Luxembourg (10 percent), Mexico (9 percent), and Chile (7 percent). At the doctoral level, 10 OECD countries awarded at least half

of their degrees in science and mathematics, information technologies, and engineering fields: France (62 percent), Israel (57 percent), Luxembourg (57 percent), Estonia (55 percent), Canada (51 percent), Chile (51 percent), Lithuania (50 percent), Sweden (50 percent), Switzerland (50 percent), and the Czech Republic (50 percent). Two OECD countries reported awarding 30 percent or less of their doctor's degrees in science and mathematics, information technologies, and engineering fields: Netherlands (30 percent) and Mexico (19 percent). The United States awarded 42 percent of its doctor's degrees in science and mathematics, information technologies, and engineering fields; this was lower than the OECD average of 43 percent.

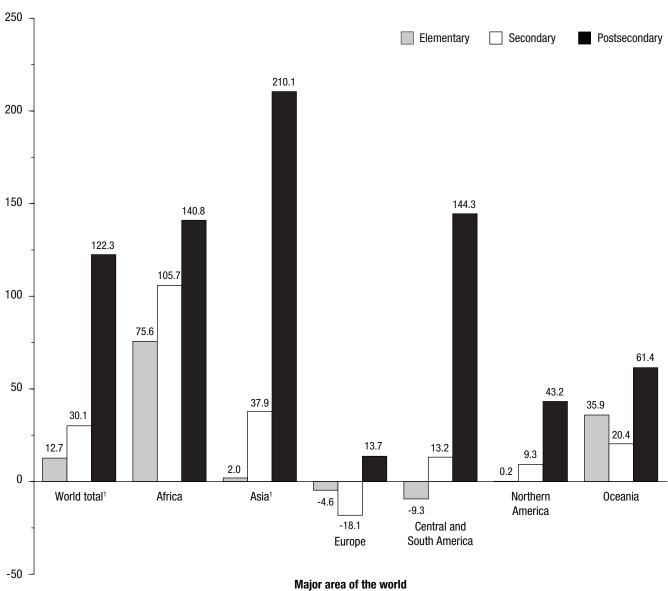
### **Finances**

In 2016, expenditures per full-time-equivalent (FTE) student (expressed in current U.S. dollars) varied by level of education and across OECD countries. At the combined elementary and secondary level of education, expenditures per FTE student were \$13,000 in the United States, which was higher than the OECD average of \$9,400 (table 605.10). In addition to the United States, 5 of the 35 other OECD countries that reported data at the combined elementary and secondary level had expenditures of at least \$12,000 per student: Luxembourg (\$19,800), Switzerland (\$15,500), Austria (\$14,700), Norway (\$13,800), and Belgium (\$12,300). At the postsecondary level, the United States spent \$30,200 per FTE student, which was higher than the OECD average of \$15,500. In addition to the United States, 5 of the 33 other OECD countries that reported higher education finance data had expenditures of over \$20,000 per FTE student: Luxembourg (\$48,400), Sweden (\$24,300), the United Kingdom (\$23,800), Canada (\$23,700), and Norway (\$22,000). These expenditures were adjusted to U.S. dollars using the purchasing-power-parity (PPP) index. This index is considered more stable and comparable than indexes using currency exchange rates; for more information, see Appendix B: Definitions.

Total government and private expenditures on education institutions as a percentage of gross domestic product (GDP) varied across the 35 reporting OECD countries in 2016, ranging from 3.2 in Luxembourg to 6.5 percent in Norway (table 605.20 and figure 29). In the United States, total expenditures on education institutions (based on international definitions) amounted to 6.0 percent of GDP, which was higher than the OECD average (5.0 percent). A comparison of government expenditures on education institutions as a percentage of GDP shows that public investment in education ranged from 2.9 percent in Japan to 6.3 percent in Norway. In the United States, the government expenditure on education institutions as a percentage of GDP was 4.1 percent, which was higher than the OECD average government expenditure on education institutions (4.0 percent of GDP). The percentage of private expenditures on education ranged from a low of 0.1 percent in Finland, Luxembourg, and Norway to 2.3 percent in Chile and 2.4 percent in Colombia. The U.S. percentage (1.9 percent) was higher than the OECD average (0.9 percent).

Figure 27. Percentage change in enrollment, by major areas of the world and level of education: 2000 to 2017

#### Percent change



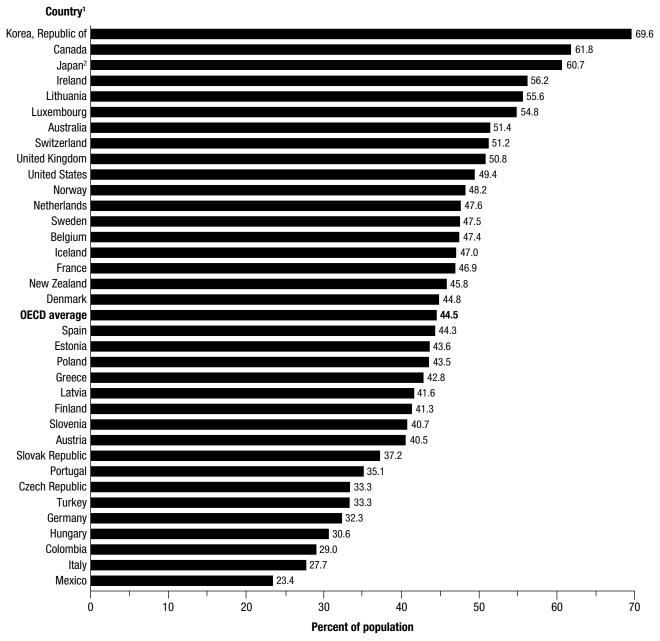
<sup>1</sup>Enrollment data for the world total and Asia exclude Taiwan.

NOTE: Europe includes all countries of the former Union of Soviet Socialist Republics (U.S.S.R.) except Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, which are included in Asia. Asia also includes Turkey, the Arab states (except those located in Africa), and Israel. Central and South America includes Latin America and the Caribbean. Northern America includes Bermuda, Canada, Greenland, St. Pierre and Miquelon, and the United States. Elementary level generally corresponds to grades 1–6 in the United States. Secondary level includes general education, teacher training (at the secondary level), and technical and vocational education; this level generally corresponds to grades 7–12 in the United States. Postsecondary level includes college and university enrollment and technical and vocational education beyond the secondary level. Data include imputed values for nonrespondent countries. Graphic display was generated using unrounded data.

SOURCE: United Nations Educational, Scientific, and Cultural Organization (UNESCO), unpublished tabulations; U.S. Department of Commerce, Census Bureau, International Data

SOURCE: United Nations Educational, Scientific, and Cultural Organization (UNESCO), unpublished tabulations; U.S. Department of Commerce, Census Bureau, International Data Base (November 2019).

Figure 28. Percentage of the population 25 to 34 years old with an associate's or higher degree, by country: 2018

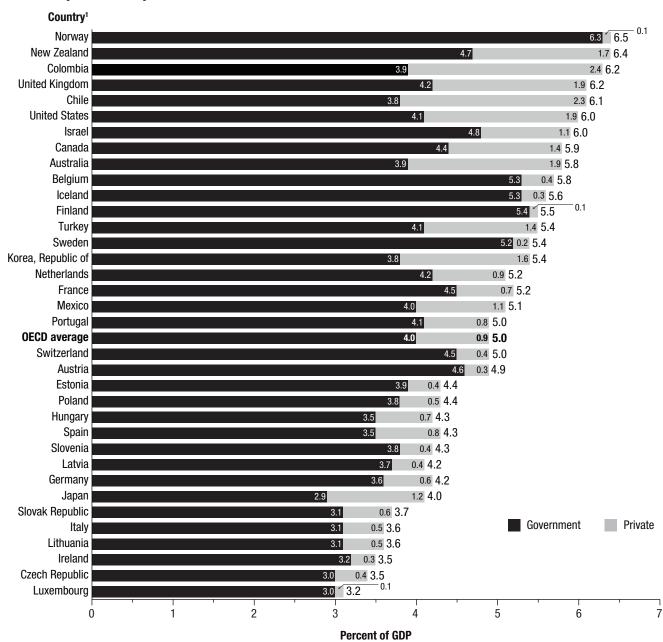


<sup>&#</sup>x27;All the countries shown in this figure are members of the Organization for Economic Cooperation and Development (OECD).

<sup>2</sup>Data include some upper secondary and postsecondary nontertiary awards (i.e., awards that are below the associate's degree level).

NOTE: All data in this figure were calculated using International Standard Classification of Education (ISCED) 2011. The data refer to tertiary degrees, which correspond to all degrees at the associate's level and above in the United States and include the following ISCED 2011 levels: level 5 (corresponding to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalent degree). Graphic display was generated using unrounded data. SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 23, 2019, from <a href="http://jstats.oecd.org/Index.aspx">http://jstats.oecd.org/Index.aspx</a>.

Figure 29. Government and private expenditures on education institutions as a percentage of gross domestic product (GDP), by OECD country: 2016



'All the countries shown in this figure are current members of the Organization for Economic Cooperation and Development (OECD) for which data are available.

NOTE: Includes government and private expenditures on all levels of education institutions. Government expenditures include both amounts spent directly by governments to hire education personnel and to procure other resources and amounts provided by governments to public or private institutions. Government subsidies used by households for payments to education institutions are counted as government expenditures, not private expenditures. Government expenditures may also include expenditures on education institutions from international sources. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved October 14, 2019, from <a href="https://stats.oecd.org/Index.aspx">https://stats.oecd.org/Index.aspx</a>.

Table 601.10. Population, school enrollment, and number of teachers, by major areas of the world and level of education: Selected years, 1980 through 2017

[In thousands]

				Major areas	of the world		
Year and selected characteristic	World total <sup>1,2</sup>	Africa	Asia <sup>2,3</sup>	Europe <sup>3</sup>	Central and South America <sup>4</sup>	Northern America⁴	Oceania
1	2	3	4	5	6	7	8
1980 Population, all ages <sup>5</sup> Enrollment, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup> Teachers, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup>	4,445,386 872,127 525,248 296,790 50,089 40,140 18,530 17,640 3,970	479,432 77,981 61,284 14,999 1,697 2,373 1,676 606 91	2,637,685 495,345 333,912 148,057 13,375 19,578 10,730 7,654 1,194	695,225 134,817 47,705 70,262 16,850 2,506 2,506	358,579 98,236 56,804 36,630 4,802 4,574 1,872 2,319 384	251,929 60,541 22,893 24,695 12,954 2,124 1,309 815	22,534 5,207 2,650 2,147 411 277 134 112
1990 Population, all ages <sup>5</sup> Enrollment, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup> Teachers, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup>	5,286,811 987,870 576,798 343,199 67,873 48,299 22,002 21,204 5,093	631,684 107,061 78,024 26,202 2,836 3,692 2,330 1,222 139	3,184,509 563,295 361,316 178,783 23,195 24,655 12,921 9,949 1,786	725,798 132,645 45,166 68,871 18,608 8,403 2,608 5,795	440,874 117,539 65,056 45,245 7,238 5,763 2,396 2,764 603	277,533 61,543 24,629 21,534 15,380 3,938 1,608 1,340 991	26,412 5,787 2,606 2,563 617 314 139 135
2000 Population, all ages <sup>5</sup> Enrollment, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup> Teachers, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>7</sup>	6,086,149 1,209,810 657,303 452,347 100,159 57,231 24,984 25,486 6,761	807,188 153,961 109,430 38,373 6,158 4,988 2,898 1,805 284	3,686,112 705,119 405,399 258,416 41,303 29,649 14,623 12,529 2,497	730,427 137,729 41,721 70,480 25,528 10,720 2,741 6,104 1,875	518,614 138,384 70,188 56,728 11,468 6,809 2,760 3,172 877	313,388 66,968 27,435 25,117 14,416 4,650 1,806 1,682 1,163	30,421 7,649 3,131 3,233 1,286 155 ———
2010 Population, all ages <sup>5</sup> Enrollment, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup> Teachers, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>7</sup>	6,872,671 1,425,451 697,001 546,192 182,258 72,158 28,671 32,336 11,151	1,039,861 233,201 159,492 62,312 11,398 7,642 4,139 3,030 473	4,127,141 828,095 403,420 333,440 91,235 39,858 16,848 18,172 4,838	740,240 129,092 36,752 58,635 33,705 10,560 2,674 5,471 2,416	587,253 150,517 67,216 61,227 22,074 8,141 2,915 3,549 1,677	343,230 75,233 26,565 26,809 21,859 5,464 1,920 1,898 1,646	34,946 9,313 3,556 3,770 1,987 175 175
2015 Population, all ages <sup>5</sup> Enrollment, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup> Teachers, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup>	7,267,035 1,520,616 720,012 582,977 217,627 77,558 31,161 33,479 12,918	1,177,295 272,401 182,505 75,814 14,081 9,726 5,247 3,874 606	4,332,060 882,390 403,333 354,683 124,374 42,722 18,166 18,346 6,211	745,332 125,478 38,365 57,466 29,646 10,441 2,732 5,329 2,380	618,928 154,879 64,615 64,042 26,223 8,704 2,975 3,906 1,824	356,273 75,254 27,094 27,063 21,097 5,435 1,847 1,803	37,147 10,215 4,101 3,909 2,206 195 195
2017 Population, all ages <sup>5</sup> Enrollment, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup> Teachers, all levels Elementary <sup>6</sup> Secondary <sup>7</sup> Postsecondary <sup>8</sup>	7,424,172 1,551,915 740,868 588,390 222,657 79,570 31,676 34,728 13,166	1,234,712 285,854 192,108 78,918 14,827 10,096 5,492 3,954 649	4,411,836 897,880 413,567 356,235 128,077 44,068 18,273 19,435 6,359	747,218 126,511 39,804 57,694 29,013 10,606 2,821 5,398 2,388	630,926 155,869 63,641 64,205 28,023 8,776 2,982 3,889 1,905	361,477 75,578 27,492 27,445 20,641 5,501 1,906 1,837 1,759	38,002 10,225 4,256 3,894 2,076 202 202

<sup>-</sup>Not available.

<sup>8</sup>Includes college and university enrollment, and technical and vocational education beyond the secondary level.

NOTE: Detail may not sum to totals because of rounding and missing teacher data. Data include imputed values for nonrespondent countries. Enrollment and teacher data exclude several island countries or territories with small populations (less than 150,000). Some data have been revised from previously published figures.

SOURCE: United Nations Educational, Scientific, and Cultural Organization (UNESCO),

unpublished tabulations. U.S. Department of Commerce, Census Bureau, International Data Base, retrieved November 18, 2019, from <a href="https://www.census.gov/programs-surveys/">https://www.census.gov/programs-surveys/</a> international-programs/about/idb.html. (This table was prepared November 2019.)

<sup>&</sup>lt;sup>1</sup>The world total includes estimations for missing data on teachers.

<sup>&</sup>lt;sup>2</sup>Enrollment and teacher data for the world total and Asia exclude Taiwan.

<sup>&</sup>lt;sup>3</sup>Europe includes all countries of the former Union of Soviet Socialist Republics (U.S.S.R.) except Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, which are included in Asia. Asia also includes Turkey, the Arab states (except those located in Africa), and Israel.

<sup>&</sup>lt;sup>4</sup>Central and South America includes Latin America and the Caribbean. Northern America includes Bermuda, Canada, Greenland, St. Pierre and Miquelon, and the United States. <sup>5</sup>Estimate of midyear population.

<sup>&</sup>lt;sup>6</sup>This level generally corresponds to grades 1–6 in the United States.

<sup>7</sup>Includes general education, teacher training (at the secondary level), and technical and vocational education. This level generally corresponds to grades 7–12 in the United States.

Table 601.35. Percentage of 3- and 4-year-olds and 5- to 14-year-olds enrolled in school, by country: Selected years, 2000 through 2017

		Percent o	f 3- and 4	-year-olds	enrolled					Percent o	f 5- to 14	-year-olds	s enrolled			
Country	2012	2013	2014	2015	2016	2017	2000	2005	2010	2011	2012	2013	2014	2015	2016	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
OECD average <sup>1</sup>	77.4	79.7	80.4	80.8	80.4	82.8	97.8	98.9	98.4	98.3	98.3	98.2	97.9	98.0	97.9	98.1
Australia Austria Belgium Canada Chile	46.9 80.6 98.2 — 62.0	72.1 81.4 98.3 — 66.6	77.3 82.2 98.1 — 68.5	79.2 83.7 98.2 — 70.5	77.0 84.2 98.2 — 71.0	76.3 85.0 98.3 — 71.5	100.0 98.2 99.1 97.1 93.6	99.2 — 98.2 <sup>2</sup> —	100.1 97.8 97.4 93.5 96.0	99.8 98.6 98.1 93.4 96.0	100.2 98.5 98.2 99.9 96.0	100.6 98.4 98.2 99.9 96.2	100.8 98.4 98.3 100.2 96.4	100.9 98.5 98.2 100.7 96.7	100.5 97.9 98.2 101.6 96.9	100.2 98.6 98.8 102.1 97.1
Colombia Czech Republic Denmark Estonia Finland	70.3 96.9 88.1 71.3	70.9 96.9 89.2 71.4	76.1 96.9 88.4 71.1	70.5 81.5 97.5 88.7 71.5	46.9 84.3 97.3 89.4 76.1	57.8 83.8 97.3 89.8 76.7	99.8 99.2 — 91.6	100.0 — 104.3 96.7	98.7 99.1 97.2 96.8	98.4 99.3 96.7 96.9	98.6 99.4 96.4 96.8	89.4 98.1 99.4 95.6 96.8	87.9 97.7 99.3 96.5 96.7	89.5 97.7 99.3 96.4 96.5	86.8 97.5 99.2 96.6 97.2	86.6 97.9 99.3 96.7 97.2
France Germany Greece Hungary Iceland	100.1 94.3 — 84.0	100.0 94.5 37.3 84.3 96.4	99.1 94.6 58.7 86.6 96.6	100.1 95.0 46.6 88.2 96.9	100.4 93.7 46.8 90.1 96.7	100.7 93.2 51.0 90.3 97.2	99.8 99.4 99.8 99.9 98.5	99.9 95.9 — 100.3	99.1 98.7 — 98.5 —	99.2 98.3 — 98.1 —	99.1 98.5 — 97.8 —	99.0 99.2 97.1 97.1 98.5	98.3 98.9 96.0 96.6 98.6	99.0 98.9 97.7 95.9 98.7	99.4 98.1 97.3 95.5 98.9	99.9 98.6 96.9 95.5 98.9
Ireland Israel Italy Japan Korea, Republic of	86.4 97.0 — 89.1	73.0 101.4 96.5 88.2 93.6	73.0 97.9 94.1 88.4 91.4	68.3 100.4 93.9 87.7 91.5	75.7 100.6 94.1 89.6 94.9	96.9 100.7 92.9 89.2 95.5	100.5 96.6 99.7 101.2 92.3	100.9 94.1 102.3 —	101.8 96.0 101.1 — 99.4	102.1 96.4 100.8 — 98.6	96.3 100.8 — 98.4	100.9 98.3 100.2 101.4 98.1	100.7 97.8 98.2 101.6 98.2	100.4 97.5 97.8 101.7 98.4	100.8 97.4 97.6 101.5 97.5	101.1 96.9 97.4 101.6 96.9
Latvia Lithuania Luxembourg Mexico Netherlands	83.4 73.1 — 65.0 91.4	86.1 77.7 85.1 66.1 91.5	88.3 80.6 83.1 66.0 88.4	89.1 81.3 80.4 67.6 89.5	90.5 81.3 80.2 67.9 91.2	91.5 82.8 82.3 69.3 92.2	95.3 94.8 99.4	99.5 97.5 — 97.1 98.7	98.2 98.2 — 99.6 99.5	98.6 98.7 — 99.8 99.7	98.2 98.8 — 100.2 99.7	97.8 98.5 97.1 100.9 99.5	97.7 98.9 97.1 101.5 99.4	97.6 99.4 97.0 101.7 99.8	98.0 100.3 97.0 101.9 99.8	98.3 101.1 96.6 101.4 99.7
New Zealand Norway Poland Portugal Slovak Republic	95.9 96.1 58.7 84.9 67.5	91.6 96.2 60.0 84.2 68.1	90.2 96.1 64.7 83.6 68.9	91.9 96.2 72.5 84.6 67.7	90.7 96.4 78.1 85.2 69.1	93.1 96.5 76.1 88.2 73.3	99.0 97.4 93.6 105.2	99.6 98.6 94.6 101.8 97.2	99.0 99.5 95.1 101.6 95.2	98.8 99.6 95.2 102.2 94.8	98.5 99.5 96.3 102.1 94.5	100.6 99.5 95.9 101.2 94.2	98.5 99.4 95.7 99.7 93.7	98.7 99.3 95.5 98.9 93.4	99.0 99.1 95.5 98.3 93.3	99.2 99.2 95.2 98.3 93.0
Slovenia Spain Sweden Switzerland Turkey	87.1 96.1 — 21.6 12.0	86.7 96.2 93.7 22.2 21.7	85.8 96.5 93.9 23.5 20.0	86.1 96.2 92.2 24.8 20.8	86.8 96.3 92.9 25.1 21.1	88.1 97.0 93.5 25.3 23.3	104.4 97.8 98.8 80.2	96.7 100.8 — 99.6 —	97.1 98.6 — 100.1	97.1 98.2 — 99.4 —	97.4 97.8 — 99.3 —	97.1 97.5 98.5 99.6 96.3	97.0 97.2 98.2 99.8 95.9	97.4 97.1 98.5 99.8 95.8 <sup>3</sup>	97.1 97.1 99.0 99.7 94.9 <sup>3</sup>	97.5 97.2 99.5 99.7 96.5 <sup>3</sup>
United Kingdom United States	95.1 52.2	96.3 53.7	90.7 54.7	103.3 54.4	 52.7	109.4 53.8	98.9 99.3	100.1 98.7	100.7 97.4	98.3 97.3	96.7 97.3	98.2 96.9	98.4 97.2	98.4 98.0	— 99.2	98.3 99.8
Other reporting countries China Russian Federation	=	 75.8	 80.5	— 81.6	 81.4	 81.7	79.6 —	<u> </u>	93.2	_	=	93.2	 93.5	94.8	<u> </u>	96.7

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year. 
<sup>2</sup>Excludes the German-Speaking Community of Belgium. 
<sup>3</sup>Includes 15- to 17-year-olds enrolled in primary education.

NOTE: For each country, this table shows the number of persons in each age group who are enrolled in that country as a percentage of that country's total population in the specified age group. However, some of a country's population may be enrolled in a different country,

and some persons enrolled in the country may be residents of a different country. Enrollment rates may be underestimated for countries such as Luxembourg that are net exporters of students and may be overestimated for countries that are net importers. If a country enrolls many residents of other countries, the country's total population in the specified age group can be smaller than the total number enrolled, resulting in enrollment estimates exceeding 100 percent. Some data have been revised from previously published figures. SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a Glarge 2002; and Online Education Patabase, retrieved Sentember 16, 2019, from at a Glance, 2002; and Online Education Database, retrieved September 16, 2019, from <a href="https://stats.oecd.org/Index.aspx">https://stats.oecd.org/Index.aspx</a>. (This table was prepared September 2019.)

Table 601.40. Percentage of 15- to 29-year-olds enrolled in school, by selected levels of education, age, and country: 2017

																Postse	econdary ed	ducation					
	All lev	vels of ation <sup>1</sup>				Secondary	education <sup>2</sup>	!			None	degree prog educ	rams (nonto ation) <sup>3</sup>	ertiary			Degre	e-granting p	rograms (1	ertiary edu	cation) <sup>4</sup>		
					15 to 19	years old			20 to 29	years old	15	to 19 years	s old			15 to 19	years old			20	to 29 years	old	
Country	15 to 19 years old	20 to 29 years old	Total	15 years old	16 years old	17 years old		19 years old	Total	20 years old	Total	18 years old	19 years old	20 years old	Total	17 years old	18 years old	19 years old	Total	20 years old	21 years old	22 years old	23 to 29 years old
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
OECD average <sup>5</sup>	84.5	28.2	71.8		94.8	88.7	55.5	24.8	4.5	12.1	1.4	2.3	3.7	3.7	11.1	1.8	18.5	34.2	22.5	39.4	39.2	35.1	16.4
Australia Austria Belgium Canada Chile	90.0 78.0 95.2 77.6 80.9	41.3 25.7 31.0 21.6 29.2	69.9 62.1 74.5 59.9 64.2	101.3 93.9 99.0 101.4 93.7	100.7 89.2 99.1 99.1 95.0	90.7 72.8 97.3 81.1 90.2	50.8 21.8	22.3 19.3 27.7 7.9 11.0	10.4 2.3 6.1 1.6 1.7	18.9 9.2 13.8 4.1 4.5	1.5 0.6 1.2 — †	2.8 1.0 2.1 — †	3.5 1.4 3.9 —	3.4 1.6 4.2 —	18.6 15.3 19.4 17.7 16.1	5.0 13.3 1.2 3.2 0.2	35.9 28.8 40.6 36.1 30.0	48.5 31.2 53.9 43.3 48.1	27.4 22.5 22.7 20.0 27.4	49.9 31.0 56.0 43.0 52.1	45.9 31.1 51.1 40.3 47.6	39.4 29.5 41.5 32.3 42.6	20.6 19.4 12.3 12.4 19.5
Colombia Czech Republic Denmark Estonia Finland	58.9 90.6 85.9 88.8 86.5	18.8 23.9 42.0 25.2 40.8	44.2 85.4 84.3 82.6 83.4	80.6 98.6 99.0 97.5 98.7	72.7 97.8 94.2 96.5 95.7	40.9 94.9 90.8 94.2 95.0	84.9 88.2	8.7 48.1 54.3 36.3 34.9	2.0 2.8 11.6 4.3 12.6	4.8 14.0 26.6 15.3 18.9	0.2 † 0.5 #	0.3 † 0.1 #	0.2 † 2.4 #	0.1 † 3.7 0.1	13.4 5.2 1.5 5.6 3.0	13.8 0.2 # 0.2 #	23.3 1.5 0.5 1.4 1.0	26.9 24.1 6.9 26.5 13.7	16.6 21.0 30.4 19.0 27.7	27.3 41.7 20.7 35.1 26.5	26.6 41.0 35.3 35.4 35.4	23.4 37.5 44.2 32.0 39.5	12.4 14.9 29.0 14.3 25.2
France Germany Greece Hungary Iceland	86.4 86.8 86.5 83.7 87.3	21.9 33.6 35.8 23.1 34.0	66.3 75.4 60.6 73.2 86.4	97.2 98.1 93.4 97.6 99.6	94.1 94.0 94.1 92.3 95.3	89.0 87.9 90.1 87.4 90.2	15.6 66.4	12.1 36.8 9.2 25.6 66.4	1.5 5.7 1.7 2.7 10.8	5.4 20.5 5.2 9.6 29.0	0.3 5.3 4.9 4.8 #	1.0 7.9 11.0 5.4 #	0.6 11.3 13.8 17.4 0.1	0.5 12.6 10.3 15.1 0.2	19.2 6.1 20.8 5.7 0.9	2.8 0.6 0.9 0.3 #	43.5 7.9 49.3 5.2 0.3	53.1 20.2 54.4 21.8 3.9	20.1 23.0 30.8 17.0 22.5	48.6 28.3 56.2 29.6 17.2	41.2 31.0 53.3 29.9 29.3	35.6 31.0 44.1 27.4 33.1	10.9 20.4 22.5 12.2 20.9
Ireland Israel Italy <sup>e</sup> Japan Korea, Republic of	92.8 66.0 84.8 — 87.4	27.3 20.8 23.8 — 29.5	69.9 61.3 76.4 57.8 58.6	103.2 96.9 97.6 98.8 101.4	100.5 95.7 95.0 95.4 99.8	90.9 91.3 93.2 95.4 93.9	16.2 76.7 2.6	6.2 1.7 20.1 0.8 0.4	2.0 0.1 1.4 — #	3.6 1.0 7.0 — 0.1	6.2 0.1 — 0.2 †	13.5 0.2 — 0.8 †	11.3 0.5 — 0.1 †	7.1 0.7 — — †	16.7 4.6 7.5 — 28.7	3.1 0.5 # 0.0 0.6	27.4 8.7 3.7 — 60.9	53.7 13.7 33.6 — 73.7	22.0 19.8 21.8 — 29.5	56.7 15.3 39.4 — 68.9	50.8 15.8 38.8 — 64.5	36.4 19.0 33.3 — 51.4	11.1 21.2 15.7 — 15.8
Latvia Lithuania Luxembourg Mexico Netherlands	92.9 93.9 76.3 61.1 93.1	28.4 29.6 13.0 18.2 35.8	83.7 80.3 75.6 50.7 78.8	99.4 101.2 95.8 81.3 99.5	98.5 100.7 88.0 76.2 98.9	94.7 98.4 82.1 59.9 89.6		35.2 20.9 43.1 11.7 42.4	3.2 2.0 5.7 4.7 9.1	13.0 6.0 24.5 6.3 28.5	0.8 1.7 # †	0.4 1.0 0.0 †	3.8 7.0 0.2 †	3.4 8.0 0.3 †	8.1 11.9 0.6 10.2 14.3	0.5 0.4 # 3.0 7.7	3.8 7.6 0.6 20.6 25.5	37.5 48.0 2.5 27.8 38.6	23.7 24.4 6.7 13.5 26.7	46.6 53.6 6.5 28.8 45.5	46.7 54.2 10.4 27.2 45.0	42.1 43.5 10.0 21.9 42.4	17.3 14.6 5.9 7.8 19.5
New Zealand Norway Poland Portugal Slovak Republic	80.5 87.2 92.7 88.8 83.4	24.4 31.8 29.0 23.1 18.2	62.5 82.9 83.6 74.2 76.4	99.7 100.2 94.9 98.1 97.0	98.1 94.5 95.1 97.5 92.1	85.0 92.7 94.3 96.6 87.9		8.3 39.0 44.3 25.6 33.0	2.6 5.2 2.1 3.6 1.0	4.3 20.0 10.9 11.8 5.9	2.9 0.1 0.9 0.1 1.4	6.2 # 0.4 0.2 2.4	5.5 0.4 3.8 0.4 4.4	4.2 0.7 7.3 0.5 2.8	15.1 4.2 8.0 13.8 5.2	2.1 0.1 1.1 0.4 0.4	30.4 0.5 2.5 29.6 3.0	40.5 19.9 34.4 39.7 21.3	19.4 26.2 23.4 19.2 16.4	42.3 35.8 46.3 42.7 32.7	36.7 41.9 46.4 38.5 33.8	27.5 40.3 43.6 32.7 31.9	12.7 20.9 15.7 11.4 10.8
Slovenia Spain Sweden Switzerland Turkey	93.4 87.1 91.4 84.7 72.5	34.2 31.6 35.4 27.2 40.7	81.8 69.7 87.5 80.9 60.1	96.7 95.8 102.7 97.5 92.4	96.3 95.9 104.7 92.9 88.1	96.2 89.6 107.1 90.5 79.1	96.5	30.1 24.2 27.7 48.3 9.5	7.7 5.7 10.3 5.9 4.5	16.7 15.2 18.3 24.1 7.4	† 0.3 0.5 †	0.1 0.6 †	0.1 1.4 0.9	0.1 1.3 1.1 †	11.4 17.1 3.3 3.3 12.5	0.0 0.1 0.1 0.3 0.6	1.2 38.9 0.8 3.9 19.4	54.7 48.5 15.2 11.5 42.2	26.5 25.6 20.3 20.5 36.3	57.7 51.0 22.5 21.0 50.7	54.2 49.6 27.2 27.5 50.8	49.7 41.5 29.5 30.4 47.4	16.5 17.3 18.0 18.4 30.4
United Kingdom United States	84.6 82.9	20.4 24.6	67.8 63.3		98.8 93.3	91.5 89.8		18.6 4.6	5.8 0.0	11.3 0.0	† 0.8	† 1.6	† 2.3	† 2.2	16.8 18.7	2.4 1.2	33.5 38.2	44.1 53.7	14.6 23.3	43.7 48.9	32.4 45.0	21.1 33.9	7.7 15.5
Other reporting countries																0.7	0.1-	20.5		00 =	0.1 -	4= 6	
China Russian Federation <sup>7</sup>	86.7	18.1	39.2	91.6	56.7	40.5	5.3	0.9	0.4	0.6	0.2	0.6	0.4	0.2	13.6 47.1	3.9 50.7	24.9 75.2	38.6 70.1	17.6	38.7 56.7	31.0 48.0	17.2 36.6	9.2

<sup>-</sup>Not available.

Data for postsecondary nondegree programs (ISCED 2011 level 4) and postsecondary associate's degree-granting programs (ISCED 2011 level 5) include some vocational education programs at the upper secondary level (ISCED 2011 level 3). NOTE: For each country, this table shows the number of persons at a given age who are enrolled in that country as a percentage of that country's total population at the specified age. If a country enrolls many residents of other countries, the country's total population at the specified age can be smaller than the total number enrolled, resulting in enrollment estimates exceeding 100 percent. Conversely, if a country has many residents who are enrolled outside of the country, the country's enrollment rates may be underestimated. Enrollment estimates can also be affected if population and enrollment data were collected at different times. Includes both full-time and part-time students.

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 24, 2019, from <a href="https://stats.oecd.org/lndex.aspx">https://stats.oecd.org/lndex.aspx</a>. (This table was prepared September 2019.)

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

¹In addition to secondary and postsecondary education, may include enrollment in International Standard Classification of Education (ISCED) 2011 level 1 (primary or elementary education).

<sup>&</sup>lt;sup>2</sup>Refers to ISCED 2011 level 2 (lower secondary education) and level 3 (upper secondary education). Secondary education generally corresponds to grades 7–12 in the United States.

<sup>&</sup>lt;sup>3</sup>Refers to programs classified at ISCED 2011 level 4 (postsecondary nontertiary education). Postsecondary nontertiary education generally corresponds to postsecondary vocational programs below the associate's degree level in the United States. Postsecondary degree-granting programs (tertiary education programs) correspond to all postsecondary programs leading to associate's and higher degrees in the United States. Tertiary education includes ISCED 2011 level 5 (corresponding to U.S. programs at the associate's degree level), level 6 (bachelor's or equivalent level), level 7 (master's or equivalent level), and level 8 (doctoral or equivalent level). Enrollment rates may not be directly comparable across countries due to differing definitions of tertiary education and the age at which it begins.

<sup>&</sup>lt;sup>5</sup>Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally.

<sup>&</sup>lt;sup>6</sup>Enrollment data for upper secondary education (ISCED 2011 level 3) include postsecondary nontertiary enrollment (ISCED 2011 level 4).

Table 601.50. Pupil/teacher ratios in public and private elementary and secondary schools, by level of education and country: 2013 through 2017

		Elemen	tary school (pr	imary)			Junior high s	school (lower se	condary)			Senior high s	school (upper s	econdary)	
Country	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average <sup>1</sup>	15.2	15.2	15.3	15.1	15.0	13.4	13.2	13.2	13.0	13.0	13.5	13.4	13.6	13.1	13.2
Australia Austria Belgium Canada Chile	15.6 11.9 12.7 16.5 <sup>4,5</sup> 22.5	15.6 12.0 12.7 16.6 <sup>4,5</sup> 21.3	15.4 11.8 12.8 17.0 <sup>4,5</sup> 20.9	15.2 11.6 12.8 16.9 <sup>4,5</sup> 20.3	15.1 11.3 12.9 16.2 19.8	9.0 9.3 24.3	8.8 9.2 22.8	8.7 9.5 21.9	8.6 9.0 21.1	8.6 8.9 20.4	12.0 <sup>2,3</sup> 9.9 9.9 13.8 25.1	12.1 10.0 9.9 12.8 23.9	12.3 <sup>2,3</sup> 10.1 9.9 13.0 23.0	12.1 <sup>2,3</sup> 10.1 9.8 12.2 22.1	12.0 10.1 9.7 13.1 21.2
Colombia Czech Republic Denmark Estonia Finland	25.0 18.8 — 13.0 13.2	24.3 18.7 11.9 12.9 13.3	23.8 19.0 — 13.3 13.6	24.2 19.1 13.2 13.3	23.6 19.1 13.2 13.7	26.6 11.2  9.8 9.0	26.3 11.9 11.0 9.9 8.9	26.3 11.8 9.5 9.0	26.2 12.0 — 10.1 9.0	26.4 12.1 10.0 8.9	22.9 11.1 — 14.1 16.0	21.9 11.7 13.1 14.6 16.2	23.9 11.1 — 15.2 16.5	25.6 11.0 — 15.3 17.2	25.1 11.1 — 15.8 18.2
France Germany Greece Hungary Iceland	19.3 15.6 9.5 10.6 10.4	19.4 15.4 9.4 11.5	18.7 <sup>6</sup> 15.4 — 11.2 10.7	19.0 <sup>6</sup> 15.3 — 11.0 10.8	19.6 15.4 — 10.8 11.1	15.4 13.6 7.3 10.4 10.5	15.4 13.4 7.8 10.9	14.6 <sup>6</sup> 13.3 — 10.6 10.5	14.2 <sup>6</sup> 13.2 — 10.3 10.2	14.0 13.2 — 10.4 10.1	10.1 13.2 8.1 12.0	10.4 13.1 — 12.5	10.0 <sup>6</sup> 13.0 — 11.5	11.0 <sup>6</sup> 12.9 — 11.1	11.1 12.7 — 11.5
Ireland Israel Italy Japan Korea, Republic of	16.4 <sup>6</sup> 15.3 12.3 17.4 17.3	16.3 <sup>6</sup> 15.5 12.4 17.1 16.9	16.2 <sup>6</sup> 15.4 12.4 16.9 16.8	16.0 <sup>6</sup> 15.4 11.6 16.6 16.5	15.7 15.2 11.7 16.4 16.4	13.5 11.7 13.9 17.5	12.1 11.6 13.8 16.6	11.8 11.5 13.6 15.7	11.8 11.0 13.4 14.7	11.2 11.0 13.3 14.0	13.9 <sup>6</sup> 10.7 <sup>6</sup> 13.0 <sup>6</sup> 11.7 15.1	13.9 <sup>6</sup> 10.6 12.5 11.9 14.5	13.9 <sup>6</sup> 10.8 <sup>6</sup> 12.5 12.0 14.1	13.8 <sup>6</sup> 10.9 <sup>6</sup> 10.4 11.8 13.8	13.4 9.6 10.4 11.8 13.2
Latvia Lithuania Luxembourg Mexico Netherlands	11.2 10.2 8.8 27.7 16.6 <sup>6</sup>	11.2 10.2 8.9 27.4 16.6	11.6 10.3 10.7 26.9 16.6	11.4 10.5 10.5 26.7 16.8	12.1 10.6 9.0 26.6 16.7	7.8 7.6 11.2 32.2 16.0 <sup>6</sup>	7.6 7.4 10.9 33.0 16.2	7.7 7.3 11.0 33.6 16.0	7.8 7.3 10.7 33.9 16.1	8.4 7.3 10.9 34.0 16.1	10.2 8.0 7.1 27.3 18.6	10.0 8.1 8.9 20.6 19.2 <sup>6</sup>	9.7 8.1 10.8 20.0 18.0	9.8 7.7 9.0 20.0 17.9	10.4 8.0 9.2 23.0 18.0
New Zealand Norway Poland Portugal Slovak Republic	16.4 10.3 11.1 13.2 16.9	16.4 10.3 11.0 14.0 17.2	16.5 10.4 <sup>6</sup> 11.1 13.7 17.2	16.6 10.3 <sup>6</sup> 11.4 13.1 17.1	16.9 10.2 10.7 12.7 17.4	16.4 9.8 9.9 10.4 12.5	16.2 9.7 10.4 10.1 12.5	16.3 9.6 <sup>6</sup> 9.7 10.0 11.6	16.4 9.2 <sup>6</sup> 9.6 9.8 12.3	16.6 9.4 9.5 9.8 12.4	13.3 10.3 11.0 8.4 13.6	13.1 10.3 10.9 8.9 13.5	12.8 10.3 10.3 9.7 13.5	12.6 10.2 10.2 9.6 13.5	13.0 10.1 10.0 9.2 13.6
Slovenia Spain Sweden Switzerland Turkey	16.0 13.8 12.7 13.8 19.8	15.9 13.5 12.7 13.8 19.3	15.9 13.7 12.8 15.6 <sup>6</sup> 18.4	14.3 13.6 13.1 15.5 <sup>6</sup> 17.7	14.5 13.6 12.8 15.3 17.0	8.2 11.6 12.0 10.9 19.3	8.3 11.8 12.2 10.8 18.4	8.5 11.9 12.3 11.9 <sup>6</sup> 16.8	6.1 11.7 12.4 11.8 <sup>6</sup> 15.1	6.0 11.8 12.2 11.7 16.5	13.5 11.0 12.8 — 15.6	13.7 11.3 13.8 — 14.8	13.4 11.1 14.4 — 14.1	14.2 10.7 13.7 12.3 <sup>6</sup> 12.7	14.1 10.7 13.7 12.3 <sup>6</sup> 12.9
United Kingdom United States	20.7 15.3	19.6 15.4	18.4 15.4	16.9 15.2	16.9 15.2	18.5 15.4	15.0 15.5	14.3 15.4	14.8 15.3	15.2 15.3	18.5 15.4	16.3 15.5	26.1 15.4	16.5 15.5	17.2 15.4
Other reporting countries Brazil Costa Rica Russian Federation	21.2 13.3 20.3	20.9 13.2 20.2	24.8 12.7 20.6	24.4 12.0 21.0	24.3 11.6 21.1	18.5 14.1 8.9 <sup>7</sup>	17.8 14.4 8.8 <sup>7</sup>	25.0 14.0 10.4 <sup>7</sup>	24.9 12.8 10.6 <sup>7</sup>	25.0 13.7 10.4	15.7 13.8 —	15.4 14.3 —	23.6 13.9 —	24.1 12.6 —	24.1 13.4 —

<sup>-</sup>Not available

<sup>7</sup>Senior high school data are included with the junior high school data.

NOTE: The pupil/teacher ratio is the number of full-time-equivalent students divided by the number of full-time-equivalent teachers, including teachers for students with disabilities and other special teachers. All data in this table were calculated using International Standard Classification of Education (ISCED) 2011. In this table, elementary school corresponds to ISCED 2011 level 1 (U.S. grades 1 through 6), junior high school corresponds to ISCED 2011 level 2 (U.S. grades 7 through 9), and senior high school corresponds to ISCED 2011 level 3 (U.S. grades 10 through 12).

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved March 25, 2020, from <a href="https://stats.oecd.org/Index.aspx">https://stats.oecd.org/Index.aspx</a>. (This table was prepared March 2020.)

<sup>&</sup>lt;sup>1</sup>Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.

<sup>&</sup>lt;sup>2</sup>Junior high school data are included with the senior high school data.

<sup>&</sup>lt;sup>3</sup>Includes only general programs; data on vocational programs are not available.

<sup>&</sup>lt;sup>4</sup>Preprimary data are included with the elementary school data.

<sup>&</sup>lt;sup>5</sup>Junior high school data are included with the elementary school data.

<sup>&</sup>lt;sup>6</sup>Public institutions only.

Table 602.10. Average reading literacy scale scores of fourth-graders and percentage distribution, by international benchmark level and country or other education system: Selected years, 2001 through 2016

		F	Average rea	ading lit	eracy scal	e score <sup>2</sup>	!						ion, by int core range			
Country or other education system <sup>1</sup>		2001		2006		2011		2016	,	Low (-474) pelow <sup>4</sup>		nediate 5–549)	(550	High 0-624)	Adv (625 and	vanced above)
1		2		3		4		5		6		7		8		9
Scale centerpoint <sup>2</sup> or median	500	<b>(4)</b>	E00	(4)	500	(4)	500	(4)	10	(4)	21	(4)	20	(4)	10	(4)
percentage <sup>s</sup> Australia Austria Azerbaijan <sup>7</sup> Bahrain Belgium (Flemish)		(†) (†) (†) (†) (†) (†)	500 — 538 — — —	(†) (2.2) (†) (†) (†) (†)	527 529 462 <sup>6</sup> —	(2.2) (2.0) (3.3) (†) (†)	544 541 <sup>6</sup> 472 <sup>8</sup> 446 525	(2.5) (2.4) (4.2) (2.3) (1.9)	18 19 16 <sup>6</sup> 46 <sup>8</sup> 59 20	(1.0) (1.1) (2.0) (1.0) (1.3)	30 37 <sup>6</sup> 36 <sup>8</sup> 27 45	(1.0) (0.9) (1.5) (0.8) (1.1)	36 35 39 <sup>6</sup> 16 <sup>8</sup> 12 31	(1.0) (1.3) (1.0) (0.6) (1.1)	10 16 8 <sup>6</sup> 2 <sup>8</sup> 2 4	(1.0) (0.8) (0.3) (0.3) (0.4)
Belgium (French) Bulgaria Canada Chile Chinese Taipei	550 — — —	(†) (3.8) (†) (†) (†)	500 547 — — 535	(2.6) (4.4) (†) (†) (2.0)	506 <sup>6,9</sup> 532 548 <sup>6</sup> — 553	(2.9) (4.1) (1.6) (†) (1.9)	497 <sup>6</sup> 552 543 <sup>6,10</sup> 494 559	(2.6) (4.2) (1.8) (2.5) (2.0)	35 <sup>6</sup> 17 17 <sup>6,10</sup> 39 10	(1.4) (1.6) (0.9) (1.5) (0.7)	42 <sup>6</sup> 28 33 <sup>6,10</sup> 36 31	(1.1) (1.3) (0.8) (1.4) (1.1)	20 <sup>6</sup> 35 37 <sup>6,10</sup> 22 44	(1.1) (1.3) (0.8) (1.2) (1.2)	3 <sup>6</sup> 19 13 <sup>6,10</sup> 3 14	(0.4) (1.3) (0.7) (0.4) (1.1)
Colombia Croatia Czech Republic Denmark Egypt	422 — 537 — —	(4.4) (†) (2.3) (†) (†)	  546 	(†) (†) (†) (2.3) (†)	448 553 <sup>6</sup> 545 554 <sup>6</sup>	(4.1) (1.9) (2.2) (1.7) (†)	543 547 <sup>6</sup> 330 <sup>11</sup>	(†) (†) (2.1) (2.1) (5.6)	15 14 <sup>6</sup> 89 <sup>11</sup>	(†) (†) (0.9) (1.0) (1.2)	36 34 <sup>6</sup> 9 <sup>11</sup>	(†) (†) (1.0) (1.0) (1.0)	39 41 <sup>6</sup> 2 <sup>11</sup>	(†) (†) (1.0) (1.1) (0.3)	10 116 ‡11	(†) (†) (0.7) (1.0) (†)
England (United Kingdom) Finland France Georgia <sup>7</sup> Germany	553 <sup>6,9</sup> — 525 — 539	(3.4) (†) (2.4) (†) (1.9)	539 522 471 <sup>6,10</sup> 548	(2.6) (†) (2.1) (3.1) (2.2)	552 <sup>9</sup> 568 520 488 <sup>10</sup> 541	(2.6) (1.9) (2.6) (3.1) (2.2)	559 566 511 488 <sup>10</sup> 537	(1.9) (1.8) (2.2) (2.8) (3.2)	14 9 28 40 <sup>10</sup> 19	(0.7) (0.8) (1.2) (1.6) (1.4)	28 29 42 38 <sup>10</sup> 34	(0.9) (1.0) (1.2) (1.4) (1.0)	37 44 26 20 <sup>10</sup> 36	(1.1) (1.1) (1.1) (1.1) (1.1)	20 18 4 2 <sup>10</sup> 11	(0.9) (0.8) (0.6) (0.4) (0.8)
Hong Kong (China) Hungary Indonesia Iran, Islamic Republic of Ireland	528 543 — 414 —	(3.1) (2.2) (†) (4.2) (†)	564 551 405 421	(2.4) (3.0) (4.1) (3.1) (†)	571 <sup>12</sup> 539 428 457 552	(2.3) (2.9) (4.2) (2.8) (2.3)	569 <sup>6,9</sup> 554 — 428 <sup>13</sup> 567	(2.7) (2.9) (†) (4.0) (2.5)	7 <sup>6,9</sup> 15 — 63 <sup>13</sup> 11	(0.9) (1.0) (†) (1.3) (0.9)	27 <sup>6,9</sup> 30 26 <sup>13</sup> 28	(1.4) (1.2) (†) (1.0) (1.2)	47 <sup>6,9</sup> 39 9 <sup>13</sup> 40	(1.5) (1.1) (†) (0.5) (1.3)	18 <sup>6,9</sup> 17 — 1 <sup>13</sup> 21	(1.3) (1.2) (†) (0.2) (1.2)
Israel Italy Kazakhstan Kuwait Latvia	509 <sup>14</sup> 541 — —	(2.8) (2.4) (†) (†) (†)	512 <sup>14</sup> 551 — —	(3.3) (2.9) (†) (†) (†)	541 <sup>12</sup> 541 — —	(2.7) (2.2) (†) (†) (†)	530 <sup>12</sup> 548 536 393 <sup>11</sup> 558 <sup>6</sup>	(2.5) (2.2) (2.5) (4.1) (1.7)	25 <sup>12</sup> 13 16 78 <sup>11</sup> 10 <sup>6</sup>	(1.0) (1.0) (1.5) (1.5) (0.8)	29 <sup>12</sup> 35 42 16 <sup>11</sup> 33 <sup>6</sup>	(1.0) (1.3) (1.3) (1.2) (1.3)	33 <sup>12</sup> 41 35 5 <sup>11</sup> 43 <sup>6</sup>	(1.1) (1.7) (1.4) (0.8) (1.4)	13 <sup>12</sup> 11 7 ‡ <sup>11</sup> 14 <sup>6</sup>	(0.9) (0.8) (0.8) (†) (1.0)
Lithuania Macao (China) Malta (Maltese) Morocco Netherlands <sup>a</sup>	543 <sup>10</sup> — 350 <sup>16</sup> 554	(2.6) (†) (†) (9.6) (2.5)	537 <sup>10</sup> — 323 547	(1.6) (†) (†) (5.9) (1.5)	528 <sup>6,10</sup> — 457 310 <sup>17</sup> 546	(2.0) (†) (1.5) (3.9) (1.9)	548 <sup>15</sup> 546 452 <sup>6</sup> 358 <sup>13</sup> 545	(2.6) (1.0) (1.8) (3.9) (1.7)	14 <sup>15</sup> 14 55 <sup>6</sup> 86 <sup>13</sup> 12	(1.1) (0.5) (1.1) (0.8) (0.9)	34 <sup>15</sup> 36 32 <sup>6</sup> 11 <sup>13</sup> 39	(1.3) (0.8) (1.1) (0.7) (1.3)	40 <sup>15</sup> 41 12 <sup>6</sup> 3 <sup>13</sup> 40	(1.2) (0.9) (0.8) (0.4) (1.1)	12 <sup>15</sup> 10 ‡ <sup>6</sup> ‡ <sup>13</sup> 8	(0.9) (0.6) (†) (†) (0.6)
New Zealand Northern Ireland (United Kingdom) Norway (grade 5) <sup>18</sup> Oman Poland	529 — — — —	(3.6) (†) (†) (†) (†)	532 — — — 519	(2.0) (†) (†) (†) (2.4)	531 558 <sup>9</sup> — 391 <sup>19</sup> 526	(1.9) (2.4) (†) (2.8) (2.1)	523 565 559 418 565	(2.2) (2.2) (2.3) (3.3) (2.1)	27 13 10 68 11	(1.0) (0.8) (0.9) (1.3) (0.7)	32 26 32 22 28	(1.0) (1.0) (1.4) (0.9) (1.1)	30 38 43 8 41	(1.0) (1.0) (1.4) (0.7) (1.1)	11 22 15 2 20	(0.6) (1.4) (0.9) (0.3) (1.1)
Portugal Qatar Romania Russian Federation Saudi Arabia	512 528 <sup>6</sup>	(†) (†) (4.6) (4.4) (†)	353 489 565 <sup>6</sup>	(†) (1.1) (5.0) (3.4) (†)	541 425 <sup>6</sup> 502 568 430	(2.6) (3.5) (4.3) (2.7) (4.4)	528 <sup>6</sup> 442 — 581 430	(2.3) (1.8) (†) (2.2) (4.2)	21 <sup>6</sup> 58 6 65	(1.3) (1.1) (†) (0.6) (1.7)	42 <sup>6</sup> 25 — 23 24	(1.1) (1.1) (†) (1.0) (1.3)	31 <sup>6</sup> 14 — 44 9	(1.2) (0.6) (†) (1.0) (1.0)	7 <sup>6</sup> 3 — 26 1	(0.9) (0.3) (†) (1.2) (0.4)
Singapore Slovak Republic Slovenia South Africa Spain	528 518 502 —	(5.2) (2.8) (2.0) (†) (†)	558 531 522 — 513	(2.9) (2.8) (2.1) (†) (2.5)	567 <sup>6</sup> 535 530 — 513	(3.3) (2.8) (2.0) (†) (2.3)	576 <sup>12</sup> 535 542 320 <sup>11</sup> 528	(3.2) (3.1) (2.0) (4.4) (1.7)	11 <sup>12</sup> 19 17 92 <sup>11</sup> 20	(1.0) (1.3) (0.9) (1.0) (1.0)	23 <sup>12</sup> 33 34 6 <sup>11</sup> 41	(1.1) (1.1) (0.9) (0.7) (0.8)	38 <sup>12</sup> 37 38 2 <sup>11</sup> 33	(1.5) (1.3) (1.1) (0.4) (0.9)	29 <sup>12</sup> 10 11 ‡ <sup>11</sup> 6	(1.6) (0.8) (0.8) (†) (0.4)
Sweden Trinidad and Tobago United Arab Emirates	561 — —	(2.2) (†) (†)	549 436 —	(2.3) (4.9) (†)	542 471 439	(2.1) (3.8) (2.2)	555 479 450	(2.4) (3.3) (3.2)	12 45 57	(0.9) (1.7) (1.4)	31 31 23	(1.1) (1.3) (0.7)	43 20 15	(1.7) (1.1) (0.8)	14 4 5	(1.4) (0.5) (0.3)

Table 602.10. Average reading literacy scale scores of fourth-graders and percentage distribution, by international benchmark level and country or other education system: Selected years, 2001 through 2016—Continued

		A	Average re	ading li	teracy scal	e score	2				ercentage ( benchmark					
Country or other education system <sup>1</sup>		2001		2006		2011		2016	,	Low )–474) below <sup>4</sup>		nediate 5–549)	(550	High 0-624)	Ad (625 and	vanced above)
1		2		3		4		5		6		7		8		9
United States	542 <sup>6,9</sup>	(3.8)	540°	(3.5)	556 <sup>6</sup>	(1.5)	549 <sup>9</sup>	(3.1)	17 <sup>9</sup>	(1.2)	31 <sup>9</sup>	(1.1)	37 <sup>9</sup>	(1.4)	16 <sup>9</sup>	(1.3)
Benchmarking education systems Abu Dhabi (United Arab Emirates) Alberta (Canada) Andalusia (Spain) Bueno Aires (Argentina) Dubai (United Arab Emirates)	_ _ _ _	(†) (†) (†) (†) (†)	560 <sup>6</sup> —	(†) (2.4) (†) (†) (†)	424 548 <sup>6</sup> 515 — 476	(4.7) (2.9) (2.3) (†) (2.0)	414 — 525 480 515	(4.7) (†) (2.1) (3.1) (1.9)	69 — 22 45 31	(1.7) (†) (1.2) (1.5) (0.9)	20  41 34 30	(1.1) (†) (0.9) (1.1) (0.9)	9 — 32 18 29	(0.9) (†) (1.1) (1.0) (0.8)	2  5 3 11	(0.4) (†) (0.5) (0.4) (0.6)
Florida (United States) <sup>21</sup> Madrid (Spain) Malta (English) Moscow City (Russian Federation) Norway (grade 4) <sup>18</sup>	— — — 499	(†) (†) (†) (†) (2.9)	498 <sup>20</sup>	(†) (†) (†) (†) (2.6)	569 <sup>9,14</sup> — 477 — 507 <sup>16</sup>	(2.9) (†) (1.4) (†) (1.9)	549 <sup>6</sup> — 612 517	(†) (2.0) (†) (2.2) (2.0)	11 <sup>6</sup> 2 26	(†) (0.9) (†) (0.3) (1.1)	38 <sup>6</sup> 14 40	(†) (1.1) (†) (0.9) (1.1)	42 <sup>6</sup> 41 29	(†) (1.1) (†) (1.2) (1.0)	9 <sup>6</sup> 43 5	(†) (0.7) (†) (1.5) (0.6)
Ontario (Canada) Quebec (Canada)	548 <sup>6</sup> 537	(3.3) (3.0)	555 <sup>6</sup> 533	(2.7) (2.8)	552 <sup>6</sup> 538	(2.6) (2.1)	544 547 <sup>22</sup>	(3.2) (2.8)	18 13 <sup>22</sup>	(1.4) (1.5)	32 37 <sup>22</sup>	(1.1) (1.5)	37 39 <sup>22</sup>	(1.4) (1.6)	14 11 <sup>22</sup>	(1.5) (1.2)

<sup>—</sup>Not available.

<sup>1</sup>Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish and French communities of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida. <sup>2</sup>Progress in International Reading Literacy Study (PIRLS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100. PIRLS international benchmarks group achievement into four levels, providing a way to interpret scale scores and to understand how student proficiency varies at different points on the scale. The score range for each benchmark level (i.e., the lowest and highest score in that level) is shown in parentheses. The score cut-points (i.e., lowest scores) that define the beginning of each level were selected to be as close as possible to the standard percentile cut-points (i.e., the 25th, 50th, 75th, and 90th percentiles). Descriptions of the skills associated with each level can be found at <a href="https://nces.ed.gov/surveys/pirls/">https://nces.ed.gov/surveys/pirls/</a> pirls2016/tables/pirls2016\_exhibit02.asp.

This column combines students who are in the Low level (scores of 400 to 474) with students who are below the Low level (scores of less than 400).

<sup>5</sup>International median percentages are shown in columns 6 through 9 of this row. Half the education systems have a percentage of students equal to or higher than the international median and half have a percentage of students below the median. The median includes only the education systems shown in the top part of this table, which are members of the International Association for the Evaluation of Educational Achievement (IEA) "Benchmarking" education systems are not members of the IEA and are therefore not included in the median.

<sup>6</sup>National Defined Population covers 90 to 95 percent of National Target Population. <sup>7</sup>Exclusion rates for Azerbaijan and Georgia are slightly underestimated as some conflict

zones were not covered and no official statistics were available for 2011.

8In 2016, Azerbaijan expanded its sample to include students taught in Russian. All 2016 data shown in this table are based on the expanded sample and therefore are not

comparable with data for previous years.

<sup>9</sup>Met guidelines for sample participation rates only after replacement schools were

ONational Target Population does not include all of the International Target Population

11 Administered PIRLS Literacy instead of the standard PIRLS assessment. PIRLS Literacy is a less difficult version of PIRLS designed to assess foundational reading skills.

National Defined Population covers less than 90 percent of National Target Population

(but at least 77 percent).

<sup>13</sup>Administered both the standard PIRLS assessment and PIRLS Literacy, a less difficult version of PIRLS that is designed to assess foundational reading skills. Results are based on an average of both assessments

Anational Defined Population covers less than 80 percent of National Target Population.

 $^{15}$ In 2016, Lithuania expanded its sample to include students taught in Polish and Russian. All 2016 data shown in this table are based on the expanded sample and therefore are not comparable with data for previous years.

<sup>16</sup>Nearly satisfied guidelines for sample participation rates after replacement schools were included

<sup>17</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achieve too low for estimation exceeds 25 percent.

IsIn PIRLS cycles prior to 2016, Norway assessed only students in grade 4, which is similar to grade 3 in many other countries because grade 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school. For PIRLS 2016, Norway started assessing students in grade 5. For purposes of comparing results across years, however, Norway also continued to collect grade 4 data in 2016. This table includes the grade 5 results in the top part of the table and the grade 4 results under "Benchmarking education systems

19The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.

<sup>20</sup>Data are available for at least 70 percent but less than 85 percent of students <sup>21</sup>All data for Florida are based on public schools only.

<sup>22</sup>Did not satisfy guidelines for sample participation rates

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001, 2006, 2011, and 2016. (This table was prepared November 2017.)

<sup>†</sup>Not applicable

<sup>‡</sup>Reporting standards not met (too few cases for a reliable estimate).

Table 602.20. Average fourth-grade scores and annual instructional time in mathematics and science, by country or other education system: 2015

					Mathema	tics					Science	е		
					Instruction	onal time	in mathem	atics			Instru	ctional ti	me in scienc	е
	Total instr	uctional					nercen	As a t of total					norcon	As a t of total
Country or other education system <sup>1</sup>		per year	Average	e score <sup>2</sup>	Hours	per year	instruction		Averag	e score²	Hours p	er year	instruction	
1		2		3		4		5		6		7		8
International average <sup>3</sup>	888	(2.0)	500	(†)	155	(0.5)	17	(0.1)	500	(†)	76	(0.4)	9	(#)
Australia Bahrain <sup>5</sup> Belgium (Flemish) <sup>6</sup> Bulgaria Canada <sup>3,6,7,8</sup>	1,014 <sup>4</sup> 976 955 <sup>4</sup> 707 <sup>4</sup> 951	(8.4) (0.6) (11.6) (27.3) (4.1)	517 451 546 524 511	(3.1) (1.6) (2.1) (5.3) (2.3)	202 <sup>4</sup> 159 <sup>4</sup> 218 <sup>4</sup> 105 196 <sup>4</sup>	(3.5) (2.9) (3.2) (2.9) (3.2)	20 16 23 15 21	(0.4) (0.3) (0.4) (0.7) (0.3)	524 459 512 536 525	(2.9) (2.6) (2.3) (5.9) (2.6)	57 <sup>4</sup> 103 <sup>4</sup> 	(1.5) (0.6) (†) (2.3) (2.0)	6 11 6 9	(0.2) (0.1) (†) (0.4) (0.2)
Chile Chinese Taipei Croatia Cyprus Czech Republic	1,094 <sup>4</sup> 969 778 827 <sup>4</sup> 771	(16.9) (14.4) (21.6) (12.4) (10.4)	459 597 502 523 528	(2.4) (1.9) (1.8) (2.7) (2.2)	206 <sup>9</sup> 128 <sup>4</sup> 124 161 <sup>4</sup> 125	(6.4) (4.3) (1.8) (5.5) (4.1)	19 13 16 19 16	(0.7) (0.5) (0.5) (0.7) (0.6)	478 555 533 481 534	(2.7) (1.8) (2.1) (2.6) (2.4)	93 <sup>9</sup> 91 82 48 <sup>4</sup> 38	(2.5) (1.9) (1.5) (0.9) (2.0)	9 9 11 6 5	(0.3) (0.2) (0.4) (0.1) (0.3)
Denmark <sup>5,6</sup> England (United Kingdom) Finland France Georgia <sup>8</sup>	1,051 <sup>4</sup> 994 737 858 <sup>4</sup> 743 <sup>4</sup>	(11.2) (9.9) (8.9) (8.2) (19.5)	539 546 535 488 463	(2.7) (2.8) (2.0) (2.9) (3.6)	150 <sup>9</sup> 189 <sup>4</sup> 115 193 <sup>4</sup> 138 <sup>4</sup>	(3.1) (4.5) (2.2) (3.9) (2.1)	14 19 16 22 19	(0.3) (0.5) (0.4) (0.5) (0.6)	527 536 554 487 451	(2.1) (2.4) (2.3) (2.7) (3.7)	80 <sup>9</sup> 61 <sup>4</sup> 82 56 <sup>4</sup> 80	(2.3) (2.2) (1.8) (1.8) (1.4)	8 6 11 7 11	(0.2) (0.2) (0.3) (0.2) (0.3)
Germany Hong Kong <sup>6</sup> (China) Hungary Indonesia Iran, Islamic Republic of	820 <sup>4</sup> 999 784 1,095 <sup>4</sup> 645 <sup>4</sup>	(9.1) (13.1) (11.8) (20.9) (6.4)	522 615 529 397 431	(2.0) (2.9) (3.2) (3.7) (3.2)	147 <sup>4</sup> 159 129 149 <sup>4</sup> 112 <sup>4</sup>	(2.0) (4.7) (2.5) (5.0) (2.3)	18 16 16 14 17	(0.3) (0.5) (0.4) (0.5) (0.4)	528 557 542 397 421	(2.4) (2.9) (3.3) (4.8) (4.0)	61 <sup>9</sup> ‡ 63 116 <sup>4</sup> 87 <sup>4</sup>	(3.8) (†) (1.7) (4.0) (3.0)	7 8 11 13	(0.5) (†) (0.2) (0.4) (0.5)
Ireland Italy <sup>s</sup> Japan Jordan Kazakhstan	854 1,061 903 931 813	(#) (20.5) (3.7) (14.2) (16.2)	547 507 593 388 544	(2.1) (2.6) (2.0) (3.1) (4.5)	165 231 <sup>4</sup> 151 133 132	(2.4) (4.5) (1.1) (3.3) (3.8)	19 22 17 14 16	(0.3) (0.6) (0.1) (0.4) (0.6)	529 516 569 — 550	(2.4) (2.6) (1.8) (†) (4.4)	32 76 91 — 58	(0.7) (1.6) (0.5) (†) (2.9)	$\frac{\frac{4}{7}}{\frac{10}{7}}$	(0.1) (0.2) (0.1) (†) (0.4)
Korea, Republic of Kuwait¹º Lithuania <sup>s</sup> Morocco Netherlands <sup>6</sup>	712 912 <sup>9</sup> 629 1,054 <sup>4</sup> 1,073 <sup>9</sup>	(8.9) (27.9) (5.5) (18.8) (16.2)	608 353 535 377 530	(2.2) (4.6) (2.5) (3.4) (1.7)	100 128 <sup>9</sup> 111 172 <sup>4</sup> ‡	(1.4) (4.4) (1.6) (2.8) (†)	14 14 18 16	(0.3) (0.6) (0.3) (0.4) (†)	589 337 528 352 <sup>10</sup> 517	(2.0) (6.2) (2.5) (4.7) (2.7)	76 77 <sup>9</sup> 53 54 <sup>4</sup> ‡	(1.0) (3.5) (1.0) (0.9) (†)	11 8 8 5 —	(0.2) (0.5) (0.2) (0.1) (†)
New Zealand Northern Ireland <sup>11</sup> (United Kingdom) Norway <sup>12</sup> Oman Poland	923 962 <sup>4</sup> 817 962 <sup>4</sup> 752 <sup>4</sup>	(5.5) (10.2) (8.7) (11.7) (6.9)	491 570 549 425 535	(2.3) (2.9) (2.5) (2.5) (2.1)	163 <sup>4</sup> 215 <sup>9</sup> 117 <sup>4</sup> 148 <sup>9</sup> 112 <sup>4</sup>	(2.3) (6.5) (2.4) (4.5) (1.1)	18 22 14 15 15	(0.3) (0.7) (0.3) (0.5) (0.2)	506 520 538 431 547	(2.7) (2.2) (2.6) (3.1) (2.4)	43 <sup>4</sup> 38 <sup>9</sup> 59 <sup>4</sup> 123 <sup>9</sup> 84 <sup>4</sup>	(2.0) (2.1) (1.7) (3.1) (1.1)	5 4 7 13 11	(0.2) (0.2) (0.2) (0.4) (0.2)
Portugal <sup>s</sup> Qatar Russian Federation Saudi Arabia Serbia <sup>13</sup>	864 1,056 <sup>4</sup> 661 1,080 <sup>4</sup> 737	(8.5) (16.1) (6.9) (19.6) (16.2)	541 439 564 383 <sup>10</sup> 518	(2.2) (3.4) (3.4) (4.1) (3.5)	275 <sup>4</sup> 185 <sup>4</sup> 106 148 <sup>9</sup> 154	(4.0) (4.6) (1.4) (4.5) (1.6)	32 18 16 14 21	(0.6) (0.5) (0.3) (0.5) (0.5)	508 436 567 390 525	(2.2) (4.1) (3.2) (4.9) (3.7)	111 <sup>4</sup> 125 <sup>4</sup> 49 77 <sup>4</sup> 75	(3.8) (4.4) (0.9) (3.7) (3.5)	13 12 7 7 10	(0.5) (0.5) (0.2) (0.4) (0.5)
Singapore <sup>5</sup> Slovak Republic Slovenia Spain <sup>5</sup> Sweden <sup>5</sup>	986 759 716 <sup>4</sup> 864 839 <sup>4</sup>	(#) (8.1) (7.2) (10.2) (10.6)	618 498 520 505 519	(3.8) (2.5) (1.9) (2.5) (2.8)	201 129 144 <sup>4</sup> 161 110 <sup>4</sup>	(1.6) (2.1) (1.2) (2.3) (2.3)	20 17 20 19 13	(0.2) (0.3) (0.3) (0.3) (0.3)	590 520 543 518 540	(3.7) (2.6) (2.4) (2.6) (3.6)	85 52 86 <sup>4</sup> 124 <sup>4</sup> 79	(1.4) (2.0) (1.3) (2.6) (1.8)	9 7 12 14 9	(0.1) (0.3) (0.2) (0.3) (0.2)
Turkey United Arab Emirates United States <sup>5,6</sup>	847 1,009 <sup>4</sup> 1,088	(18.0) (4.6) (9.2)	483 452 539	(3.1) (2.4) (2.3)	120 162 <sup>9</sup> 216 <sup>4</sup>	(3.3) (2.4) (4.1)	14 16 20	(0.5) (0.2) (0.4)	483 451 546	(3.3) (2.8) (2.2)	83 111 <sup>9</sup> 100 <sup>4</sup>	(1.7) (2.1) (3.7)	10 11 9	(0.3) (0.2) (0.3)
Benchmarking education systems Abu Dhabi <sup>5</sup> (United Arab Emirates) Buenos Aires (Argentina) Dubai (United Arab Emirates) Florida <sup>14</sup> (United States) Ontario (Canada) Quebec <sup>15</sup> (Canada)	1,025 <sup>4</sup> 951 <sup>9</sup> 996 <sup>4</sup> 1,075 <sup>4</sup> 953 910	(11.1) (31.3) (0.4) (21.6) (6.2) (8.0)	419 <sup>10</sup> 432 511 546 512 536	(4.7) (2.9) (1.4) (4.7) (2.3) (4.0)	163° ‡ 160° 212° 1954 221	(4.5) (†) (1.4) (11.1) (3.2) (8.9)	16 16 20 20 24	(0.5) (†) (0.1) (1.1) (0.4) (1.0)	415 418 518 549 530 525	(5.6) (4.7) (1.8) (4.8) (2.5) (4.1)	116 <sup>9</sup> ‡ 110 <sup>4</sup> 105 <sup>9</sup> 88 <sup>4</sup> 43	(4.3) (†) (1.2) (5.8) (3.1) (2.9)	11 11 10 9 5	(0.4) (†) (0.1) (0.6) (0.3) (0.3)

<sup>-</sup>Not available.

multiplying by the number of school days per year. SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015; International Results in Mathematics and Science, retrieved from Boston College, TIMSS & PIRLS International Study Center website (http://timssandpirls.bc.edu/timss2015/international-results/). (This table was prepared December 2016.)

<sup>†</sup>Not applicable

<sup>#</sup>Rounds to zero

<sup>‡</sup>Reporting standards not met. Either data are available for less than 50 percent of students or the coefficient of variation (CV) is 50 percent or greater.

<sup>&</sup>lt;sup>1</sup>Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.

<sup>&</sup>lt;sup>2</sup>Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100.

<sup>&</sup>lt;sup>3</sup>The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.

<sup>&</sup>lt;sup>4</sup>Data are available for at least 70 percent but less than 85 percent of students. <sup>5</sup>National Defined Population covers 90 to 95 percent of National Target Population.

<sup>&</sup>lt;sup>6</sup>Met guidelines for sample participation rates only after replacement schools were included. <sup>7</sup>Data for Canada include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec.

<sup>&</sup>lt;sup>8</sup>National Target Population does not include all of the International Target Population. <sup>9</sup>Data are available for at least 50 percent but less than 70 percent of students. <sup>10</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of

the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.

<sup>11</sup>Nearly satisfied guidelines for sample participation rates after replacement schools were included.

12 Norway collected data from students in their fifth year of schooling rather than in grade

<sup>4</sup> because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.

<sup>13</sup>National Defined Population covers less than 90 percent of National Target Population

<sup>(</sup>but at least 77 percent).

U.S. state-level data áre based on public school students only.
 Did not satisfy guidelines for sample participation rates.

NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their fourth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years. Instructional times shown in this table are actual or implemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in mathematics and science. Instructional hours per year in mathematics and science were calculated by dividing weekly instructional hours by the number of school days per week and then

Table 602.30. Average eighth-grade scores and annual instructional time in mathematics and science, by country or other education system: 2015

				tanaara	Mothema		minicocoj				Coiono			
					Mathema		in mathema	atics			Scienc		e in science	3
Country or other education system <sup>1</sup>	Total instru		Average	e score²	Hours p		percent	As a	Averag	e score²		per year	percent	As a
1		2		3		4		5		6		7		8
International average <sup>4</sup> Australia Bahrain Canada <sup>7,8,9</sup> Chile Chinese Taipei	1,013 1,011 <sup>5</sup> 1,032 949 <sup>5</sup> 1,127 <sup>5</sup> 1,132	(2.1) (6.3) (1.0) (4.9) (18.0) (9.7)	500 505 454 527 427 <sup>10</sup> 599	(3.1) (1.4) (2.2) (3.2) (2.4)	136 139 <sup>5</sup> 153 168 <sup>5</sup> 192 <sup>6</sup> 160	(2.0) (2.3) (2.9) (5.8) (2.4)	13 14 15 18 17 14	(0.1) (0.2) (0.2) (0.3) (0.6) (0.2)	500 512 466 526 454 569	(2.7) (2.2) (2.1) (3.1) (2.1)	144 126 <sup>6</sup> 125 <sup>5</sup> 97 <sup>6</sup> 113 <sup>6</sup> 144	(0.7) (1.6) (10.2) (2.2) (5.0) (2.3)	14 12 12 10 10 13	(0.1) (0.2) (1.0) (0.2) (0.5) (0.2)
Egypt	1,099	(21.2)	392 <sup>10</sup>	(4.1)	132	(3.3)	12	(0.4)	371	(4.3)	114	(2.9)	10	(0.3)
England (United Kingdom)	1,009 <sup>5</sup>	(8.3)	518	(4.2)	126 <sup>5</sup>	(3.4)	12	(0.4)	537	(3.8)	97 <sup>6</sup>	(3.8)	10	(0.4)
Georgia <sup>®,1</sup> 1	864 <sup>5</sup>	(16.7)	453	(3.4)	122 <sup>5</sup>	(4.0)	14	(0.5)	443	(3.1)	241 <sup>6</sup>	(6.8)	28	(1.0)
Hong Kong (China)	995	(11.7)	594	(4.6)	139	(3.1)	14	(0.4)	546	(3.9)	102	(2.8)	10	(0.3)
Hungary	842	(10.3)	514	(3.8)	113	(2.3)	13	(0.3)	527	(3.4)	201	(5.4)	24	(0.7)
Iran, Islamic Republic of	971	(16.9)	436 <sup>10</sup>	(4.6)	131	(4.6)	13	(0.5)	456	(4.0)	120	(3.1)	12	(0.4)
Ireland	963 <sup>5</sup>	(3.2)	523	(2.7)	109	(0.8)	11	(0.1)	530	(2.8)	90 <sup>5</sup>	(0.9)	9	(0.1)
Israel <sup>12</sup>	1,133 <sup>5</sup>	(15.5)	511	(4.1)	153 <sup>5</sup>	(2.2)	14	(0.3)	507	(3.9)	129 <sup>5</sup>	(3.5)	11	(0.3)
Italy <sup>11</sup>	1,047 <sup>5</sup>	(9.6)	494	(2.5)	149	(2.9)	14	(0.3)	499	(2.4)	71 <sup>5</sup>	(1.3)	7	(0.1)
Japan	1,036	(6.1)	586	(2.3)	106	(1.5)	10	(0.2)	571	(1.8)	131	(1.7)	13	(0.2)
Jordan	976	(12.5)	386 <sup>13</sup>	(3.2)	132	(2.3)	14	(0.3)	426	(3.3)	131	(2.3)	13	(0.3)
Kazakhstan	933	(19.4)	528	(5.3)	129	(3.4)	14	(0.5)	533	(4.4)	239	(5.4)	26	(0.8)
Korea, Republic of	947	(6.0)	606	(2.6)	114	(1.2)	12	(0.1)	556	(2.3)	94	(2.1)	10	(0.2)
Kuwait	997 <sup>5</sup>	(18.6)	392 <sup>10</sup>	(4.6)	136 <sup>5</sup>	(3.5)	14	(0.4)	411	(5.2)	117 <sup>5</sup>	(3.0)	12	(0.4)
Lebanon	945 <sup>5</sup>	(14.8)	442	(3.6)	158 <sup>5</sup>	(5.0)	17	(0.6)	398	(5.3)	243 <sup>5</sup>	(10.7)	26	(1.2)
Lithuania¹¹	856	(10.2)	511	(2.8)	115	(1.7)	13	(0.3)	519	(2.8)	205	(4.2)	24	(0.6)
Malaysia	1,172 <sup>5</sup>	(15.6)	465	(3.6)	135	(4.1)	12	(0.4)	471	(4.1)	130 <sup>5</sup>	(4.0)	11	(0.4)
Malta	964	(0.3)	494	(1.0)	127 <sup>5</sup>	(0.1)	13	(#)	481	(1.6)	311 <sup>5</sup>	(1.0)	32	(0.1)
Morocco	1,364	(25.8)	384 <sup>13</sup>	(2.3)	152 <sup>5</sup>	(2.4)	11	(0.3)	393	(2.5)	160 <sup>5</sup>	(4.5)	12	(0.4)
New Zealand³	966 <sup>5</sup>	(6.9)	493	(3.4)	144 <sup>5</sup>	(2.5)	15	(0.3)	513	(3.1)	133 <sup>5</sup>	(2.5)	14	(0.3)
Norway <sup>14</sup>	895	(8.8)	512	(2.3)	105 <sup>5</sup>	(2.2)	12	(0.3)	509	(2.8)	81 <sup>5</sup>	(1.5)	9	(0.2)
Oman	980 <sup>5</sup>	(14.5)	403 <sup>10</sup>	(2.4)	166 <sup>6</sup>	(2.7)	17	(0.4)	455	(2.7)	143 <sup>5</sup>	(3.1)	15	(0.4)
Qatar	1,085 <sup>5</sup>	(1.9)	437 <sup>10</sup>	(3.0)	157 <sup>5</sup>	(2.8)	14	(0.3)	457	(3.0)	155 <sup>5</sup>	(2.6)	14	(0.2)
Russian Federation	884	(9.4)	538	(4.7)	145	(3.1)	16	(0.4)	544	(4.2)	219 <sup>5</sup>	(2.9)	25	(0.4)
Saudi Arabia	1,112	(18.7)	368 <sup>13</sup>	(4.6)	155 <sup>5</sup>	(4.3)	14	(0.5)	396	(4.5)	130	(5.7)	12	(0.5)
Singapore <sup>11</sup>	1,065	(#)	621	(3.2)	129	(1.3)	12	(0.1)	597	(3.2)	106	(1.4)	10	(0.1)
Slovenia	867 <sup>5</sup>	(10.3)	516	(2.1)	114 <sup>5</sup>	(1.3)	13	(0.2)	551	(2.4)	221 <sup>5</sup>	(4.7)	25	(0.6)
Sweden	921	(8.6)	501	(2.8)	99	(1.5)	11	(0.2)	522	(3.5)	122	(4.1)	13	(0.5)
Thailand	1,209	(6.8)	431	(4.8)	111	(1.7)	9	(0.1)	456	(4.2)	110	(1.7)	9	(0.1)
Turkey	983	(22.6)	458	(4.7)	117	(2.7)	12	(0.4)	493	(4.0)	112	(3.0)	11	(0.4)
United Arab Emirates	1,016 <sup>5</sup>	(6.4)	465	(2.0)	159 <sup>6</sup>	(2.7)	16	(0.3)	477	(2.3)	115 <sup>6</sup>	(4.3)	11	(0.4)
United States <sup>9</sup>	1,135	(8.8)	518	(3.1)	155 <sup>5</sup>	(3.9)	14	(0.4)	530	(2.8)	144 <sup>6</sup>	(2.4)	13	(0.2)
Benchmarking education systems Abu Dhabi (United Arab Emirates) Buenos Aires® (Argentina) Dubai (United Arab Emirates) Florida <sup>8,15</sup> (United States) Ontario (Canada) Quebec <sup>16</sup> (Canada)	1,024 <sup>5</sup> 1,164 <sup>6</sup> 1,010 <sup>5</sup> 1,155 <sup>6</sup> 970 <sup>5</sup> 906	(11.0) (46.7) (1.3) (39.9) (6.0) (7.0)	442 396 <sup>13</sup> 512 493 522 543	(4.7) (4.2) (2.1) (6.4) (2.9) (3.9)	166 <sup>6</sup> ‡ 152 <sup>5</sup> 146 <sup>6</sup> 179 <sup>5</sup>	(5.2) (†) (1.7) (9.0) (3.8) (4.2)	16 — 15 13 18 16	(0.5) (†) (0.2) (0.9) (0.4) (0.5)	454 386 525 508 524 530	(5.6) (4.2) (2.0) (6.0) (2.5) (4.4)	122 <sup>6</sup> ‡ 115 <sup>6</sup> ‡ 91 <sup>6</sup> 98 <sup>5</sup>	(6.6) (†) (3.5) (†) (3.3) (2.7)	12 — 11 — 9 11	(0.7) (†) (0.3) (†) (0.3) (0.3)

<sup>-</sup>Not available

<sup>†</sup>Not applicable #Rounds to zero

<sup>‡</sup>Reporting standards not met. Either data are available for less than 50 percent of the

students or the coefficient of variation (CV) is 50 percent or greater.

'Most of the education systems represent complete countries, but some represent subnational entities; examples include two Canadian provinces (Ontario and Quebec), a component of the United Kingdom (England), the U.S. state of Florida, and a few individual cities (such as Abu Dhabi within the United Arab Emirates).

<sup>&</sup>lt;sup>2</sup>Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100.

General/integrated science instructional time is shown for the 27 participating countries

that teach science as a general or integrated subject at eighth grade. For the 10 participating countries that teach the sciences as separate subjects (biology, chemistry, etc.) at eighth

grade, total instructional time across science subjects is shown.

\*The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.

Data are available for at least 70 percent but less than 85 percent of students bata are available for at least 50 percent but less than 70 percent of students

<sup>&</sup>lt;sup>7</sup>Data for Canada include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.

<sup>&</sup>lt;sup>8</sup>National Target Population does not include all of the International Target Population. <sup>9</sup>Met guidelines for sample participation rates only after replacement schools were

<sup>&</sup>lt;sup>0</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.

<sup>11</sup>National Defined Population covers 90 to 95 percent of National Target Population.

<sup>&</sup>lt;sup>12</sup>National Defined Population covers less than 90 percent of the National Target Population

<sup>(</sup>but at least 77 percent).

13 The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.

14Norway collected data from students in their ninth year of schooling rather than in grade

<sup>8</sup> because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.

 <sup>15</sup>U.S. state-level data are based on public school students only
 16Did not satisfy guidelines for sample participation rates.

NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their eighth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 13.5 years. Instructional times shown in this table are actual or implemented was at least 13.5 years. Instructional times shown in this table are actual or implemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in mathematics and science. Instructional hours per year in mathematics and science were calculated by dividing weekly instructional hours by the number of school days per week and then multiplying by the number of school days per year. SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015; International Results in Mathematics and Science, retrieved from Boston College, TIMSS & PIRLS International Study Center website (http://timssandprils.bc.edu/timss2015/international-results/). (This table was prepared December 2016.)

table was prepared December 2016.)

Table 602.35. Average advanced mathematics and physics scores of high school seniors who had taken advanced courses in these subjects, seniors who had taken such courses as a percentage of their age cohort, and instructional time in such courses, by country: 2015

				A	dvanced mathematics	3								Physics				
		Total			Percent of age		nstructional vanced mat				Total				Instru	uctional ti	me in physic	s
Country		ctional	Average	score <sup>2</sup>	cohort taking advanced mathematics courses <sup>3,4</sup>	Hours	per year		percent of total uctional hours	hours (inc	ructional per year ludes all ubjects) <sup>1</sup>	Average	e score <sup>2</sup>	Percent of age cohort taking physics courses <sup>3,5</sup>	Hours	per year		a percent of total ructional hours
1		2		3	4		5		6		7		8	9		10		11
International average <sup>6</sup>	1,027	(5.8)	500	(†)	t	171	(1.5)	17	(0.2)	1,023	(6.2)	500	(†)	t	133	(1.8)	13	(0.2)
France Italy Lebanon <sup>s</sup> Norway Portugal	1,036 <sup>7</sup> 931 1,033 <sup>7</sup>	(22.5) (9.6) (11.2) (19.8) (32.3)	463 422 532 459 482 <sup>9</sup>	(3.1) (5.3) (3.1) (4.6) (2.5)	21.5 24.5 3.9 10.6 28.5	222 <sup>7</sup> 130 242 149 <sup>7</sup> 186	(4.3) (2.1) (7.8) (5.7) (3.6)	17 13 26 14 17	(0.4) (0.2) (0.9) (0.6) (0.6)	1,340 1,018 <sup>7</sup> 932 991 <sup>7</sup> 1,046 <sup>7</sup>	(22.5) (8.2) (11.2) (14.1) (37.1)	373 374 410 507 467	(4.0) (6.9) (4.5) (4.6) (4.6)	21.5 18.2 3.9 6.5 5.1	116 <sup>7</sup> 102 <sup>7</sup> 200 139 <sup>7</sup> 120	(4.2) (1.7) (3.1) (3.0) (6.2)	9 10 21 14 11	(0.3) (0.2) (0.4) (0.4) (0.7)
Russian Federation (intensive courses) <sup>10</sup> Russian Federation Slovenia Sweden United States <sup>8</sup>	914 902 901	(14.4) (8.9) (10.6) (12.9) (13.3)	540 485 460 431 485	(7.8) (5.7) (3.4) (4.0) (5.2)	1.9 10.1 34.4 14.1 11.4	207 178 131 141 156 <sup>7</sup>	(4.2) (2.1) (1.8) (4.2) (4.3)	22 19 15 16 14	(0.6) (0.3) (0.3) (0.5) (0.4)	† 920 902 920 1,132 <sup>7</sup>	(†) (8.7) (5.9) (13.8) (22.5)	† 508 531 455 437	(†) (7.1) (2.5) (5.9) (9.7)	† 4.9 7.6 14.3 4.8	† 133 115 106 162 <sup>11</sup>	(†) (2.0) (1.0) (3.0) (13.3)	† 14 13 12 14	(†) (0.3) (0.1) (0.4) (1.2)

†Not applicable.

<sup>1</sup>Because countries may have used two different school samples—one for advanced mathematics and one for physics—the total number of instructional hours per year for a particular country may be different in column 2 (based on the advanced mathematics sample) than in column 7 (based on the physics sample).

<sup>2</sup>Trends in International Mathematics and Science Study (TIMSS) Advanced scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100.

<sup>3</sup>Columns 4 and 9 show final-year secondary school students who have taken or are taking the specified courses as a percentage of the age cohort that corresponds to the final year of secondary school in their country. The age cohort represents the entire population of the country that is about the same age as the average age of final-year secondary students (approximately 18 or 19 years old, depending on the country). In the United States, the cohort consists of the total population of 18-year-olds. For the United States, therefore, columns 4 and 9 show the percentage of all 18-year-olds who have taken the specified courses.

4Includes advanced mathematics courses covering topics in geometry, algebra, and calculus. In the United States, includes Advanced Placement (AP) calculus, International Baccalaureate (IB) mathematics, and state- and school-specific calculus courses.

<sup>5</sup>Includes physics courses covering topics in mechanics and thermodynamics, electricity and magnetism, and wave phenomena and atomic/nuclear physics. In the United States, includes AP physics, IB physics, and state- and school-specific second-year physics courses.

<sup>®</sup>The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IAE), which develops and implements TIMSS at the international level. All nine of the education systems that participated in TIMSS Advanced are countries that are members of IAE.

<sup>7</sup>Data are available for at least 70 percent but less than 85 percent of students.

<sup>8</sup>Did not satisfy guidelines for sample participation rates.

Met guidelines for sample participation rates only after replacement schools were included.

<sup>10</sup>Intensive courses are advanced mathematics courses that involve 6 or more hours per week. Results for students in these courses are reported separately from the results for other students from the Russian Federation taking courses that involve 4.5 hours per week.

<sup>11</sup>Data are available for at least 50 percent but less than 70 percent of students.

NOTE: Countries were required to draw probability samples of students in their final year of secondary school; in the United States, samples of 12th-graders were drawn. Instructional times shown in this table are actual or inplemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in advanced mathematics and physics. Instructional hours per year in advanced mathematics and physics were calculated by dividing weekly instructional hours by the number of school days per week and then multiplying by the number of school days per year.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS) Advanced, 2015. (This table was prepared January 2017.)

Table 602.40. Average reading literacy, mathematics literacy, and science literacy scores of 15-year-old students, by sex and country or other education system: Selected years, 2009 through 2018

					Rea	ading	literac	y									Mat	hemat	ics lite	racy										Science	literac	y				
Country or other education									20	18											20	18											20	18		
system	2009		201	2	2	015		Total		Male	F	emale		2009		2012		2015		Total		Male	Fe	male		2009		2012		2015		Total		Male	F	emale
1	2	2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19
OECD average <sup>1</sup>	490 (0.5)	49	3 (0.5	) 4	190 (	(0.5)	487	(0.4)	472	(0.5)	502	(0.5)	492	(0.5)	490	(0.5)	487	(0.4)	489	(0.4)	492	(0.5)	487	(0.5)	498	(0.5)	498	(0.5)	491	(0.4)	489	(0.4)	488	(0.5)	490	(0.5)
Australia Austria Belgium Canada Chile	515 (2.3) 470 (2.9) 506 (2.3) 524 (1.5) 449 (3.1)	49 50 52	0 (2.8 9 (2.3 3 (1.9	8) 4 3) 4 9) 5	185 199 527	(1.7) (2.8) (2.4) (2.3) (2.6)	503 484 493 520 452	(1.6) (2.7) (2.3) (1.8) (2.6)	487 471 482 506 442	(2.1)	519 499 504 535 462	(3.7) (2.8) (2.0)	514 496 515 527 421	(2.5) (2.7) (2.3) (1.6) (3.1)	504 506 515 518 423	(2.1) (1.8)	494 497 507 516 423	(2.3)	491 499 508 512 417		494 505 514 514 421	(2.4) (3.9) (2.9) (2.5) (3.3)	488 492 502 510 414	(2.5) (3.8) (2.7) (2.7) (2.7)	527 494 507 529 447	(2.5) (3.2) (2.5) (1.6) (2.9)	521 506 505 525 445	(1.8) (2.7) (2.2) (1.9) (2.9)	510 495 502 528 447	(2.4)	503 490 499 518 444	(1.8) (2.8) (2.2) (2.2) (2.4)	504 491 501 516 445	(2.4) (3.8) (2.6) (2.7) (3.2)	502 489 496 520 442	(2.0) (3.6) (2.7) (2.5) (2.6)
Colombia Czech Republic Denmark Estonia Finland	413 (3.7) 478 (2.9) 495 (2.1) 501 (2.6) 536 (2.3)	49 49 51	3 (2.9 6 (2.0 6 (2.0	6) 4 6) 5 0) 5	187 500 519	(2.9) (2.6) (2.5) (2.2) (2.5)	412 490 501 523 520	(3.3) (2.5) (1.8) (1.8) (2.3)	407 474 486 508 495	(4.0) (3.1) (2.3) (2.4) (2.9)	417 507 516 538 546	(2.9) (2.3) (2.2)	381 493 503 512 541	(3.2) (2.8) (2.6) (2.6) (2.2)	376 499 500 521 519	(2.9) (2.3) (2.0)	390 492 511 520 511	(2.4) (2.2) (2.0)	391 499 509 523 507		401 501 511 528 504	(3.8) (2.9) (2.3) (2.2) (2.5)	381 498 507 519 510	(3.1) (3.2) (2.3) (2.0) (2.2)	402 500 499 528 554	(3.6) (3.0) (2.5) (2.7) (2.3)	399 508 498 541 545	(3.1) (3.0) (2.7) (1.9) (2.2)	416 493 502 534 531	(2.3)	413 497 493 530 522	(3.1) (2.5) (1.9) (1.9) (2.5)	420 496 492 528 510	(3.8) (3.2) (2.5) (2.3) (2.9)	407 498 494 533 534	(2.9) (3.1) (2.2) (2.3) (2.9)
France Germany Greece Hungary Iceland	496 (3.4) 497 (2.7) 483 (4.3) 494 (3.2) 500 (1.4)	50 47 48	8 (2.8 7 (3.3 8 (3.3	8) 5 3) 4 2) 4	509 167 170	(2.5) (3.0) (4.3) (2.7) (2.0)	493 498 457 476 474	(2.3) (3.0) (3.6) (2.3) (1.7)	480 486 437 463 454	(2.8) (3.4) (4.2) (2.8) (2.5)	505 512 479 489 494	(3.2) (3.7) (3.2)	497 513 466 490 507	(3.1) (2.9) (3.9) (3.5) (1.4)	495 514 453 477 493	(2.9) (2.5) (3.2)	493 506 454 477 488	(2.9) (3.8) (2.5)	495 500 451 481 495	(2.6) (3.1) (2.3)	499 503 452 486 490	(2.7) (3.0) (3.9) (3.0) (2.5)	492 496 451 477 500	(2.8) (3.1) (3.2) (3.2) (3.2) (2.9)	498 520 470 503 496	(3.6) (2.8) (4.0) (3.1) (1.4)	499 524 467 494 478	(2.6) (3.0) (3.1) (2.9) (2.1)	495 509 455 477 473	(2.7) (3.9) (2.4)	493 503 452 481 475	(2.2) (2.9) (3.1) (2.3) (1.8)	493 502 446 484 471	(2.7) (3.2) (3.8) (3.1) (2.3)	493 504 457 478 479	(2.8) (3.3) (3.2) (3.1) (2.8)
Ireland Israel Italy Japan Korea, Republic of	496 (3.0) 474 (3.6) 486 (1.6) 520 (3.5) 539 (3.5)	48 49 53	6 (5.0 0 (2.0 8 (3.7	) 4 ) 4 7) 5	179 185 516	(2.5) (3.8) (2.7) (3.2) (3.5)	518 470 476 504 514	(2.2) (3.7) (2.4) (2.7) (2.9)	506 445 464 493 503	(3.0) (5.6) (3.1) (3.8) (4.0)	530 493 489 514 526	(3.7) (2.7) (3.0)	487 447 483 529 546	(2.5) (3.3) (1.9) (3.3) (4.0)	501 466 485 536 554	(2.0)	504 470 490 532 524	(2.8)	500 463 487 527 526	(3.5) (2.8) (2.5)	503 458 494 532 528	(2.9) (5.2) (3.3) (3.4) (4.1)	497 467 479 522 524	(2.7) (3.5) (3.1) (2.9) (4.0)	508 455 489 539 538	(3.3) (3.1) (1.8) (3.4) (3.4)	522 470 494 547 538	(2.5) (5.0) (1.9) (3.6) (3.7)	503 467 481 538 516	(3.4) (2.5) (3.0)	496 462 468 529 519	(2.2) (3.6) (2.4) (2.6) (2.8)	495 452 470 531 521	(3.0) (5.3) (3.0) (3.5) (3.9)	497 471 466 528 517	(2.6) (3.5) (2.6) (3.0) (3.6)
Latvia Lithuania Luxembourg Mexico Netherlands	484 (3.0) 468 (2.4) 472 (1.3) 425 (2.0) 508 (5.1)	47 48 42	7 (2.5 8 (1.5 4 (1.5	5) 4 5) 4 5) 4	172 ( 181 123	(1.8) (2.7) (1.4) (2.6) (2.4)	479 476 470 420 485	(1.6) (1.5) (1.1) (2.7) (2.7)	462 457 456 415 470	(1.8) (1.5) (3.1)	495 496 485 426 499	(1.8) (1.6) (3.0)	482 477 489 419 526		491 479 490 413 523	(1.1) (1.4)	482 478 486 408 512	(2.3) (1.3)	496 481 483 409 519	(2.0) (1.1) (2.5)	500 480 487 415 520	(2.2) (2.4) (1.5) (2.9) (3.5)	493 482 480 403 519	(2.5) (2.7) (1.7) (2.7) (2.7)	494 491 484 416 522	(3.1) (2.9) (1.2) (1.8) (5.4)	502 496 491 415 522	(2.8) (2.6) (1.3) (1.3) (3.5)	490 475 483 416 509	(1.1) (2.1)	487 482 477 419 503	(1.8) (1.6) (1.2) (2.6) (2.8)	483 479 475 424 499	(2.2) (2.3) (1.7) (2.8) (3.6)	491 485 479 415 508	(2.4) (2.1) (1.7) (2.9) (3.1)
New Zealand Norway Poland Portugal Slovak Republic	521 (2.4) 503 (2.6) 500 (2.6) 489 (3.1) 477 (2.5)	50 51 48	4 (3.2 8 (3.2 8 (3.8	2) 5 1) 5 3) 4	513 506 198	(2.4) (2.5) (2.5) (2.7) (2.8)	506 499 512 492 458	(2.0) (2.2) (2.7) (2.4) (2.2)	491 476 495 480 441	(2.7) (2.6) (3.0) (2.8) (2.7)	520 523 528 504 475	(2.6) (2.9) (2.9)	519 498 495 487 497	(2.3) (2.4) (2.8) (2.9) (3.1)	500 489 518 487 482	(2.7) (3.6) (3.8)	495 502 504 492 475	(2.4) (2.5)	494 501 516 492 486	(2.7)	499 497 516 497 488	(2.5) (2.5) (2.9) (3.0) (3.2)	490 505 515 488 484	(2.3) (2.6) (3.1) (3.1) (3.2)	532 500 508 493 490	(2.6) (2.6) (2.4) (2.9) (3.0)	516 495 526 489 471	(2.1) (3.1) (3.1) (3.7) (3.6)	513 498 501 501 461	(2.4) (2.3) (2.5) (2.4) (2.6)	508 490 511 492 464	(2.1) (2.3) (2.6) (2.8) (2.3)	509 485 511 494 461	(2.9) (2.6) (2.8) (3.0) (2.8)	508 496 511 489 467	(2.8) (2.8) (3.1) (3.3) (3.0)
Slovenia Spain Sweden Switzerland Turkey	483 (1.0) 481 (2.0) 497 (2.9) 501 (2.4) 464 (3.5)	48 48 50	8 (1.9 3 (3.0 9 (2.0	9) 4 0) 5 6) 4	196 500 192	(1.5) (2.4) (3.5) (3.0) (4.0)	495 — 506 484 466	(1.2) (†) (3.0) (3.1) (2.2)	475 	(3.2) (3.4)	517 — 523 500 478	(3.4) (3.2)	501 483 494 534 445	(1.2) (2.1) (2.9) (3.3) (4.4)	501 484 478 531 448	(1.9) (2.3) (3.0)	510 486 494 521 420	(2.2) (3.2) (2.9)	509 481 502 515 454	(1.5) (2.7) (2.9)	509 485 502 519 456	(1.9) (2.1) (3.1) (3.0) (3.2)	509 478 503 512 451	(1.8) (1.5) (3.1) (3.5) (2.9)	512 488 495 517 454	(1.1) (2.1) (2.7) (2.8) (3.6)	514 496 485 515 463	(1.3) (1.8) (3.0) (2.7) (3.9)	513 493 493 506 425	(2.1) (3.6) (2.9)	507 483 499 495 468	(1.3) (1.6) (3.1) (3.0) (2.0)	502 484 496 495 465	(1.6) (1.9) (3.2) (3.3) (2.9)	512 482 503 495 472	(2.0) (1.8) (3.7) (3.3) (2.5)
United Kingdom United States	494 (2.3) 500 (3.7)					(2.8) (3.4)	504 505	(2.6) (3.6)	494 494	(3.2) (4.2)	514 517	(3.1) (3.6)	492 487	(2.4) (3.6)	494 481		492 470		502 478		508 482	(3.2) (3.9)	496 474	(3.0) (3.3)	514 502	(2.5) (3.6)	514 497	(3.4) (3.8)	509 496		505 502	(2.6) (3.3)	506 503	(3.1) (3.9)	503 502	(3.2) (3.5)
Non-OECD education systems Albania Algeria Argentina <sup>2</sup> Baku (Azerbaijan) Beijing, Shanghai, Jiangsu, Zhejiang (China)	385 (4.0) — (†) 398 (4.6) — (†)	39	- `(- 6 (3.7 - (-	f) 3 7) 4	350	(4.1) (3.0) (3.2) (†)	402 389	(1.9) (†) (3.0) (2.5)	387 — 393 377 549	(2.6)	425 — 409 403	(†) (3.1)	377 	(4.0) (†) (4.1) (†)	394 — 388 —	(†) (3.5) (†)	360 409 —		437 — 379 420	(†) (2.8)	387 423	(2.8) (†) (3.2) (3.1)	372 416	(2.7) (†) (2.7) (3.2) (2.6)	401 —	(3.9) (†) (4.6) (†)	397  406 	(2.4) (†) (3.9) (†)	427 376 432 —	(2.6)	404 398	(2.0) (†) (2.9) (2.4) (2.7)	409 409 395 596	(2.5) (†) (3.3) (2.7)	425 — 399 400	(2.0) (†) (3.3) (2.6)

Table 602.40. Average reading literacy, mathematics literacy, and science literacy scores of 15-year-old students, by sex and country or other education system: Selected years, 2009 through 2018—Continued

				R	eading	literacy	у									Mat	hemati	cs liter	acy									So	cience	literac	у				
Country or other education								20	18											20	18											20	18		
system	2009		2012		2015		Total		Male	Fer	male	2	2009		2012		2015		Total		Male	Fe	male	2	009	:	2012		2015		Total		Male	Fe	emale
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19
Belarus Bosnia and Herzegovina Brazil Brunei Darussalam Bulgaria	— (†) — (†) 412 (2.7) — (†) 429 (6.7)	407 436	(†) (†) (2.0) (†) (6.0)	407 432	(†) (†) (2.8) (†) (5.0)	474 403 413 408 420	(2.4) (2.9) (2.1) (0.9) (3.9)	463 389 400 393 401	(2.8) (2.9) (2.5) (1.2) (4.8)	418 426 423	(2.8) (3.5) (2.2) (1.2) (4.1)	_	(†) (†) (2.4) (†) (5.9)	389 — 439	(†) (†) (1.9) (†) (4.0)	377 441	(†) (†) (2.9) (†) (4.0)	472 406 384 430 436	(2.7) (3.1) (2.0) (1.2) (3.8)	475 408 388 426 435	(3.2) (3.3) (2.6) (1.7) (4.9)	405 379 434	(3.1) (3.7) (2.0) (1.3) (3.9)	_	(†) (†) (2.4) (†) (5.9)	402 446	(†) (†) (2.1) (†) (4.8)	_	(†) (†) (2.3) (†) (4.4)	471 398 404 431 424	(2.4) (2.7) (2.1) (1.2) (3.6)	473 398 403 427 417	(3.0) (3.1) (2.5) (1.6) (4.5)	470 399 404 435 432	(2.8) (3.2) (2.1) (1.6) (3.8)
Chinese Taipei Costa Rica Croatia Cyprus Dominican Republic	— (†) 476 (2.9) — (†) — (†) — (†)	441 485 449 —	(3.5) (3.3) (1.2) (†) (†)	427 487 443 358 401	(2.6) (2.7) (1.7) (3.1) (3.0)	426 479 424 342 380	(3.4) (2.7) (1.4) (2.9) (2.2)	419 462 401 326 362	(3.1) (3.3) (1.8) (3.1) (2.6)	495 448 357	(4.3) (2.9) (1.8) (2.9) (2.4)	460 —	(†) (3.1) (†) (†) (†) (†)	407 471 440 —	(3.0) (3.5) (1.1) (†) (†)	400 464 437 328 404	(2.5) (2.8) (1.7) (2.7) (2.8)	402 464 451 325 398	(3.3) (2.5) (1.4) (2.6) (2.6)	411 469 447 324 396	(3.1) (3.0) (1.9) (3.0) (3.3)	455 327	(4.5) (3.4) (1.7) (2.9) (2.6)	486 —	(†) (2.8) (†) (†) (†) (†)	429 491 438 —	(2.9) (3.1) (1.2) (†) (†)	433 332	(2.1) (2.5) (1.4) (2.6) (2.4)	416 472 439 336 383	(3.3) (2.8) (1.4) (2.5) (2.3)	420 470 429 331 376	(3.0) (3.5) (2.1) (2.8) (2.9)	411 474 450 340 390	(4.3) (3.4) (1.9) (2.7) (2.6)
Georgia Hong Kong (China) Indonesia Jordan Kazakhstan²	533 (2.1) 402 (3.7) 405 (3.3) 390 (3.1) — (†)	545 396 399 393 —	(2.8) (4.2) (3.6) (2.7) (†)	527 397 408 427 347	(2.7) (2.9) (2.9) (3.4) (1.6)	524 371 419 387 353	(2.7) (2.6) (2.9) (1.5) (1.1)	507 358 393 374 340	(3.5) (3.2) (5.0) (1.7) (1.5)	383 444 401	(2.8) (2.7) (2.5) (1.6) (1.5)	371 387	(2.7) (3.7) (3.7) (3.0) (†)	561 375 386 432	(3.2) (4.0) (3.1) (3.0) (†)	548 386 380 460 362	(3.0) (3.1) (2.7) (4.3) (1.6)	551 379 400 423 366	(3.0) (3.1) (3.3) (1.9) (1.5)	548 374 397 424 368	(3.6) (3.6) (5.2) (2.0) (2.1)	383 403 422	(3.4) (3.5) (3.1) (2.6) (1.9)	383 415	(2.8) (3.8) (3.5) (3.1) (†)	382 409	(2.6) (3.8) (3.1) (3.0) (†)	409 456	(2.5) (2.6) (2.7) (3.7) (1.7)	517 396 429 397 365	(2.5) (2.4) (2.9) (1.7) (1.2)	512 393 414 394 362	(3.4) (2.9) (4.9) (2.0) (1.8)	521 399 444 401 368	(2.8) (2.5) (3.0) (2.1) (1.4)
Kosovo Lebanon Macao (China) Malaysia² Malta	— (†) 487 (0.9) — (†) — (†) — (†)	509 398 —	(†) (0.9) (3.3) (†) (†)	347 509 431 447 416	(4.4) (1.3) (3.5) (1.8) (2.5)	448	(4.3) (1.2) (2.9) (1.7) (2.4)	338 514 402 425 404	(5.0) (1.9) (3.1) (2.4) (2.6)	536 428 474	(4.4) (1.8) (3.3) (2.4) (2.7)	525 — —	(†) (0.9) (†) (†) (†) (†)	538 421 —	(†) (1.0) (3.2) (†) (†)	396 544 446 479 420	(3.7) (1.1) (3.3) (1.7) (2.5)	393 558 440 472 421	(4.0) (1.5) (2.9) (1.9) (2.4)	394 560 437 466 420	(5.0) (2.2) (3.5) (2.4) (2.7)	443 478	(4.0) (2.2) (3.2) (2.7) (2.9)	511 — —	(†) (1.0) (†) (†) (†)	521 420 —	(†) (0.8) (3.0) (†) (†)	386 529 443 465 428	(3.4) (1.1) (3.0) (1.6) (2.0)	384 544 438 457 428	(3.5) (1.5) (2.7) (1.9) (2.3)	381 543 434 447 423	(4.2) (2.1) (3.0) (2.4) (2.6)	386 545 441 468 434	(3.6) (2.0) (3.2) (2.5) (2.8)
Moldova, Republic of Montenegro, Republic of Morocco North Macedonia Panama	408 (1.7) — (†) — (†) — (†) ‡ (†)	422 — — —	(1.2) (†) (†) (†) (†) (†)	427 — 352 —	(1.6) (†) (†) (1.4) (†)	421 359 359 393 377	(1.1) (3.1) (3.1) (1.1) (3.0)	407 347 347 368 370	(1.6) (3.2) (3.2) (1.5) (3.4)	373 373 420	(1.2) (3.1) (3.1) (1.7) (3.1)	403 — — ‡	(2.0) (†) (†) (†) (†) (†)	410 — — —	(1.1) (†) (†) (†) (†) (†)	418 — 371 —	(1.5) (†) (†) (1.3) (†)	430 368 368 394 353	(1.2) (3.3) (3.3) (1.6) (2.7)	434 368 368 391 357	(1.9) (3.7) (3.7) (1.9) (3.4)	367 367 398	(2.2) (3.4) (3.4) (2.1) (3.0)	401 — — ‡	(2.0) (†) (†) (†) (†)	410 — — —	(1.1) (†) (†) (†) (†) (†)	411 — 384 —	(1.0) (†) (†) (1.2) (†)	415 377 377 413 365	(1.3) (3.0) (3.0) (1.4) (2.9)	413 372 372 404 365	(1.9) (3.1) (3.1) (2.2) (3.2)	418 381 381 423 364	(1.6) (3.3) (3.3) (2.0) (3.2)
Peru Philippines Qatar Romania Russian Federation	370 (4.0) — (†) 372 (0.8) 424 (4.1) 459 (3.3)	384 — 388 438 475	(4.3) (†) (0.8) (4.0) (3.0)	398 — 402 434 495	(2.9) (†) (1.0) (4.1) (3.1)	401 340 407 428 479	(3.0) (3.3) (0.8) (5.1) (3.1)	395 325 375 411 466	(3.4) (3.4) (1.1) (4.9) (3.2)	352 440 445	(3.2) (3.5) (1.1) (5.6) (3.3)	368 427	(4.0) (†) (0.7) (3.4) (3.3)	368 — 376 445 482	(3.7) (†) (0.8) (3.8) (3.0)	387 	(2.7) (†) (1.3) (3.8) (3.1)	400 353 414 430 488	(2.6) (3.5) (1.2) (4.9) (3.0)	408 346 402 432 490	(3.3) (4.0) (1.4) (4.9) (3.2)	358 426 427	(2.6) (3.7) (1.5) (5.6) (3.1)	379 428	(3.5) (†) (0.9) (3.4) (3.3)	373 — 384 439 486	(3.6) (†) (0.7) (3.3) (2.9)		(2.4) (†) (1.0) (3.2) (2.9)	404 357 419 426 478	(2.7) (3.2) (0.9) (4.6) (2.9)	411 355 400 425 477	(3.2) (3.4) (1.4) (4.6) (3.0)	397 359 439 426 478	(2.7) (3.7) (1.5) (5.2) (3.2)
Saudi Arabia Serbia, Republic of Singapore Thailand Trinidad and Tobago	— (†) ‡ (†) 526 (1.1) 421 (2.6) 416 (1.2)	542 441	(†) (†) (1.4) (3.1) (†)	535 409 427	(†) (†) (1.6) (3.3) (1.5)	399 439 549 393	(3.0) (3.3) (1.6) (3.2) (†)	373 422 538 372	(4.0) (3.7) (2.0) (4.2) (†)	458 561	(3.3) (3.5) (1.9) (3.4) (†)	419	(†) (†) (1.4) (3.2) (1.3)	 573 427 	(†) (†) (1.3) (3.4) (†)	564 415 417	(†) (†) (1.5) (3.0) (1.4)	373 448 569 419	(3.0) (3.2) (1.6) (3.4) (†)	367 450 571 410	(3.8) (3.9) (1.6) (4.9) (†)	567	(4.0) (3.4) (2.3) (3.7) (†)	425	(†) (†) (1.4) (3.0) (1.2)	 551 444 	(†) (†) (1.5) (2.9) (†)	556 421 425	(†) (†) (1.2) (2.8) (1.4)	386 440 551 426	(2.8) (3.0) (1.5) (3.2) (†)	372 437 553 415	(3.9) (3.8) (2.0) (4.3) (†)	401 442 549 435	(3.4) (3.4) (1.9) (3.6) (†)
Tunisia Ukraine United Arab Emirates Uruguay Vietnam	404 (2.9) — (†) — (†) 426 (2.6) — (†)	404 — 442 411 508	(4.5) (†) (2.5) (3.2) (4.4)	361 — 434 437 487	(3.1) (†) (2.9) (2.5) (3.7)	466 432 427 —	(†) (3.5) (2.3) (2.8) (†)	450 403 415	(†) (4.2) (2.4) (3.3) (†)	460	(†) (3.6) (2.8) (3.0) (†)	_	(3.0) (†) (†) (2.6) (†)	388 — 434 409 511	(3.9) (†) (2.4) (2.8) (4.8)	367 — 427 418 495	(3.0) (†) (2.4) (2.5) (4.5)	453 435 418	(†) (3.6) (2.1) (2.6) (†)	456 430 422 —	(†) (4.3) (2.4) (3.3) (†)	439	(†) (3.9) (2.8) (3.0) (†)	_	(2.7) (†) (†) (2.6) (†)	448 416	(3.5) (†) (2.8) (2.8) (4.3)	386 — 437 435 525	(2.1) (†) (2.4) (2.2) (3.9)	469 434 426	(†) (3.3) (2.0) (2.5) (†)	470 420 428	(†) (3.9) (2.1) (3.2) (†)	468 447 424	(†) (3.6) (2.8) (2.7) (†)

<sup>-</sup>Not available.

<sup>†</sup>Not applicable.

<sup>‡</sup>Reporting standards not met.

<sup>&</sup>lt;sup>1</sup>Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries, to which each country contributes equally regardless of the absolute size of the student population of each country.

<sup>&</sup>lt;sup>2</sup>In 2015, coverage is too small to ensure comparability.

NOTE: Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000. SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), selected years, 2009 through 2018; retrieved December 18, 2019, from <a href="https://pisadataexplorer.oecd.org/ide/idepisa/">https://pisadataexplorer.oecd.org/ide/idepisa/</a>. (This table was prepared December 2019.)

Table 602.50. Average reading literacy scores of 15-year-old students and percentage attaining reading literacy proficiency levels, by country or other education system: 2018
[Standard errors appear in parentheses]

											Percenta	ge attainin	g readino	j literacy į	oroficienc	y levels <sup>2</sup>								
							Below I	evel 2												ŀ	At or abov	e level 5		
Country or other education system	Average literacy	٠.	Tot	al below level 2	Below	level 1c	At	level 1c	At	level 1b	At	level 1a	А	t level 2	А	t level 3	Д	it level 4		otal at or e level 5	А	t level 5	ļ	At level 6
1		2		3		4		5		6		7		8		9		10		11		12		13
OECD average <sup>3</sup>	487	(0.4)	22.6	(0.16)	0.1	(0.01)	1.4	(0.04)	6.2	(0.09)	15.0	(0.12)	23.7	(0.13)	26.0	(0.14)	18.9	(0.12)	8.7	(0.10)	7.4	(0.09)	1.3	(0.04)
Australia	503	(1.6)	19.6	(0.50)	0.1!!	(0.06)	1.4	(0.15)	5.6	(0.29)	12.5	(0.36)	21.1	(0.48)	25.4	(0.51)	20.9	(0.49)	13.0	(0.46)	10.3	(0.36)	2.7	(0.21)
Austria	484	(2.7)	23.6	(1.02)	#!!	(†)	0.9	(0.19)	6.4	(0.57)	16.3	(0.84)	23.5	(0.83)	26.2	(0.87)	19.3	(0.78)	7.4	(0.50)	6.7	(0.47)	0.7	(0.13)
Belgium	493	(2.3)	21.3	(0.88)	0.1!!	(0.05)	1.2	(0.19)	6.0	(0.43)	14.0	(0.62)	22.4	(0.66)	26.5	(0.68)	20.4	(0.71)	9.5	(0.53)	8.3	(0.49)	1.3	(0.20)
Canada	520	(1.8)	13.8	(0.49)	#!!	(†)	0.7	(0.11)	3.1	(0.20)	10.0	(0.39)	20.1	(0.57)	27.2	(0.46)	24.0	(0.51)	15.0	(0.55)	12.2	(0.46)	2.8	(0.23)
Chile	452	(2.6)	31.7	(1.20)	0.1!!	(0.09)	1.7	(0.24)	8.9	(0.62)	21.0	(0.90)	29.5	(0.86)	24.4	(0.86)	11.8	(0.60)	2.6	(0.30)	2.4	(0.28)	0.2!	(0.07)
Colombia <sup>4</sup> Czech Republic Denmark Estonia Finland	412 490 501 523 520	(3.3) (2.5) (1.8) (1.8) (2.3)	49.9 20.7 16.0 11.1 13.5	(1.71) (1.12) (0.68) (0.59) (0.71)	0.2! 0.1!! #!! #	(0.08) (0.06) (†) (†) (†)	3.6 0.7 0.5 0.3! 0.8	(0.45) (0.21) (0.14) (0.10) (0.16)	15.8 5.0 3.5 2.1 3.3	(0.93) (0.54) (0.31) (0.23) (0.38)	30.3 15.0 11.9 8.7 9.4	(1.03) (0.78) (0.54) (0.50) (0.57)	27.7 25.0 23.9 21.2 19.2	(0.99) (0.87) (0.80) (0.86) (0.70)	15.8 26.9 30.1 29.9 27.6	(0.85) (0.90) (0.89) (0.87) (0.81)	5.7 19.1 21.6 24.0 25.4	(0.55) (0.78) (0.80) (0.80) (0.78)	0.9 8.2 8.4 13.9 14.2	(0.18) (0.54) (0.51) (0.70) (0.72)	0.9 7.2 7.3 11.1 11.9	(0.18) (0.48) (0.48) (0.57) (0.67)	#!! 1.1 1.1 2.8 2.4	(†) (0.19) (0.20) (0.32) (0.33)
France	493	(2.3)	20.9	(0.74)	#!!	(†)	1.1	(0.17)	5.7	(0.43)	14.0	(0.65)	22.8	(0.82)	26.6	(0.85)	20.5	(0.71)	9.2	(0.70)	8.1	(0.62)	1.1	(0.19)
Germany	498	(3.0)	20.7	(1.05)	0.1!!	(0.05)	1.3	(0.26)	5.7	(0.51)	13.6	(0.84)	21.1	(0.81)	25.4	(0.75)	21.5	(0.87)	11.3	(0.69)	9.5	(0.60)	1.8	(0.23)
Greece	457	(3.6)	30.5	(1.51)	0.1!!	(0.07)	2.1	(0.33)	9.3	(0.75)	19.0	(0.90)	27.3	(0.79)	25.2	(1.04)	13.3	(0.80)	3.7	(0.50)	3.3	(0.44)	0.3!	(0.11)
Hungary	476	(2.3)	25.3	(0.91)	#!!	(†)	1.2	(0.23)	7.0	(0.62)	17.0	(0.77)	25.2	(0.87)	26.3	(0.93)	17.5	(0.79)	5.7	(0.54)	5.2	(0.48)	0.5	(0.15)
Iceland	474	(1.7)	26.4	(0.86)	0.1!!	(0.08)	2.3	(0.35)	8.0	(0.72)	15.9	(0.85)	24.6	(0.95)	25.1	(0.85)	16.9	(0.73)	7.1	(0.57)	6.2	(0.58)	0.9	(0.23)
Ireland	518	(2.2)	11.8	(0.67)	#!!	(†)	0.2!	(0.08)	2.1	(0.27)	9.5	(0.60)	21.7	(0.82)	30.3	(0.86)	24.1	(0.79)	12.1	(0.67)	10.3	(0.58)	1.8	(0.27)
Israel	470	(3.7)	31.1	(1.30)	0.7	(0.19)	5.0	(0.51)	10.4	(0.67)	15.0	(0.85)	19.4	(0.74)	21.6	(0.79)	17.5	(0.79)	10.4	(0.66)	8.4	(0.55)	2.0	(0.28)
Italy	476	(2.4)	23.3	(0.97)	0.1!	(0.07)	1.7	(0.27)	6.7	(0.58)	14.8	(0.71)	26.3	(0.88)	28.2	(0.94)	16.9	(0.71)	5.3	(0.48)	4.9	(0.43)	0.5	(0.13)
Japan	504	(2.7)	16.8	(0.96)	0.1!!	(0.04)	0.7	(0.16)	4.1	(0.43)	12.0	(0.66)	22.5	(0.85)	28.6	(0.95)	21.9	(0.76)	10.3	(0.72)	8.6	(0.63)	1.7	(0.26)
Korea, Republic of	514	(2.9)	15.1	(0.91)	0.1!!	(0.06)	1.1	(0.20)	4.3	(0.38)	9.6	(0.66)	19.6	(0.69)	27.6	(0.80)	24.6	(0.82)	13.1	(0.87)	10.8	(0.65)	2.3	(0.36)
Latvia	479	(1.6)	22.4	(0.75)	#!!	(†)	0.6	(0.14)	5.2	(0.44)	16.6	(0.61)	27.4	(0.85)	28.8	(0.84)	16.6	(0.73)	4.8	(0.43)	4.4	(0.43)	0.4!	(0.14)
Lithuania	476	(1.5)	24.4	(0.75)	#!!	(†)	1.0	(0.20)	6.3	(0.42)	17.0	(0.59)	26.1	(0.75)	27.7	(0.74)	16.9	(0.58)	5.0	(0.37)	4.5	(0.37)	0.4	(0.11)
Luxembourg	470	(1.1)	29.3	(0.57)	0.2!!	(0.09)	2.4	(0.23)	9.2	(0.44)	17.6	(0.59)	23.7	(0.67)	23.5	(0.74)	15.9	(0.62)	7.6	(0.49)	6.4	(0.44)	1.3	(0.18)
Mexico <sup>4</sup>	420	(2.7)	44.7	(1.33)	#!!	(†)	2.5	(0.40)	13.1	(0.79)	29.1	(1.10)	31.7	(1.00)	17.5	(0.88)	5.3	(0.64)	0.8	(0.19)	0.7	(0.19)	#!!	(†)
Netherlands <sup>5</sup>	485	(2.7)	24.1	(1.03)	0.1!!	(0.08)	1.3	(0.25)	7.0	(0.59)	15.6	(0.72)	23.7	(0.81)	24.3	(1.05)	18.8	(0.84)	9.1	(0.61)	7.9	(0.57)	1.2	(0.22)
New Zealand	506	(2.0)	19.0	(0.79)	0.1!!	(0.05)	1.0	(0.19)	5.2	(0.48)	12.7	(0.62)	20.8	(0.73)	24.6	(0.71)	22.5	(0.71)	13.1	(0.61)	10.7	(0.58)	2.4	(0.32)
Norway	499	(2.2)	19.3	(0.77)	0.1!	(0.05)	1.7	(0.20)	5.6	(0.42)	11.9	(0.56)	21.5	(0.72)	26.4	(0.88)	21.6	(0.81)	11.3	(0.60)	9.6	(0.57)	1.6	(0.24)
Poland	512	(2.7)	14.7	(0.75)	#!!	(†)	0.5	(0.14)	3.3	(0.34)	10.8	(0.65)	22.4	(0.77)	27.7	(0.79)	23.0	(0.82)	12.2	(0.84)	10.1	(0.71)	2.1	(0.34)
Portugal <sup>©</sup>	492	(2.4)	20.2	(0.92)	#!!	(†)	0.9	(0.18)	5.0	(0.49)	14.3	(0.69)	23.3	(0.74)	28.2	(0.84)	21.0	(0.88)	7.3	(0.63)	6.5	(0.61)	0.8	(0.17)
Slovak Republic	458	(2.2)	31.4	(0.98)	0.1!!	(0.08)	2.3	(0.34)	9.2	(0.68)	19.8	(0.78)	26.9	(0.91)	23.5	(0.95)	13.6	(0.69)	4.6	(0.41)	4.1	(0.36)	0.5!	(0.15)
Slovenia Spain <sup>7</sup> Sweden Switzerland Turkey <sup>4</sup>	495 — 506 484 466	(1.2) (†) (3.0) (3.1) (2.2)	17.9 — 18.4 23.6 26.1	(0.66) (†) (1.03) (1.08) (1.05)	#!! 0.2! 0.1!! #!!	(†) (†) (0.07) (0.06) (†)	0.6 — 1.5 1.3 0.7	(0.16) (†) (0.20) (0.26) (0.17)	4.3  5.1 7.1 6.3	(0.39) (†) (0.50) (0.59) (0.61)	12.9 — 11.6 15.1 19.1	(0.54) (†) (0.72) (0.74) (0.72)	24.5 20.6 23.4 30.2	(0.75) (†) (0.76) (0.95) (0.88)	29.5 — 25.5 26.3 26.9	(0.88) (†) (0.75) (0.83) (0.98)	20.3 22.3 18.5 13.5	(0.68) (†) (0.81) (0.76) (0.60)	7.8 — 13.3 8.1 3.3	(0.46) (†) (0.73) (0.68) (0.50)	6.8 — 10.9 6.9 3.1	(0.47) (†) (0.68) (0.64) (0.46)	1.0 — 2.4 1.2 0.2!	(0.22) (†) (0.27) (0.24) (0.09)
United Kingdom	504	(2.6)	17.3	(0.89)	#!!	(†)	0.8	(0.16)	4.2	(0.39)	12.3	(0.68)	23.0	(0.72)	27.2	(0.67)	21.0	(0.82)	11.5	(0.76)	9.5	(0.63)	2.0	(0.24)
United States <sup>5</sup>	505	(3.6)	19.3	(1.11)	0.1!!	(0.05)	1.1	(0.25)	5.4	(0.47)	12.7	(0.76)	21.1	(0.80)	24.7	(0.77)	21.4	(0.84)	13.5	(0.86)	10.7	(0.72)	2.8	(0.36)
Non-OECD education systems Albania Algeria Baku (Azerbaijan) <sup>8</sup> Beijing, Shanghai, Jiangsu.	405 402 389	(1.9) (3.0) (2.5)	52.2 52.1 60.4	(1.09) (1.35) (1.30)	0.1!! 1.3 0.1!	(0.08) (0.23) (0.06)	2.9 6.7 3.7	(0.30) (0.57) (0.36)	16.4 17.4 19.6	(0.73) (0.73) (0.81)	32.8 26.7 37.0	(0.94) (0.87) (1.07)	29.9 25.7 28.6	(0.78) (0.82) (0.87)	14.0 16.2 9.2	(0.71) (0.71) (0.64)	3.5 5.3 1.6	(0.36) (0.46) (0.41)	0.4 0.7 0.1!!	(0.10) (0.16) ! (0.12)	0.4 0.7 0.1!!	(0.10) (0.15) (0.11)	#!! #!! #!!	(†)
Guangdong (China)	555	(2.7)	5.2	(0.61)	#!!	(†)	0.1!!	(0.06)	0.7	(0.16)	4.3	(0.53)	14.3	(0.83)	27.9	(0.97)	30.8	(0.97)	21.7	(1.11)	17.5	(0.88)	4.2	(0.58)
Belarus	474	(2.4)	23.4	(1.04)	#!!	(†)	0.8	(0.19)	5.8	(0.49)	16.8	(0.80)	28.7	(0.85)	28.0	(0.96)	16.0	(0.73)	3.9	(0.42)	3.7	(0.40)	0.3	(0.08)
Bosnia and Herzegovina	403	(2.9)	53.7	(1.64)	0.1!!	(0.06)	2.8	(0.37)	17.5	(0.97)	33.2	(1.06)	28.8	(1.13)	14.3	(0.91)	3.0	(0.39)	0.2!	(0.07)	0.2!	(0.07)	#	(†)
Brazil <sup>4</sup>	413	(2.1)	50.0	(0.90)	0.4	(0.10)	5.3	(0.40)	17.7	(0.57)	26.7	(0.66)	24.5	(0.62)	16.3	(0.60)	7.4	(0.46)	1.8	(0.24)	1.7	(0.22)	0.2!	(0.06)
Brunei Darussalam	408	(0.9)	51.8	(0.61)	0.3!	(0.12)	5.4	(0.32)	19.1	(0.53)	27.0	(0.74)	24.5	(0.57)	15.5	(0.51)	6.9	(0.33)	1.3	(0.22)	1.3	(0.21)	#!!	(†)
Bulgaria <sup>4</sup>	420	(3.9)	47.1	(1.69)	0.3!	(0.10)	4.6	(0.63)	17.1	(1.09)	25.1	(0.93)	24.9	(0.97)	17.3	(0.94)	8.4	(0.70)	2.3	(0.36)	2.2	(0.32)	0.2!	(0.07)
Chinese Taipei	503	(2.8)	17.8	(0.81)	0.1!	(0.07)	1.2	(0.19)	4.5	(0.40)	12.0	(0.59)	21.8	(0.70)	27.4	(0.80)	22.0	(0.89)	10.9	(0.81)	9.3	(0.67)	1.6	(0.31)

Table 602.50. Average reading literacy scores of 15-year-old students and percentage attaining reading literacy proficiency levels, by country or other education system: 2018—Continued

[Standard errors appear in parentheses]

										Percentac	e attainir	ning reading literacy proficiency levels <sup>2</sup>												
						Below	level 2					9	,,		,					At or abov	e level 5			
Country or other education system	Average reading literacy score <sup>1</sup>		Total below level 2		Below level 10	А	At level 1c		At level 1b		At level 1a		t level 2	At level 3		At level 4		Total at or above level 5		А	t level 5	A.	t level 6	
1		2		3	3 4		5		6		7		8		9	10		11		12			13	
Costa Rica <sup>4</sup> Croatia Cyprus Dominican Republic <sup>4</sup> Georgia	426 479 424 342 380	(3.4) (2.7) (1.4) (2.9) (2.2)	42.0 21.6 43.7 79.1 64.4	(1.62) (1.16) (0.72) (1.29) (1.11)	0.1!! (0.05 #!! († 0.3! (0.09 1.1 (0.25 0.4! (0.13	1.8 0.7 4.3 15.9 7.0	(0.32) (0.16) (0.33) (0.91) (0.54)	11.3 5.0 15.0 33.3 24.2	(0.70) (0.53) (0.58) (1.06) (0.91)	28.9 15.9 24.1 28.8 32.8	(1.14) (0.76) (0.77) (1.01) (0.81)	32.1 28.3 26.9 15.0 22.9	(1.10) (0.86) (0.70) (0.91) (0.82)	19.4 29.0 19.3 4.9 10.1	(1.07) (1.00) (0.65) (0.54) (0.56)	5.9 16.4 8.4 0.9 2.4	(0.85) (0.82) (0.39) (0.22) (0.31)	0.6 4.7 1.8 0.1!! 0.2!	(0.16) (0.47) (0.21) (0.06) (0.10)	0.6 4.3 1.7 0.1!! 0.2!	(0.16) (0.45) (0.21) (0.06) (0.10)	# 0.4 0.1!! #!! #!!	(†) (0.09) (0.07) (†) (†)	
Hong Kong (China) <sup>5</sup> Indonesia Jordan <sup>4</sup> Kazakhstan Kosovo	524 371 419 387 353	(2.7) (2.6) (2.9) (1.5) (1.1)	12.6 69.9 41.2 64.2 78.7	(0.76) (1.42) (1.40) (0.73) (0.65)	0.1!! (0.05 0.2!! (0.11) 1.1 (0.22) 0.1!! (0.04) 0.3! (0.09)	0.9 6.3 4.0 3.5 8.7	(0.22) (0.65) (0.50) (0.32) (0.57)	3.5 26.7 11.1 22.2 31.7	(0.41) (1.03) (0.70) (0.70) (0.81)	8.1 36.7 25.0 38.4 38.0	(0.58) (1.11) (0.85) (0.69) (1.00)	17.8 21.8 33.8 23.9 17.5	(0.72) (0.99) (1.00) (0.51) (0.65)	27.7 7.2 20.5 8.9 3.6	(0.70) (0.77) (0.92) (0.35) (0.35)	27.1 1.1 4.3 2.6 0.2!	(0.80) (0.24) (0.45) (0.25) (0.10)	14.8 0.1!! 0.3! 0.4 #!!	(0.73) (0.04) (0.09) (0.08) (†)	12.5 0.1!! 0.3! 0.4 #!!	(0.62) (0.04) (0.09) (0.08) (†)	2.3 #!! #!! #!!	(0.26) (†) (†) (†) (†)	
Lebanon Macao (China) Malaysia⁴ Malta Moldova, Republic of	353 525 415 448 424	(4.3) (1.2) (2.9) (1.7) (2.4)	67.8 10.8 45.8 35.9 43.0	(1.52) (0.53) (1.41) (0.82) (1.15)	6.3 (0.65) #!! († 0.2! (0.09) 0.7! (0.22) 0.4! (0.14)	16.9 0.3 3.6 4.8 3.9	(1.03) (0.11) (0.39) (0.44) (0.46)	23.0 2.2 14.2 11.9 13.5	(0.93) (0.25) (0.77) (0.70) (0.66)	21.6 8.2 27.9 18.5 25.2	(0.84) (0.56) (0.93) (0.89) (0.82)	17.4 19.4 31.4 23.7 28.0	(0.92) (0.75) (0.95) (0.90) (0.93)	10.5 29.8 17.9 21.7 20.8	(0.68) (0.83) (0.93) (0.90) (0.94)	3.7 26.1 4.3 13.4 7.2	(0.48) (0.73) (0.56) (0.89) (0.62)	0.7 13.8 0.5! 5.3 1.0	(0.16) (0.64) (0.18) (0.48) (0.28)	0.7 11.7 0.5! 4.5 1.0	(0.16) (0.60) (0.18) (0.51) (0.27)	#!! 2.1 #!! 0.9 #!!	(†) (0.25) (†) (0.20) (†)	
Montenegro, Republic of Morocco <sup>4</sup> North Macedonia Panama <sup>4</sup> Peru <sup>4</sup>	421 359 393 377 401	(1.1) (3.1) (1.1) (3.0) (3.0)	44.4 73.3 55.1 64.3 54.3	(0.69) (1.62) (0.73) (1.42) (1.34)	0.1!! (0.06) 0.3 (0.07) 1.6 (0.22) 1.0 (0.22) 0.4! (0.12)	2.8 8.8 7.3 8.4 5.5	(0.27) (0.69) (0.46) (0.77) (0.48)	13.5 30.8 18.3 23.4 19.6	(0.53) (1.30) (0.79) (0.93) (0.90)	28.0 33.4 27.9 31.5 28.9	(0.68) (0.90) (1.01) (1.04) (0.93)	30.5 20.6 26.6 23.0 25.8	(0.64) (1.21) (0.82) (0.85) (0.69)	18.3 5.6 14.4 9.9 14.3	(0.56) (0.50) (0.58) (0.86) (0.71)	6.0 0.5 3.5 2.6 4.8	(0.40) (0.13) (0.34) (0.44) (0.54)	0.8 #!! 0.3! 0.2! 0.8	(0.22) (†) (0.15) (0.09) (0.19)	0.8 #!! 0.3! 0.2! 0.7	(0.22) (†) (0.16) (0.09) (0.19)	#!! # #!! #!! #!!	(†) (†) (†) (†) (†)	
Philippines <sup>4</sup> Qatar Romania <sup>4</sup> Russian Federation Saudi Arabia	340 407 428 479 399	(3.3) (0.8) (5.1) (3.1) (3.0)	80.6 50.9 40.8 22.1 52.4	(1.42) (0.43) (2.15) (1.22) (1.46)	0.5 (0.14) 1.2 (0.12) 0.8! (0.26) #!! (0.03) 0.5 (0.16)	15.1 8.5 4.3 1.0 5.3	(0.90) (0.30) (0.62) (0.25) (0.62)	38.3 17.6 12.9 5.6 17.0	(1.06) (0.39) (1.01) (0.56) (0.87)	26.7 23.6 22.8 15.5 29.4	(0.85) (0.49) (1.21) (0.86) (0.90)	13.1 23.4 28.1 28.1 30.4	(0.74) (0.43) (1.05) (0.84) (1.06)	5.1 15.8 20.9 28.0 14.6	(0.66) (0.36) (1.28) (0.83) (0.77)	1.1 7.3 8.7 16.4 2.6	(0.30) (0.26) (1.02) (0.73) (0.31)	0.1!! 2.6 1.4 5.4 0.1!!	(0.04) (0.16) (0.32) (0.52) (0.07)	0.1!! 2.2 1.3 4.8 0.1!!	(0.04) (0.17) (0.30) (0.46) (0.07)	#!! 0.4 0.1!! 0.6 #	(†) (0.08) (0.05) (0.13) (†)	
Serbia Singapore Thailand <sup>4</sup> Ukraine United Arab Emirates	439 549 393 466 432	(3.3) (1.6) (3.2) (3.5) (2.3)	37.7 11.2 59.5 25.9 42.9	(1.52) (0.48) (1.74) (1.44) (0.81)	0.1!! (0.08 #!! († 0.1!! (0.05 0.2! (0.08 0.6 (0.09)	2.7 0.5 3.6 1.8 5.8	(0.36) (0.09) (0.46) (0.29) (0.33)	12.2 3.0 20.6 7.2 14.9	(0.82) (0.30) (1.11) (0.69) (0.49)	22.7 7.7 35.3 16.7 21.6	(0.81) (0.38) (1.14) (0.87) (0.44)	27.8 14.2 26.0 27.7 23.4	(0.85) (0.53) (0.97) (0.81) (0.53)	21.8 22.3 11.6 28.5 18.1	(0.85) (0.65) (0.92) (0.97) (0.50)	10.1 26.4 2.7 14.5 10.8	(0.69) (0.59) (0.43) (0.82) (0.55)	2.5 25.8 0.2! 3.4 4.8	(0.32) (0.69) (0.07) (0.48) (0.28)	2.4 18.5 0.2! 3.2 4.1	(0.31) (0.68) (0.07) (0.44) (0.28)	0.2! 7.3 #!! 0.2!! 0.7	(0.07) (0.37) (†) (0.11) (0.11)	
Uruguay Vietnam <sup>9</sup>	427 —	(2.8) (†)	41.9 —	(1.28) (†)	0.3! (0.10) — (†)	4.0	(0.40) (†)	13.6	(0.76) (†)	24.0	(0.89) (†)	28.1	(1.10) (†)	20.1	(0.84) (†)	8.3	(0.69) (†)	1.5	(0.25) (†)	1.5	(0.24) (†)	0.1!!	(0.06) (†)	

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>!!</sup>Interpret data with caution. Estimate could be unstable because the standard error represents more than 50 percent of the estimate.

<sup>&</sup>lt;sup>1</sup>Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000.

<sup>&</sup>lt;sup>2</sup>To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were classified into reading literacy levels according to their scores. Exact cut scores are as follows: below level 1c (a score less than 189.33); level 1c (a score of at least 189.33 but less than 262.04); level 1b (a score of at least 262.04 but less than 334.75); level 1a (a score of at least 334.75 but less than 470.47); level 2 (a score of at least 407.47 but less than 480.18); level 3 (a score of at least 480.18 but less than 552.89); level 4 (a score of at least 552.89 but less than 625.61); level 5 (a score of at least 698.32).

<sup>&</sup>lt;sup>3</sup>Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries, to which each country contributes equally, regardless of the absolute size of the student population of each country.

<sup>&</sup>lt;sup>4</sup>At least 50 percent but less than 75 percent of the 15-year-old population is covered by the Program for International Student Assessment (PISA) sample.

<sup>&</sup>lt;sup>5</sup>Did not meet 85 percent threshold for school participation. However, data are considered to be largely comparable with data from other countries or education systems.

<sup>&</sup>lt;sup>6</sup>Did not meet 80 percent threshold for student participation. However, data are considered to be largely comparable with data from other countries or education systems.

<sup>&</sup>lt;sup>7</sup>Although Spain's PISA 2018 data met international technical standards, its reading literacy data show unusual student response behaviors that prevent these data from being reported at this time.

<sup>&</sup>lt;sup>8</sup>Less than 50 percent of the 15-year-old population is covered by the PISA sample.

<sup>&</sup>lt;sup>9</sup>Although Vietnam participated in PISA 2013, technical problems with its data prevent results from being included in this table. NOTE: Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2018. (This table was prepared December 2019.)

Table 602.60. Average mathematics literacy scores of 15-year-old students and percentage attaining mathematics literacy proficiency levels, by country or other education system: 2018

			Percentage attaining mathematics literacy proficiency levels <sup>2</sup>																					
		Average			Below le	Below level 2											At or above	e level 5						
Country or other education system	math	mathematics literacy score <sup>1</sup>		mathematics				w level 2	Belo	w level 1		At level 1		At level 2		At level 3	At level 4		Total at or above level 5		At level 5			At level 6
1		2		3		4	5		6		7		8		9			10		11				
OECD average <sup>3</sup>	489	(0.4)	24.0	(0.17)	9.1	(0.12)	14.8	(0.12)	22.2	(0.14)	24.4	(0.14)	18.5	(0.12)	10.9	(0.12)	8.5	(0.10)	2.4	(0.06)				
Australia	491	(1.9)	22.4	(0.68)	7.6	(0.50)	14.8	(0.53)	23.4	(0.52)	25.6	(0.51)	18.2	(0.47)	10.5	(0.54)	8.0	(0.38)	2.5	(0.28)				
Austria	499	(3.0)	21.1	(1.18)	7.3	(0.66)	13.8	(0.80)	20.8	(0.95)	24.9	(0.95)	20.6	(0.82)	12.6	(0.82)	10.0	(0.67)	2.5	(0.33)				
Belgium	508	(2.3)	19.7	(0.89)	6.9	(0.65)	12.8	(0.64)	18.6	(0.65)	23.8	(0.76)	22.2	(0.75)	15.7	(0.87)	12.5	(0.63)	3.2	(0.40)				
Canada	512	(2.4)	16.3	(0.72)	5.0	(0.40)	11.3	(0.52)	20.8	(0.61)	25.9	(0.57)	21.7	(0.74)	15.3	(0.70)	11.3	(0.49)	4.0	(0.33)				
Chile	417	(2.4)	51.9	(1.32)	24.7	(1.11)	27.2	(0.95)	25.5	(0.89)	15.6	(0.76)	5.7	(0.48)	1.2	(0.18)	1.1	(0.17)	0.1!	(0.05)				
Colombia <sup>4</sup>	391	(3.0)	65.4	(1.57)	35.5	(1.69)	29.9	(1.22)	21.1	(0.91)	10.0	(0.69)	3.1	(0.38)	0.5	(0.14)	0.5	(0.14)	#!!	(†)				
Czech Republic	499	(2.5)	20.4	(1.10)	6.6	(0.69)	13.8	(0.71)	22.1	(0.82)	25.2	(0.93)	19.6	(0.74)	12.7	(0.72)	9.5	(0.53)	3.1	(0.33)				
Denmark	509	(1.7)	14.6	(0.64)	3.7	(0.35)	10.9	(0.58)	22.0	(0.87)	28.8	(0.84)	23.0	(0.79)	11.6	(0.70)	9.5	(0.60)	2.1	(0.31)				
Estonia	523	(1.7)	10.2	(0.64)	2.1	(0.27)	8.1	(0.57)	20.8	(0.81)	29.0	(0.82)	24.6	(0.76)	15.5	(0.77)	11.8	(0.68)	3.7	(0.40)				
Finland	507	(2.0)	15.0	(0.74)	3.8	(0.40)	11.1	(0.56)	22.3	(0.85)	28.9	(0.99)	22.7	(0.81)	11.1	(0.62)	9.3	(0.54)	1.8	(0.29)				
France	495	(2.3)	21.3	(0.82)	8.0	(0.53)	13.2	(0.62)	21.1	(0.80)	25.6	(0.79)	21.0	(0.82)	11.0	(0.76)	9.2	(0.63)	1.8	(0.27)				
Germany	500	(2.6)	21.1	(1.07)	7.6	(0.67)	13.5	(0.83)	20.7	(0.90)	24.0	(0.76)	20.8	(0.82)	13.3	(0.79)	10.5	(0.72)	2.8	(0.30)				
Greece	451	(3.1)	35.8	(1.47)	15.3	(1.15)	20.5	(0.92)	26.8	(0.87)	22.5	(0.96)	11.1	(0.61)	3.7	(0.49)	3.2	(0.40)	0.5!	(0.18)				
Hungary	481	(2.3)	25.6	(1.01)	9.6	(0.72)	16.1	(0.82)	23.6	(0.87)	25.2	(0.99)	17.5	(0.84)	8.0	(0.69)	6.5	(0.55)	1.4	(0.26)				
Iceland	495	(2.0)	20.7	(0.96)	7.4	(0.54)	13.3	(0.71)	22.0	(0.99)	26.7	(0.98)	20.2	(0.89)	10.4	(0.61)	8.5	(0.63)	1.9	(0.31)				
Ireland	500	(2.2)	15.7	(0.82)	3.8	(0.48)	11.9	(0.72)	24.7	(0.79)	30.5	(0.81)	20.8	(0.81)	8.2	(0.67)	7.2	(0.60)	1.0	(0.21)				
Israel	463	(3.5)	34.1	(1.40)	17.7	(1.11)	16.4	(0.80)	20.7	(0.75)	21.0	(0.83)	15.4	(0.77)	8.8	(0.65)	7.0	(0.58)	1.8	(0.27)				
Italy	487	(2.8)	23.8	(1.11)	9.1	(0.77)	14.8	(0.88)	22.9	(1.02)	25.6	(0.94)	18.1	(0.79)	9.5	(0.83)	7.5	(0.59)	2.0	(0.34)				
Japan	527	(2.5)	11.5	(0.76)	2.9	(0.36)	8.6	(0.56)	18.7	(0.79)	26.4	(0.88)	25.1	(0.96)	18.3	(1.06)	14.0	(0.78)	4.3	(0.54)				
Korea, Republic of	526	(3.1)	15.0	(0.90)	5.4	(0.55)	9.6	(0.65)	17.3	(0.76)	23.4	(0.74)	22.9	(0.75)	21.4	(1.11)	14.4	(0.70)	6.9	(0.78)				
Latvia	496	(2.0)	17.3	(1.01)	4.4	(0.48)	12.9	(0.80)	25.8	(0.92)	29.4	(1.03)	19.0	(0.80)	8.5	(0.59)	7.1	(0.54)	1.4	(0.23)				
Lithuania	481	(2.0)	25.6	(0.92)	9.3	(0.61)	16.4	(0.71)	24.2	(0.72)	25.2	(0.86)	16.5	(0.80)	8.4	(0.51)	6.8	(0.49)	1.7	(0.23)				
Luxembourg	483	(1.1)	27.2	(0.70)	10.9	(0.62)	16.4	(0.62)	21.7	(0.85)	22.6	(0.75)	17.7	(0.69)	10.8	(0.56)	8.6	(0.50)	2.3	(0.34)				
Mexico <sup>4</sup>	409	(2.5)	56.2	(1.39)	26.0	(1.19)	30.3	(0.91)	26.4	(0.93)	13.1	(0.77)	3.7	(0.46)	0.5	(0.13)	0.5	(0.12)	#!!	(†)				
Netherlands <sup>5</sup>	519	(2.6)	15.8	(1.08)	4.5	(0.57)	11.2	(0.70)	19.0	(1.04)	23.2	(1.09)	23.6	(0.94)	18.4	(0.97)	14.2	(0.78)	4.3	(0.49)				
New Zealand	494	(1.7)	21.8	(0.80)	7.6	(0.49)	14.2	(0.63)	22.8	(0.77)	25.0	(0.73)	18.9	(0.74)	11.6	(0.52)	8.8	(0.44)	2.7	(0.30)				
Norway	501	(2.2)	18.9	(0.84)	6.5	(0.48)	12.4	(0.56)	21.8	(0.77)	26.5	(0.77)	20.6	(0.86)	12.2	(0.71)	9.8	(0.62)	2.4	(0.35)				
Poland	516	(2.6)	14.7	(0.78)	4.2	(0.46)	10.5	(0.59)	20.7	(0.79)	26.5	(0.78)	22.3	(0.75)	15.8	(1.01)	11.7	(0.72)	4.1	(0.52)				
Portugal <sup>6</sup>	492	(2.7)	23.3	(1.04)	9.3	(0.65)	14.0	(0.83)	20.9	(0.84)	24.5	(1.11)	19.7	(0.78)	11.6	(0.74)	9.1	(0.61)	2.5	(0.34)				
Slovak Republic	486	(2.6)	25.1	(1.08)	10.7	(0.86)	14.4	(0.65)	21.4	(0.88)	24.2	(0.95)	18.6	(0.86)	10.7	(0.69)	8.4	(0.57)	2.3	(0.30)				
Slovenia	509	(1.4)	16.4	(0.64)	4.8	(0.59)	11.7	(0.67)	21.6	(0.90)	26.4	(0.91)	22.0	(0.81)	13.6	(0.72)	10.5	(0.77)	3.1	(0.41)				
Spain <sup>7</sup>	481	(1.5)	24.7	(0.62)	8.7	(0.42)	16.0	(0.47)	24.4	(0.43)	26.0	(0.63)	17.5	(0.47)	7.3	(0.41)	6.2	(0.32)	1.1	(0.13)				
Sweden	502	(2.7)	18.8	(1.03)	6.0	(0.63)	12.8	(0.75)	21.9	(0.90)	25.7	(0.82)	21.0	(0.82)	12.6	(0.77)	10.0	(0.66)	2.6	(0.32)				
Switzerland	515	(2.9)	16.8	(0.94)	4.8	(0.45)	12.0	(0.75)	19.5	(0.88)	24.4	(0.97)	22.3	(0.86)	17.0	(1.03)	12.1	(0.74)	4.9	(0.54)				
Turkey <sup>4</sup>	454	(2.3)	36.7	(1.08)	13.8	(0.87)	22.9	(0.75)	27.3	(0.84)	20.4	(0.84)	10.9	(0.53)	4.8	(0.59)	3.9	(0.44)	0.9	(0.25)				
United Kingdom	502	(2.6)	19.2	(0.90)	6.4	(0.54)	12.8	(0.63)	22.0	(0.78)	25.5	(0.68)	20.4	(0.70)	12.9	(0.79)	9.8	(0.64)	3.1	(0.36)				
United States <sup>5</sup>	478	(3.2)	27.1	(1.38)	10.2	(0.85)	16.9	(0.90)	24.2	(0.98)	24.1	(0.96)	16.3	(0.94)	8.3	(0.80)	6.8	(0.73)	1.5	(0.29)				
Non-OECD education systems Albania Argentina Baku (Azerbaijan) <sup>8</sup> Beijing, Shanqhai, Jiangsu,	437	(2.4)	42.4	(1.38)	16.9	(0.87)	25.5	(0.88)	28.6	(0.98)	19.3	(0.85)	7.5	(0.66)	2.3	(0.27)	2.0	(0.24)	0.3!	(0.13)				
	379	(2.8)	69.0	(1.31)	40.5	(1.58)	28.5	(1.04)	19.6	(0.88)	8.8	(0.65)	2.3	(0.26)	0.3	(0.09)	0.3	(0.10)	#!!	(†)				
	420	(2.8)	50.7	(1.33)	24.7	(1.00)	26.1	(0.82)	25.2	(0.85)	15.7	(0.71)	6.4	(0.59)	2.0	(0.32)	1.7	(0.27)	0.3!	(0.10)				
Guangdong (China)	591	(2.5)	2.4	(0.38)	0.5	(0.15)	1.9	(0.30)	6.9	(0.52)	17.5	(0.78)	28.9	(0.98)	44.3	(1.34)	27.8	(0.97)	16.5	(1.15)				
Belarus	472	(2.7)	29.4	(1.09)	11.4	(0.73)	18.0	(0.72)	24.7	(0.86)	23.4	(0.75)	15.2	(0.75)	7.3	(0.64)	6.1	(0.53)	1.2	(0.24)				
Bosnia and Herzegovin	406	(3.1)	57.6	(1.58)	28.7	(1.35)	28.9	(1.02)	24.2	(0.90)	13.1	(0.80)	4.3	(0.47)	0.8	(0.19)	0.7	(0.19)	0.1!!	(0.04)				
Brazil <sup>4</sup>	384	(2.0)	68.1	(0.95)	41.0	(0.99)	27.1	(0.71)	18.2	(0.67)	9.3	(0.47)	3.4	(0.32)	0.9	(0.19)	0.8	(0.17)	0.1!	(0.05)				
Brunei Darussalam	430	(1.2)	47.9	(0.66)	22.1	(0.80)	25.7	(0.78)	24.0	(0.61)	16.2	(0.53)	8.9	(0.46)	3.0	(0.30)	2.7	(0.28)	0.4	(0.08)				
Bulgaria <sup>4</sup>	436	(3.8)	44.4	(1.67)	21.9	(1.40)	22.5	(0.83)	23.7	(0.95)	18.2	(0.98)	9.4	(0.65)	4.2	(0.63)	3.3	(0.50)	0.9	(0.22)				
Chinese Taipei	531	(2.9)	14.0	(0.75)	5.0	(0.41)	9.0	(0.51)	16.1	(0.70)	23.2	(0.80)	23.5	(0.77)	23.2	(1.13)	15.6	(0.80)	7.6	(0.76)				

Table 602.60. Average mathematics literacy scores of 15-year-old students and percentage attaining mathematics literacy proficiency levels, by country or other education system: 2018—Continued

				Percentage attaining mathematics literacy proficiency levels <sup>2</sup>																
	Average mathematics literacy score¹		Below level 2														At or above			
Country or other education system			Total below level 2		Below level 1		At level 1		At level 2		At level 3		At level 4		Total at or above level 5		At level 5			At level 6
1		2		3		4		5		6		7		8		9		10		11
Costa Rica <sup>4</sup> Croatia Cyprus Dominican Republic <sup>4</sup> Georgia	464 (i 451 (i 325 (i	3.3) 2.5) 1.4) 2.6) 2.6)	60.0 31.2 36.9 90.6 61.1	(1.91) (1.27) (0.71) (0.97) (1.29)	27.8 11.0 17.2 69.3 33.7	(1.28) (0.82) (0.62) (1.40) (1.23)	32.2 20.2 19.7 21.3 27.3	(1.22) (0.83) (0.66) (0.95) (1.06)	25.6 27.4 24.7 7.3 21.6	(1.23) (0.87) (0.90) (0.63) (0.81)	11.2 23.3 22.0 1.8 11.9	(1.03) (0.80) (0.85) (0.41) (0.79)	2.8 13.0 12.1 0.3! 4.4	(0.55) (0.75) (0.55) (0.11) (0.51)	0.3! 5.1 4.4 #!! 1.0	(0.12) (0.53) (0.39) (†) (0.29)	0.3! 4.3 3.7 #!! 0.9	(0.12) (0.48) (0.35) (†) (0.27)	#!! 0.8 0.7 # 0.1!!	(†) (0.20) (0.15) (†) (0.07)
Hong Kong (China) <sup>s</sup> Indonesia Jordan <sup>4</sup> Kazakhstan Kosovo	379 (3 400 (3 423 (	3.0) 3.1) 3.3) 1.9) 1.5)	9.2 71.9 59.3 49.1 76.6	(0.80) (1.52) (1.61) (0.95) (0.93)	2.8 40.6 30.7 22.3 47.0	(0.42) (1.64) (1.40) (0.82) (0.98)	6.4 31.3 28.6 26.8 29.6	(0.57) (1.19) (0.85) (0.62) (1.11)	13.5 18.6 24.0 26.6 16.5	(0.71) (0.98) (0.92) (0.65) (0.80)	22.1 6.8 12.4 16.0 5.4	(0.73) (0.66) (0.83) (0.55) (0.40)	26.3 2.3 3.6 6.3 1.4	(0.91) (0.51) (0.46) (0.40) (0.25)	29.0 0.5! 0.7! 1.9 0.1!!	(1.08) (0.16) (0.22) (0.20) (0.09)	19.5 0.4! 0.6! 1.6 0.1!!	(0.76) (0.15) (0.19) (0.18) (0.09)	9.5 #!! 0.1!! 0.3 #!!	(0.76) (†) (0.08) (0.09) (†)
Lebanon Macao (China) Malaysia* Malta Moldova, Republic of	558 ( 440 ( 472 (	4.0) 1.5) 2.9) 1.9) 2.4)	59.8 5.0 41.5 30.2 50.3	(1.75) (0.49) (1.43) (0.98) (1.11)	38.0 1.0 16.1 14.3 26.1	(1.68) (0.21) (0.89) (0.68) (0.91)	21.8 4.0 25.4 15.9 24.2	(1.00) (0.42) (0.97) (0.81) (0.87)	19.1 12.3 28.3 21.5 23.5	(1.08) (0.76) (0.86) (1.04) (0.89)	13.1 24.8 19.3 23.2 16.5	(0.87) (0.91) (0.87) (1.09) (0.66)	6.0 30.3 8.5 16.6 7.3	(0.54) (1.21) (0.68) (0.74) (0.57)	2.0 27.6 2.5 8.5 2.4	(0.26) (0.83) (0.45) (0.66) (0.40)	1.7 20.0 2.2 6.7 2.0	(0.25) (0.78) (0.39) (0.58) (0.33)	0.3! 7.7 0.3! 1.8 0.4!	(0.11) (0.59) (0.13) (0.28) (0.15)
Montenegro, Republic of Morocco <sup>4</sup> North Macedonia Panama <sup>4</sup> Peru <sup>4</sup>	368 (3 394 (3 353 (3	1.2) 3.3) 1.6) 2.7) 2.6)	46.2 75.6 61.0 81.2 60.3	(0.76) (1.60) (0.89) (1.33) (1.31)	19.9 47.1 35.2 53.7 32.0	(0.69) (1.89) (0.82) (1.42) (1.16)	26.3 28.5 25.8 27.5 28.3	(0.68) (0.97) (0.82) (0.98) (0.85)	27.3 16.9 21.3 13.5 23.1	(0.74) (1.01) (0.75) (0.80) (0.85)	17.9 6.2 12.1 4.3 11.6	(0.54) (0.61) (0.72) (0.63) (0.68)	6.9 1.2 4.5 0.9 4.1	(0.39) (0.23) (0.43) (0.24) (0.46)	1.8 0.1! 1.1 0.1!! 0.9	(0.21) (0.06) (0.21) (0.07) (0.20)	1.6 0.1! 1.0 0.1!! 0.8	(0.21) (0.06) (0.19) (0.07) (0.19)	0.2! #!! 0.1! #!! 0.1!!	(0.06) (†) (0.07) (†) (0.04)
Philippines <sup>4</sup> Qatar Romania <sup>4</sup> Russian Federation Saudi Arabia	414 ( 430 ( 488 (	3.5) 1.2) 4.9) 3.0) 3.0)	80.7 53.7 46.6 21.6 72.7	(1.56) (0.64) (2.26) (1.26) (1.48)	54.4 29.7 22.6 6.8 42.8	(1.65) (0.66) (1.57) (0.70) (1.65)	26.3 24.0 23.9 14.9 29.9	(0.93) (0.54) (1.17) (0.82) (1.00)	13.6 21.9 24.5 25.0 18.8	(0.99) (0.49) (1.06) (0.94) (1.13)	4.7 14.6 17.3 27.5 6.8	(0.68) (0.37) (1.06) (0.85) (0.57)	0.9! 6.9 8.5 17.8 1.5	(0.30) (0.28) (0.96) (0.83) (0.28)	0.1!! 2.9 3.2 8.1 0.2!	(0.05) (0.20) (0.60) (0.71) (0.09)	0.1!! 2.4 2.7 6.6 0.2!!	(0.05) (0.18) (0.52) (0.57) (0.08)	#!! 0.6 0.4! 1.5 #!!	(†) (0.08) (0.16) (0.24) (†)
Serbia Singapore Thailand <sup>4</sup> Ukraine United Arab Emirates	569 ( 419 ( 453 (	3.2) 1.6) 3.4) 3.6) 2.1)	39.7 7.1 52.7 35.9 45.5	(1.40) (0.40) (1.66) (1.62) (0.92)	18.1 1.8 25.0 15.6 24.2	(1.12) (0.22) (1.28) (1.16) (0.87)	21.6 5.3 27.7 20.3 21.3	(0.81) (0.41) (1.05) (0.97) (0.57)	24.1 11.1 24.6 26.2 21.5	(0.80) (0.53) (0.97) (0.97) (0.52)	19.2 19.1 14.3 21.5 17.2	(0.81) (0.66) (0.76) (1.00) (0.60)	11.7 25.8 6.1 11.5 10.4	(0.70) (0.82) (0.68) (0.75) (0.49)	5.2 36.9 2.3 5.0 5.4	(0.44) (0.84) (0.36) (0.65) (0.34)	4.2 23.2 1.9 4.0 4.2	(0.37) (0.71) (0.32) (0.47) (0.33)	1.0 13.8 0.3 1.0! 1.2	(0.20) (0.75) (0.09) (0.30) (0.11)
Uruguay Vietnam <sup>9</sup>	418 (	2.6) (†)	50.7	(1.54) (†)	24.6	(1.07) (†)	26.1	(1.27) (†)	26.5	(1.02) (†)	15.8	(0.98) (†)	6.0	(0.61) (†)	1.0	(0.26) (†)	1.0	(0.24) (†)	0.1!!	(0.05) (†)

<sup>-</sup>Not available.

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>!!</sup>Interpret data with caution. Estimate could be unstable because the standard error represents more than 50 percent of the estimate.

¹Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000.

<sup>&</sup>lt;sup>2</sup>To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were classified into mathematics literacy levels according to their scores. Exact cut scores are as follows: below level 1 (a score less than 357.77); level 1 (a score of at least 357.77 but less than 420.07); level 2 (a score of at least 420.07 but less than 482.38); level 3 (a score of at least 482.38 but less than 544.68); level 4 (a score of at least 544.68 but less than 606.99); level 5 (a score of at least 606.99 but less than 669.30).

<sup>&</sup>lt;sup>3</sup>Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries, to which each country contributes equally, regardless of the absolute size of the student population of each country.

<sup>&</sup>lt;sup>4</sup>At least 50 percent but less than 75 percent of the 15-year-old population is covered by the Program for International Student Assessment (PISA) sample.

<sup>&</sup>lt;sup>5</sup>Did not meet 85 percent threshold for school participation. However, data are considered to be largely comparable with data from other countries or education systems.

<sup>&</sup>lt;sup>6</sup>Did not meet 80 percent threshold for student participation. However, data are considered to be largely comparable with data from other countries or education systems.

<sup>&</sup>lt;sup>7</sup>Although Spain's PISA 2018 data met international technical standards, its reading literacy data show unusual student response behaviors that prevent these data from being reported at this time.

<sup>&</sup>lt;sup>8</sup>Less than 50 percent of the 15-year-old population is covered by the PISA sample.

<sup>&</sup>lt;sup>9</sup>Although Vietnam participated in PISA 2018, technical problems with its data prevent results from being included in this table. NOTE: Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2018. (This table was prepared December 2019.)

Table 602.70. Average science literacy scores of 15-year-old students and percentage attaining science literacy proficiency levels, by country or other education system: 2018
[Standard errors appear in parentheses]

										Percenta			e literacy p	oroficiency	evels <sup>2</sup>							
						Below I	evel 2	2										At or abov	e level 5			
Country or other education system	Average science literacy score <sup>1</sup>		То	tal below level 2	Below	level 1b	А	t level 1b	А	t level 1a		At level 2		At level 3		At level 4		otal at or e level 5		At level 5	1	At level 6
1		2		3		4		5		6	7		8		ç			10	11			12
OECD average <sup>3</sup>	489	(0.4)	22.0	(0.16)	0.7	(0.03)	5.2	(80.0)	16.0	(0.13)	25.8	(0.14)	27.4	(0.15)	18.1	(0.13)	6.8	(0.09)	5.9	(0.08)	0.8	(0.03)
Australia	503	(1.8)	18.9	(0.61)	0.6	(0.10)	4.5	(0.28)	13.7	(0.48)	23.0	(0.56)	27.5	(0.60)	21.2	(0.57)	9.5	(0.54)	7.9	(0.40)	1.6	(0.22)
Austria	490	(2.8)	21.9	(1.04)	0.6	(0.16)	4.8	(0.47)	16.5	(0.91)	25.0	(0.85)	27.6	(0.77)	19.2	(0.82)	6.3	(0.57)	5.8	(0.56)	0.5	(0.12)
Belgium	499	(2.2)	20.0	(0.86)	0.6	(0.15)	5.3	(0.48)	14.2	(0.63)	22.2	(0.75)	28.4	(0.80)	21.3	(0.69)	8.0	(0.46)	7.3	(0.41)	0.7	(0.15)
Canada	518	(2.2)	13.4	(0.55)	0.4	(0.07)	2.6	(0.20)	10.5	(0.43)	22.4	(0.57)	29.3	(0.63)	23.5	(0.66)	11.3	(0.58)	9.5	(0.46)	1.8	(0.23)
Chile	444	(2.4)	35.3	(1.23)	1.0	(0.21)	8.8	(0.67)	25.5	(1.00)	33.1	(0.98)	22.6	(0.96)	7.9	(0.56)	1.0	(0.18)	1.0	(0.18)	#!!	(†)
Colombia <sup>4</sup>	413	(3.1)	50.4	(1.68)	2.1	(0.33)	15.3	(1.12)	33.0	(1.07)	29.6	(1.21)	15.4	(0.84)	4.2	(0.44)	0.4	(0.11)	0.4	(0.11)	#!!	(†)
Czech Republic	497	(2.5)	18.8	(1.05)	0.4!	(0.13)	3.9	(0.45)	14.5	(0.82)	25.9	(0.97)	28.7	(0.96)	19.1	(0.84)	7.5	(0.52)	6.6	(0.48)	1.0	(0.18)
Denmark	493	(1.9)	18.7	(0.74)	0.7	(0.17)	4.1	(0.34)	13.9	(0.60)	26.6	(0.70)	30.1	(0.92)	19.1	(0.81)	5.5	(0.49)	5.0	(0.48)	0.5!	(0.16)
Estonia	530	(1.9)	8.8	(0.61)	0.1!!	(0.06)	1.1	(0.21)	7.5	(0.55)	21.5	(0.74)	32.1	(0.90)	25.4	(0.83)	12.2	(0.55)	10.2	(0.53)	2.0	(0.24)
Finland	522	(2.5)	12.9	(0.71)	0.4	(0.12)	2.8	(0.33)	9.7	(0.55)	21.1	(0.71)	28.9	(0.84)	24.9	(0.83)	12.3	(0.68)	10.5	(0.62)	1.8	(0.34)
France	493	(2.2)	20.5	(0.77)	0.6	(0.17)	5.0	(0.42)	14.9	(0.75)	24.6	(0.89)	28.3	(0.75)	20.0	(0.88)	6.6	(0.54)	5.9	(0.50)	0.6	(0.14)
Germany	503	(2.9)	19.6	(0.98)	0.8	(0.21)	5.0	(0.52)	13.8	(0.74)	22.0	(0.95)	26.9	(0.93)	21.5	(0.99)	10.0	(0.63)	8.5	(0.58)	1.5	(0.21)
Greece	452	(3.1)	31.7	(1.47)	1.2	(0.28)	8.1	(0.75)	22.4	(0.96)	31.6	(0.93)	26.0	(1.03)	9.3	(0.65)	1.3	(0.24)	1.3	(0.23)	#!!	(†)
Hungary	481	(2.3)	24.1	(0.91)	0.6!	(0.22)	5.7	(0.58)	17.8	(0.86)	26.1	(0.96)	28.1	(0.86)	17.0	(0.74)	4.7	(0.54)	4.3	(0.49)	0.4	(0.11)
Iceland	475	(1.8)	25.0	(0.90)	0.5!	(0.17)	5.9	(0.51)	18.6	(0.83)	28.3	(0.93)	27.7	(0.97)	15.2	(0.84)	3.8	(0.38)	3.6	(0.39)	0.2!!	(0.12)
Ireland	496	(2.2)	17.0	(0.81)	0.3!	(0.11)	3.3	(0.35)	13.4	(0.69)	26.9	(0.90)	31.3	(0.85)	19.0	(0.70)	5.8	(0.56)	5.4	(0.51)	0.5!	(0.18)
Israel	462	(3.6)	33.1	(1.40)	3.2	(0.44)	10.7	(0.74)	19.2	(0.90)	23.1	(0.87)	22.9	(0.83)	15.1	(0.78)	5.8	(0.51)	5.2	(0.43)	0.7	(0.14)
Italy	468	(2.4)	25.9	(1.04)	1.1	(0.23)	6.6	(0.55)	18.2	(0.88)	30.2	(1.00)	27.8	(1.09)	13.4	(0.73)	2.7	(0.40)	2.6	(0.37)	0.2!	(0.07)
Japan	529	(2.6)	10.8	(0.77)	0.2!	(0.07)	1.8	(0.26)	8.9	(0.62)	19.9	(0.78)	29.7	(1.05)	26.5	(0.94)	13.1	(0.87)	11.4	(0.70)	1.6	(0.28)
Korea, Republic of	519	(2.8)	14.2	(0.83)	0.5	(0.13)	3.1	(0.35)	10.6	(0.66)	21.0	(0.79)	28.6	(0.95)	24.5	(0.91)	11.8	(0.82)	10.0	(0.65)	1.8	(0.32)
Latvia	487	(1.8)	18.5	(0.79)	0.3!	(0.10)	3.4	(0.37)	14.8	(0.68)	29.5	(0.81)	31.5	(1.09)	16.8	(0.76)	3.7	(0.38)	3.5	(0.39)	0.3!	(0.11)
Lithuania	482	(1.6)	22.2	(0.85)	0.5!	(0.16)	4.7	(0.40)	17.0	(0.75)	28.4	(0.83)	28.7	(0.77)	16.3	(0.60)	4.4	(0.33)	4.0	(0.34)	0.5	(0.11)
Luxembourg	477	(1.2)	26.8	(0.58)	0.8	(0.17)	6.8	(0.40)	19.2	(0.63)	25.7	(0.81)	25.6	(0.76)	16.6	(0.58)	5.4	(0.50)	4.9	(0.51)	0.5!	(0.16)
Mexico <sup>4</sup>	419	(2.6)	46.8	(1.43)	1.0	(0.26)	11.6	(0.97)	34.2	(1.27)	33.9	(0.93)	15.5	(0.87)	3.5	(0.47)	0.3!	(0.10)	0.3!	(0.10)	#	(†)
Netherlands <sup>5</sup>	503	(2.8)	20.0	(1.14)	0.9	(0.25)	4.8	(0.51)	14.4	(0.82)	22.4	(0.83)	24.9	(1.09)	22.1	(1.03)	10.6	(0.75)	9.1	(0.68)	1.5	(0.25)
New Zealand	508	(2.1)	18.0	(0.78)	0.6	(0.15)	4.3	(0.43)	13.1	(0.60)	22.0	(0.64)	26.8	(0.72)	21.8	(0.67)	11.3	(0.60)	9.5	(0.58)	1.8	(0.27)
Norway	490	(2.3)	20.8	(0.95)	1.1	(0.21)	5.7	(0.41)	14.1	(0.79)	25.0	(0.89)	28.6	(0.74)	18.7	(0.72)	6.8	(0.48)	6.1	(0.47)	0.7	(0.13)
Poland	511	(2.6)	13.8	(0.78)	0.2!!	(0.11)	2.5	(0.34)	11.1	(0.67)	24.9	(0.84)	30.0	(0.97)	22.0	(0.81)	9.3	(0.81)	8.1	(0.71)	1.2	(0.25)
Portugal <sup>©</sup>	492	(2.8)	19.6	(1.03)	0.4	(0.13)	4.4	(0.62)	14.7	(0.87)	26.2	(0.94)	29.4	(1.01)	19.2	(0.86)	5.6	(0.57)	5.1	(0.53)	0.5!	(0.15)
Slovak Republic	464	(2.3)	29.3	(1.01)	1.4	(0.25)	7.9	(0.59)	19.9	(0.74)	28.5	(0.88)	25.3	(0.76)	13.2	(0.63)	3.7	(0.38)	3.4	(0.33)	0.3!	(0.11)
Slovenia	507	(1.3)	14.6	(0.65)	0.2!	(0.10)	2.5	(0.29)	11.9	(0.58)	24.6	(0.79)	31.8	(1.00)	21.8	(0.87)	7.3	(0.59)	6.7	(0.55)	0.6	(0.17)
Spain <sup>7</sup>	483	(1.6)	21.3	(0.65)	0.6	(0.10)	4.5	(0.28)	16.2	(0.54)	28.4	(0.50)	29.4	(0.51)	16.8	(0.44)	4.2	(0.27)	3.9	(0.24)	0.3	(0.07)
Sweden	499	(3.1)	19.0	(1.06)	0.6	(0.16)	4.6	(0.52)	13.8	(0.74)	24.0	(0.69)	28.0	(0.85)	20.7	(0.93)	8.3	(0.56)	7.3	(0.52)	1.0	(0.18)
Switzerland	495	(3.0)	20.2	(0.98)	0.4!	(0.14)	4.6	(0.48)	15.2	(0.75)	24.9	(0.87)	27.8	(0.94)	19.3	(1.02)	7.8	(0.74)	6.9	(0.69)	0.9	(0.17)
Turkey <sup>4</sup>	468	(2.0)	25.2	(1.06)	0.3!	(0.12)	4.7	(0.45)	20.1	(0.81)	32.8	(0.95)	27.3	(1.02)	12.3	(0.67)	2.5	(0.46)	2.3	(0.44)	0.1!!	(0.07)
United Kingdom	505	(2.6)	17.4	(0.93)	0.6	(0.15)	3.9	(0.41)	12.9	(0.65)	24.0	(0.82)	28.1	(0.76)	20.8	(0.74)	9.7	(0.61)	8.2	(0.55)	1.5	(0.22)
United States <sup>5</sup>	502	(3.3)	18.6	(1.16)	0.5!	(0.18)	4.4	(0.54)	13.7	(0.82)	23.6	(0.86)	27.5	(0.92)	21.1	(0.93)	9.1	(0.74)	7.9	(0.73)	1.3	(0.22)
Non-OECD education systems Albania Algeria Baku (Azerbaijan) <sup>8</sup> Beijing, Shanghai, Jiangsu,	417 404 398	(2.0) (2.9) (2.4)	47.0 53.5 57.8	(1.26) (1.42) (1.24)	1.5 4.9 2.5	(0.24) (0.56) (0.30)	11.7 18.2 17.3	(0.65) (0.96) (0.97)	33.7 30.4 38.0	(1.00) (1.08) (1.02)	34.8 27.0 29.9	(1.06) (0.94) (0.85)	15.1 15.0 10.3	(0.70) (0.75) (0.75)	2.9 4.1 1.8	(0.31) (0.41) (0.43)	0.2! 0.5 0.1!	(0.07) (0.13) (0.05)	0.2! 0.5 0.1!	(0.07) (0.12) (0.05)	#!! #!! #	(†) (†) (†)
Zhejiang (China)	590	(2.7)	2.1	(0.34)	#!!	(†)	0.3!	(0.10)	1.8	(0.28)	8.4	(0.63)	23.4	(0.91)	34.6	(1.03)	31.5	(1.35)	24.3	(1.07)	7.2	(0.70)
Belarus	471	(2.4)	24.2	(1.17)	0.5!	(0.18)	5.0	(0.51)	18.7	(0.88)	31.3	(0.85)	28.8	(0.85)	13.1	(0.81)	2.6	(0.41)	2.5	(0.38)	0.1!!	(0.07)
Bosnia and Herzegovina	398	(2.7)	56.8	(1.56)	2.9	(0.41)	18.2	(0.94)	35.6	(1.01)	29.4	(1.19)	11.7	(0.87)	1.9	(0.28)	0.1!!	(0.07)	0.1!!	(0.07)	#	(†)
Brazil <sup>4</sup>	404	(2.1)	55.4	(0.98)	4.0	(0.40)	19.9	(0.69)	31.4	(0.82)	25.3	(0.69)	13.9	(0.67)	4.6	(0.42)	0.8	(0.16)	0.8	(0.15)	#!!	(†)
Brunei Darussalam	431	(1.2)	45.7	(0.63)	1.9	(0.28)	14.2	(0.65)	29.7	(0.77)	25.5	(0.53)	17.4	(0.49)	9.0	(0.39)	2.3	(0.28)	2.1	(0.25)	0.1!!	(0.08)
Bulgaria <sup>4</sup>	424	(3.6)	46.5	(1.61)	3.0	(0.50)	15.3	(1.01)	28.3	(0.92)	26.7	(1.11)	17.9	(0.87)	7.4	(0.64)	1.5	(0.34)	1.4	(0.32)	0.1!!	(0.06)
Chinese Taipei	516	(2.9)	15.1	(0.78)	0.7	(0.17)	3.3	(0.33)	11.2	(0.63)	21.1	(0.86)	28.5	(0.94)	23.5	(0.80)	11.7	(0.88)	10.0	(0.77)	1.6	(0.30)

Table 602.70. Average science literacy scores of 15-year-old students and percentage attaining science literacy proficiency levels, by country or other education system: 2018—Continued [Standard errors appear in parentheses]

										Percent	age attain	ing science	e literacy p	proficiency	levels <sup>2</sup>							
						Below I	evel 2												At or abov	e level 5		
Country or other education system	Average sci literacy s		Tot	al below level 2	Below	level 1b	А	t level 1b	А	t level 1a		At level 2		At level 3		At level 4		otal at or e level 5		At level 5		At level 6
1		2		3		4		5		6		7		8		9		10		11		12
Costa Rica <sup>4</sup> Croatia Cyprus Dominican Republic <sup>4</sup> Georgia	416 472 439 336 383	(3.3) (2.8) (1.4) (2.5) (2.3)	47.8 25.4 39.0 84.8 64.4	(1.76) (1.23) (0.96) (1.14) (1.20)	1.3 0.6 2.0 13.6 5.8	(0.30) (0.18) (0.35) (1.01) (0.54)	12.0 5.6 11.9 39.6 22.9	(0.84) (0.52) (0.64) (1.29) (0.94)	34.5 19.1 25.0 31.6 35.7	(1.24) (0.85) (0.85) (0.85) (1.31) (0.90)	34.4 30.0 28.9 12.3 24.3	(1.15) (0.84) (1.01) (0.89) (0.93)	14.9 26.9 21.4 2.6 9.5	(1.20) (0.91) (0.67) (0.42) (0.63)	2.8 14.2 9.1 0.3! 1.7	(0.58) (0.74) (0.43) (0.12) (0.28)	0.1!! 3.6 1.6 #!! 0.1!	(0.06) (0.39) (0.22) (†) (0.05)	0.1!! 3.3 1.5 #!! 0.1!	(0.06) (0.39) (0.22) (†) (0.05)	# 0.3! 0.1! # #	(†) (0.12) (0.05) (†) (†)
Hong Kong (China) <sup>s</sup> Indonesia Jordan <sup>4</sup> Kazakhstan Kosovo	396 429 397	(2.5) (2.4) (2.9) (1.7) (1.2)	11.6 60.0 40.3 60.3 76.5	(0.76) (1.48) (1.38) (0.97) (0.73)	0.2!! 1.8 3.2 2.2 4.2	(0.11) (0.31) (0.44) (0.28) (0.42)	2.4 16.8 11.0 17.8 29.3	(0.31) (0.98) (0.78) (0.74) (0.86)	8.9 41.4 26.2 40.3 43.1	(0.65) (1.12) (0.90) (0.79) (0.97)	21.7 29.2 32.4 26.9 19.2	(0.76) (1.20) (1.02) (0.84) (0.74)	33.8 9.2 20.7 9.9 3.9	(0.89) (0.82) (0.88) (0.46) (0.35)	25.0 1.6 6.0 2.5 0.4!	(0.95) (0.34) (0.51) (0.30) (0.12)	7.8 0.1!! 0.7 0.4 #!!	(0.69) (0.05) (0.17) (0.09) (†)	7.1 0.1!! 0.6 0.4 #!!	(0.60) (0.04) (0.17) (0.09) (†)	0.7 #!! #!! #!!	(0.18) (†) (†) (†) (†)
Lebanon Macao (China) Malaysia <sup>4</sup> Malta Moldova, Republic of	384 544 438 457 428	(3.5) (1.5) (2.7) (1.9) (2.3)	62.3 6.0 36.6 33.5 42.6	(1.57) (0.55) (1.31) (0.93) (1.17)	8.9 0.1!! 0.7 3.4 2.4	(0.78) (0.07) (0.16) (0.41) (0.28)	23.6 0.8 8.3 10.8 12.7	(1.22) (0.18) (0.66) (0.70) (0.73)	29.7 5.1 27.6 19.4 27.4	(1.00) (0.52) (1.01) (0.74) (0.86)	21.8 17.2 35.9 24.9 29.7	(0.96) (0.72) (0.98) (0.87) (0.89)	11.8 32.3 21.5 23.7 20.2	(0.84) (0.97) (0.94) (0.89) (0.84)	3.6 30.8 5.4 13.5 6.6	(0.38) (0.89) (0.76) (0.70) (0.54)	0.5! 13.6 0.6! 4.4 0.9	(0.17) (0.55) (0.19) (0.42) (0.21)	0.5! 11.9 0.6! 3.9 0.8	(0.17) (0.58) (0.19) (0.42) (0.21)	#!! 1.7 #!! 0.5 #!!	(†) (0.30) (†) (0.14) (†)
Montenegro, Republic of Morocco <sup>4</sup> North Macedonia Panama <sup>4</sup> Peru <sup>4</sup>	377 413	(1.3) (3.0) (1.4) (2.9) (2.7)	48.2 69.4 49.5 71.3 54.5	(0.73) (1.82) (0.78) (1.43) (1.37)	2.2 2.7 4.5 10.5 2.7	(0.32) (0.38) (0.39) (0.87) (0.42)	14.6 26.1 15.5 27.3 17.3	(0.57) (1.45) (0.62) (1.12) (0.92)	31.4 40.7 29.4 33.5 34.5	(0.79) (1.12) (0.78) (1.29) (1.09)	31.5 24.0 28.2 19.7 29.0	(0.70) (1.36) (0.86) (0.81) (0.82)	15.9 6.1 16.4 7.4 13.2	(0.59) (0.63) (0.68) (0.75) (0.82)	4.0 0.4! 5.2 1.5 3.1	(0.33) (0.14) (0.44) (0.29) (0.45)	0.3! #!! 0.8 0.1!! 0.2!!	(0.11) (†) (0.17) (0.06) (0.12)	0.3! #!! 0.8 0.1!! 0.2!!	(0.11) (†) (0.17) (0.06) (0.12)	#!! # #!! #	(†) (†) (†) (†) (†)
Philippines <sup>4</sup> Qatar Romania <sup>4</sup> Russian Federation Saudi Arabia		(3.2) (0.9) (4.6) (2.9) (2.8)	78.0 48.4 43.9 21.2 62.3	(1.48) (0.50) (2.14) (1.20) (1.49)	7.5 5.2 2.9 0.4! 4.9	(0.78) (0.32) (0.46) (0.16) (0.64)	35.3 16.6 13.1 4.1 21.7	(1.37) (0.44) (1.15) (0.47) (0.98)	35.2 26.5 28.0 16.7 35.6	(1.15) (0.56) (1.42) (0.86) (0.99)	15.4 24.9 29.8 31.7 26.6	(0.82) (0.47) (1.03) (0.93) (0.99)	5.6 17.0 18.9 30.0 9.6	(0.73) (0.39) (1.30) (0.94) (0.75)	1.0 7.5 6.4 14.0 1.5	(0.29) (0.29) (0.78) (0.77) (0.26)	0.1!! 2.2 1.0 3.1 0.1!!	(0.05) (0.18) (0.25) (0.38) (0.05)	0.1!! 2.0 0.9 2.9 0.1!!	(0.05) (0.18) (0.25) (0.36) (0.05)	# 0.2 #!! 0.2! #	(†) (0.06) (†) (0.08) (†)
Serbia Singapore Thailand <sup>4</sup> Ukraine United Arab Emirates	551 426 469	(3.0) (1.5) (3.2) (3.3) (2.0)	38.3 9.0 44.5 26.4 42.8	(1.55) (0.45) (1.52) (1.39) (0.87)	1.9 0.2! 1.3 1.0 3.7	(0.31) (0.06) (0.27) (0.21) (0.21)	11.1 1.8 11.6 6.3 14.4	(0.80) (0.21) (0.82) (0.65) (0.50)	25.3 7.1 31.6 19.2 24.7	(1.03) (0.42) (1.14) (0.94) (0.62)	29.9 15.1 31.7 30.0 25.6	(0.87) (0.69) (0.91) (1.10) (0.52)	21.1 25.4 17.8 26.7 19.2	(0.87) (0.73) (1.02) (1.13) (0.51)	9.1 29.7 5.3 13.4 9.5	(0.69) (0.74) (0.71) (0.80) (0.52)	1.6 20.7 0.7 3.5 2.9	(0.21) (0.60) (0.16) (0.51) (0.23)	1.5 17.0 0.7 3.2 2.6	(0.20) (0.55) (0.16) (0.45) (0.21)	0.1! 3.8 #!! 0.3! 0.3!	(0.04) (0.30) (†) (0.13) (0.08)
Uruguay Vietnam <sup>9</sup>	4 <u>26</u>	(2.5) (†)	43.9	(1.31) (†)	2.1	(0.36) (†)	13.2	(0.82) (†)	28.6	(1.02) (†)	30.6	(0.97) (†)	18.7	(0.91) (†)	6.1	(0.51) (†)	0.7	(0.16) (†)	0.7	(0.16) (†)	#!!	(†) (†)

<sup>-</sup>Not available. †Not applicable.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>!!</sup>Interpret data with caution. Estimate could be unstable because the standard error represents more than 50 percent of

<sup>&</sup>lt;sup>1</sup>Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000.

<sup>&</sup>lt;sup>2</sup>To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were classified into science literacy levels according to their scores. Exact cut scores are as follows: below level 1b (a score less than 260.54); level 1b (a score of at least 260.54 but less than 334.94); level 1a (a score of at least 334.94 but less than 409.54); level 2 (a score of at least 409.54 but less than 484.14); level 3 (a score of at least 484.14 but less than 558.73); level 4 (a score of at least 558.73 but less than 633.33); level 5 (a score of at least 633.33 but less than 707.93); and level 6 (a score of at least 707.93).

<sup>&</sup>lt;sup>3</sup>Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries, to which each country contributes equally, regardless of the absolute size of the student population of each country.

<sup>&</sup>lt;sup>4</sup>At least 50 percent but less than 75 percent of the 15-year-old population is covered by the Program for International Student Assessment (PISA) sample.

<sup>&</sup>lt;sup>5</sup>Did not meet 85 percent threshold for school participation. However, data are considered to be largely comparable with data from other countries or education systems.

<sup>&</sup>lt;sup>6</sup>Did not meet 80 percent threshold for student participation. However, data are considered to be largely comparable with data from other countries or education systems.

Although Spain's PISA 2018 data met international technical standards, its reading literacy data show unusual student response behaviors that prevent these data from being reported at this time.

<sup>&</sup>lt;sup>8</sup>Less than 50 percent of the 15-year-old population is covered by the PISA sample.

<sup>9</sup>Although Vietnam participated in PISA 2018, technical problems with its data prevent results from being included in this table. NOTE: Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2018. (This table was prepared December 2019.)

Table 603.10. Percentage of the population 25 to 64 years old who completed high school, by age group and country: Selected years, 2000 through 2018

	1						Totalidara oli ol	о арреат пт раге							
	20	000	20	05	201	0	20	15	20	17			2018		
Country	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	35 to 44 years old	45 to 54 years old	55 to 64 years old
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average <sup>1</sup>	65.7	75.8	71.2	79.5	75.0 (0.06)	81.7 (0.12)	76.8 (0.03)	83.3 (0.07)	78.3 (0.03)	84.4 (0.06)	78.9 (0.03)	84.7 (0.06)	81.9 (0.05)	77.6 (0.05)	70.5 (0.06)
Australia Austria <sup>2</sup> Belgium Canada <sup>2,3</sup> Chile	58.8 — 58.5 80.7 —	68.3 — 75.3 88.3 —	65.0 76.9 66.1 85.2	78.6 85.6 80.9 90.8	73.2 (—) 82.4 (0.12) 70.5 (—) 88.3 (0.12) — (†)	84.8 (—) 87.8 (0.23) 82.1 (—) 92.1 (0.19) — (†)	79.0 (0.25) 84.6 (0.12) 74.7 (0.19) 90.4 (0.11) 64.9 (0.13)	88.1 (0.39) 90.0 (0.22) 82.5 (0.35) 93.3 (0.17) 83.2 (0.20)	81.0 (0.23) 85.0 (0.11) 76.8 (0.15) 91.1 (0.12) 67.4 (0.14)	89.4 (0.36) 88.5 (0.22) 83.4 (0.29) 93.5 (0.18) 85.2 (0.21)	81.9 (0.23) 85.3 (0.11) 78.2 (0.15) 91.6 (0.12) — (†)	89.5 (0.35) 88.9 (0.22) 85.4 (0.27) 93.9 (0.17) — (†)	87.4 (0.39) 87.7 (0.22) 83.0 (0.27) 94.0 (0.18) — (†)	78.4 (0.48) 85.2 (0.21) 78.8 (0.28) 91.9 (0.19) — (†)	69.5 (0.56) 79.5 (0.25) 65.8 (0.31) 86.8 (0.24) — (†)
Colombia Czech Republic Denmark Estonia <sup>2</sup> Finland <sup>2</sup>	85.9 79.8 85.2 73.2	92.4 86.9 91.4 86.3	89.9 81.0 88.7 78.8	93.9 87.4 87.3 89.4	— (†) 91.9 (—) 75.6 (—) 89.1 (0.30) 83.0 (—)	— (†) 94.2 (—) 79.6 (—) 86.5 (0.73) 90.8 (—)	50.4 (0.08) 93.2 (0.07) 80.4 (0.17) 88.6 (0.28) 87.2 (0.21)	66.9 (0.14) 93.7 (0.16) 83.6 (0.36) 87.7 (0.60) 89.5 (0.42)	53.8 (0.08) 93.8 (0.07) 81.3 (0.18) 88.7 (0.26) 88.1 (0.13)	70.0 (0.13) 94.0 (0.16) 83.3 (0.37) 87.2 (0.57) 90.2 (0.25)	55.2 (0.08) 93.9 (0.07) 80.9 (0.14) 89.2 (0.25) 89.1 (0.12)	70.5 (0.13) 93.7 (0.17) 82.6 (0.30) 87.9 (0.57) 90.5 (0.25)	60.0 (0.16) 94.9 (0.13) 84.1 (0.28) 87.3 (0.52) 92.0 (0.22)	44.2 (0.17) 95.4 (0.13) 82.0 (0.27) 92.1 (0.42) 90.1 (0.24)	34.6 (0.17) 91.0 (0.17) 74.9 (0.29) 89.6 (0.46) 84.0 (0.27)
France <sup>2</sup> Germany Greece Hungary <sup>2</sup> Iceland <sup>2</sup>	62.2 81.7 49.3 69.2	76.4 84.9 68.7 81.3	66.8 83.1 57.7 76.4 68.2	81.5 84.1 74.4 85.0 70.9	70.8 (—) 85.8 (—) 62.7 (0.12) 81.3 (—) 70.7 (0.48)	83.8 (—) 86.5 (—) 75.5 (0.22) 86.3 (—) 73.6 (0.91)	77.5 (0.08) 86.8 (0.06) 70.2 (0.13) 83.2 (0.10) 74.7 (0.47)	86.5 (0.15) 87.3 (0.12) 83.6 (0.24) 86.0 (0.21) 75.2 (0.96)	78.4 (0.08) 86.5 (0.05) 72.7 (0.13) 84.0 (0.11) 77.1 (0.49)	86.2 (0.15) 86.9 (0.11) 85.7 (0.24) 86.0 (0.23) 80.7 (0.98)	79.4 (0.08) 86.7 (0.05) 73.4 (0.13) 84.9 (0.11) 77.9 (0.44)	87.0 (0.15) 87.0 (0.11) 87.0 (0.24) 86.7 (0.23) 80.6 (0.89)	84.7 (0.15) 85.9 (0.12) 80.1 (0.23) 86.2 (0.20) 81.6 (0.80)	78.7 (0.15) 87.2 (0.10) 71.8 (0.24) 85.6 (0.21) 78.2 (0.85)	67.7 (0.18) 86.5 (0.10) 55.2 (0.26) 80.7 (0.22) 70.0 (0.94)
Ireland Israel Italy Japan Korea, Republic of <sup>4</sup>	57.3 42.1 — 68.2	73.0 — 56.4 — 93.2	64.5 78.9 50.1 — 75.6	81.1 85.5 65.9 — 97.3	72.8 (—) 82.1 (—) 55.2 (—) — (†) 80.9 (—)	85.6 (—) 88.1 (—) 71.0 (—) — (†) 97.9 (—)	79.8 (0.13) 85.5 (—) 59.9 (0.09) — (†) 85.8 (—)	90.8 (0.19) 91.2 (—) 74.4 (0.19) — (†) 98.3 (—)	82.0 (0.14) 87.4 (0.09) 60.9 (0.09) — (†) 87.6 (0.17)	91.9 (0.22) 92.4 (0.13) 74.8 (0.19) — (†) 98.0 (0.13)	83.2 (0.14) — (†) 61.7 (0.09) — (†) 88.2 (0.16)	92.4 (0.23) — (†) 75.9 (0.19) — (†) 97.8 (0.14)	88.8 (0.23) — (†) 67.5 (0.18) — (†) 97.8 (0.14)	80.5 (0.29) — (†) 56.8 (0.17) — (†) 92.1 (0.26)	67.5 (0.36) — (†) 50.2 (0.17) — (†) 65.4 (0.60)
Latvia <sup>2</sup> Lithuania Luxembourg Mexico <sup>2</sup> Netherlands <sup>5</sup>	83.2 84.2 60.9 29.1 64.9	88.7 91.8 68.2 37.1 74.3	84.4 87.5 65.9 28.2 71.8	80.4 86.8 76.5 33.7 81.3	88.6 (0.23) 91.9 (0.14) 77.7 (—) 32.1 (0.11) 73.0 (—)	83.7 (0.57) 88.3 (0.41) 84.0 (—) 38.3 (0.20) 82.7 (—)	87.8 (0.23) 91.4 (0.16) 74.6 (0.33) 35.7 (0.11) 76.4 (—)	84.9 (0.56) 89.7 (0.43) 84.5 (0.59) 45.0 (0.21) 85.6 (—)	87.6 (0.22) 92.8 (0.14) 76.7 (0.36) 37.7 (0.11) 78.4 (0.09)	85.4 (0.54) 92.9 (0.35) 87.3 (0.65) 48.1 (0.21) 86.7 (0.17)	87.6 (0.23) 93.0 (0.14) 77.2 (0.23) 39.1 (0.11) 79.0 (0.08)	87.3 (0.52) 93.4 (0.33) 86.9 (0.35) 50.1 (0.21) 87.1 (0.15)	83.4 (0.55) 87.7 (0.39) 80.9 (0.40) 37.9 (0.21) 84.4 (0.15)	90.0 (0.40) 95.1 (0.21) 72.3 (0.45) 34.7 (0.22) 77.2 (0.16)	89.7 (0.38) 95.0 (0.20) 65.5 (0.67) 28.8 (0.25) 68.5 (0.17)
New Zealand Norway <sup>2</sup> Poland <sup>4</sup> Portugal <sup>2</sup> Slovak Republic	79.9 19.4 83.8	89.4 31.8 93.7	77.2 85.1 26.5 87.9	83.5 92.0 42.8 92.8	(†) 80.6 () 88.5 () 31.9 () 91.0 ()	— (†) 82.9 (—) 93.6 (—) 52.1 (—) 94.1 (—)	74.7 (—) 82.4 (0.17) 90.8 (—) 45.1 (0.17) 91.3 (0.25)	81.0 (—) 81.3 (0.35) 93.9 (—) 66.7 (0.39) 92.8 (0.49)	78.9 (0.30) 82.0 (0.16) 92.1 (0.07) 48.0 (0.17) 91.3 (0.26)	85.0 (0.55) 80.7 (0.34) 94.5 (0.12) 69.6 (0.41) 91.3 (0.57)	80.5 (0.29) 82.5 (0.16) 92.4 (0.07) 49.8 (0.18) 91.6 (0.25)	86.7 (0.51) 82.2 (0.33) 94.4 (0.12) 71.5 (0.41) 91.9 (0.56)	84.4 (0.54) 84.9 (0.30) 94.6 (0.12) 60.6 (0.34) 92.7 (0.49)	77.7 (0.59) 83.1 (0.30) 92.3 (0.15) 42.8 (0.32) 93.1 (0.47)	71.8 (0.66) 79.4 (0.35) 88.2 (0.15) 28.3 (0.29) 88.3 (0.52)
Slovenia <sup>5</sup> Spain <sup>2</sup> Sweden Switzerland Turkey <sup>4</sup>	74.8 38.6 77.6 83.9 23.3	85.4 55.6 87.3 89.8 27.7	80.3 48.8 83.6 85.2 28.1	91.2 64.5 90.6 89.8 36.8	83.3 (—) 52.9 (0.08) 86.3 (0.08) 85.0 (0.12) 31.2 (—)	93.5 (—) 65.3 (0.16) 90.8 (0.14) 87.8 (0.26) 42.2 (—)	86.8 (0.18) 57.4 (0.08) 82.0 (0.10) 87.3 (0.11) 37.0 (—)	94.1 (0.27) 65.6 (0.19) 82.3 (0.20) 91.0 (0.24) 52.1 (—)	87.7 (0.17) 59.1 (0.08) 83.0 (0.10) 87.8 (0.12) 39.3 (0.10)	94.4 (0.27) 66.2 (0.20) 83.0 (0.20) 91.9 (0.23) 55.5 (0.19)	88.1 (0.17) 60.1 (0.08) 83.2 (0.10) 88.4 (0.11) 40.2 (0.10)	94.3 (0.27) 67.7 (0.19) 82.7 (0.20) 92.9 (0.22) 57.2 (0.20)	93.2 (0.28) 67.7 (0.16) 84.1 (0.19) 89.3 (0.21) 42.4 (0.18)	86.6 (0.34) 58.5 (0.15) 85.7 (0.18) 87.2 (0.21) 26.7 (0.18)	79.2 (0.40) 45.9 (0.16) 80.0 (0.21) 84.2 (0.25) 23.7 (0.19)
United Kingdom <sup>6</sup> United States <sup>2</sup>	62.6 87.4	66.8 88.2	66.8 87.8	73.1 86.7	75.1 (—) 89.0 (0.10)	82.9 (—) 88.4 (0.19)	79.6 (0.18) 89.5 (0.10)	86.2 (0.33) 90.5 (0.18)	81.2 (0.18) 90.6 (0.09)	87.5 (0.32) 92.1 (0.17)	79.3 (0.19) 90.8 (0.10)	84.9 (0.36) 92.4 (0.17)	84.2 (0.35) 90.4 (0.19)	76.1 (0.39) 90.2 (0.19)	71.3 (0.43) 90.1 (0.21)
Other reporting countries China <sup>2</sup> Russian Federation <sup>2</sup>	_	_	_	_	24.5 (—) 92.8 (0.03)	35.7 (—) 92.6 (0.07)	— (†) 93.7 (0.03)	— (†) 93.5 (0.06)	— (†) 95.2 (—)	— (†) 95.47 (—)	— (†) — (†)				

<sup>-</sup>Not available.

<sup>®</sup>Data include some persons who completed a sufficient number of certain types of programs, any one of which individually would be classified as a program that only partially completes the high school (or upper secondary) level of education. NOTE: The International Standard Classification of Education (ISCED) was revised in 2011. Unless otherwise noted, all data for years prior to 2015 were calculated using the previous version, ISCED 1997. ISCED 2011 was used to calculate all data for 2015 and later years. Except where otherwise noted, data in this table refer to degrees classified under ISCED 2011 as completing level 3 (upper secondary education) or to comparable degrees under ISCED 1997. For more information on OECD and NCES estimation methodology used for this table, see the "Online Education Database" section of the entry for OECD in Appendix A: Guide to Sources. Standard errors for 2000 and 2005 have been excluded due to limited data availability. Some data have been revised from previously published figures.

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 23, 2019, from <a href="https://stats.oecd.org/Index.aspx">https://stats.oecd.org/Index.aspx</a>. Eurostat, unpublished tabulations on population by age group. (This table was prepared September 2019.)

<sup>†</sup>Not applicable

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year. Standard errors for the OECD average were estimated by the National Center for Education Statistics (NCES).

<sup>&</sup>lt;sup>2</sup>Although all data for years prior to 2015 were originally calculated using the 1997 version of the International Standard Classification of Education (ISCED), the footnoted countries revised earlier years' data to align with the 2011 version of ISCED, which is the most recent. Most of these countries revised all of their data for years prior to 2015. The exceptions are Mexico (which revised only 2015 and 2010 data) and Spain (which revised only 2010 data).

<sup>&</sup>lt;sup>3</sup>All standard errors shown for Canada were calculated by Statistics Canada.

<sup>&</sup>lt;sup>4</sup>For 2017 and 2018, standard errors were estimated by NCES.

<sup>&</sup>lt;sup>5</sup>For 2017, standard errors were estimated by NCES.

CHAPTER 6: International Comparisons of Attainment, Degrees, and

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Table 603.20. Percentage of the population 25 to 64 years old who attained any postsecondary degree, by age group and country: Selected years, 2000 through 2018

[Standard errors appear in parentheses]

	20	00	20	005	201	0	20	15	20	17			2018		
Country	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	Total, 25 to 64 years old	25 to 34 years old	35 to 44 years old	45 to 54 years old	55 to 64 years old
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average <sup>1</sup>	22.3	26.4	26.5	32.4	30.6 (0.07)	37.7 (0.16)	34.3 (0.04)	41.8 (0.09)	36.2 (0.04)	43.7 (0.08)	36.9 (0.04)	44.5 (0.08)	42.4 (0.08)	33.3 (0.07)	27.0 (0.07)
Australia Austria <sup>2</sup> Belgium Canada <sup>2,3</sup> Chile	27.5 — 27.1 40.1 —	31.4 — 36.0 48.4 —	31.7 24.6 31.0 46.0	38.1 30.6 40.6 53.7	37.6 (—) 27.7 (0.14) 35.0 (—) 50.3 (0.22) — (†)	44.4 (—) 33.9 (0.33) 43.8 (—) 56.2 (0.43) — (†)	42.9 (0.30) 30.6 (0.15) 36.9 (0.21) 55.2 (0.20) 22.5 (0.11)	48.5 (0.60) 38.6 (0.35) 43.1 (0.45) 59.2 (0.37) 29.9 (0.24)	45.4 (0.30) 32.4 (0.15) 40.3 (0.17) 56.7 (0.22) 25.2 (0.13)	52.0 (0.59) 40.3 (0.34) 45.7 (0.38) 60.9 (0.40) 33.7 (0.28)	45.7 (0.29) 32.7 (0.15) 40.6 (0.17) 57.9 (0.24) — (†)	51.4 (0.57) 40.5 (0.35) 47.4 (0.39) 61.8 (0.41) — (†)	51.9 (0.59) 37.5 (0.32) 45.8 (0.36) 63.8 (0.38) — (†)	42.5 (0.58) 29.6 (0.27) 38.8 (0.33) 58.5 (0.38) — (†)	34.8 (0.58) 23.8 (0.26) 30.7 (0.30) 47.7 (0.37) — (†)
Colombia Czech Republic Denmark Estonia <sup>2</sup> Finland <sup>2</sup>	11.0 25.8 28.7 32.6	11.2 29.3 28.7 38.7	13.1 33.5 33.0 34.6	14.2 39.8 32.9 37.5	— (†) 16.8 (—) 33.3 (—) 35.4 (0.46) 38.1 (—)	— (†) 22.6 (—) 37.6 (—) 38.0 (1.03) 39.2 (—)	21.6 (0.07) 22.2 (0.12) 37.1 (0.21) 38.0 (0.42) 42.7 (0.30)	27.4 (0.13) 31.0 (0.31) 44.5 (0.49) 40.5 (0.89) 40.5 (0.68)	22.5 (0.07) 23.9 (0.13) 39.2 (0.22) 39.7 (0.39) 44.3 (0.20)	28.1 (0.13) 33.8 (0.32) 46.6 (0.50) 43.0 (0.85) 41.3 (0.41)	23.4 (0.07) 24.3 (0.13) 38.1 (0.18) 41.1 (0.39) 45.2 (0.20)	29.0 (0.13) 33.3 (0.33) 44.8 (0.40) 43.6 (0.87) 41.3 (0.42)	26.2 (0.14) 26.7 (0.26) 44.1 (0.39) 44.0 (0.78) 51.2 (0.41)	18.5 (0.13) 18.9 (0.23) 35.1 (0.33) 38.5 (0.75) 48.6 (0.40)	15.4 (0.13) 17.3 (0.22) 28.8 (0.30) 38.1 (0.73) 40.1 (0.36)
France <sup>2</sup> Germany Greece Hungary <sup>2</sup> Iceland <sup>2</sup>	21.6 23.5 17.7 14.0	31.4 22.3 23.9 14.7	25.4 24.6 21.5 17.1 29.5	39.8 22.5 25.7 19.6 34.5	29.0 (—) 26.6 (—) 24.7 (0.11) 20.1 (—) 32.6 (0.50)	42.9 (—) 26.1 (—) 31.2 (0.24) 26.0 (—) 36.2 (0.99)	34.1 (0.09) 27.6 (0.07) 29.1 (0.13) 24.2 (0.12) 38.8 (0.53)	44.7 (0.22) 29.6 (0.16) 40.1 (0.32) 32.1 (0.29) 40.1 (1.08)	35.2 (0.09) 28.6 (0.07) 31.0 (0.13) 24.1 (0.12) 42.4 (0.57)	44.3 (0.22) 31.3 (0.15) 42.5 (0.34) 30.2 (0.30) 47.4 (1.24)	36.9 (0.10) 29.1 (0.07) 31.7 (0.13) 25.1 (0.13) 43.7 (0.52)	46.9 (0.23) 32.3 (0.16) 42.8 (0.35) 30.6 (0.31) 47.0 (1.12)	44.9 (0.20) 31.6 (0.16) 34.2 (0.27) 28.8 (0.27) 51.9 (1.03)	32.8 (0.18) 27.0 (0.13) 29.2 (0.24) 22.5 (0.25) 43.3 (1.02)	24.0 (0.16) 26.3 (0.13) 21.9 (0.22) 18.2 (0.21) 30.9 (0.95)
Ireland Israel Italy Japan <sup>4,5</sup> Korea, Republic of <sup>4</sup>	21.6 9.4 33.6 23.8	29.8 10.4 47.8 36.8	29.1 43.0 12.2 39.9 31.6	40.7 42.9 16.1 53.2 50.9	37.6 (—) 45.6 (—) 14.8 (—) 44.8 (—) 39.0 (—)	48.3 (—) 44.2 (—) 20.7 (—) 56.7 (—) 61.4 (—)	42.8 (0.16) 48.8 (—) 17.5 (0.07) 49.5 (—) 45.4 (—)	52.0 (0.34) 45.9 (—) 25.1 (0.19) 59.6 (—) 68.9 (—)	45.7 (0.18) 50.9 (0.13) 18.7 (0.07) 51.4 (0.19) 47.7 (0.25)	53.5 (0.40) 48.0 (0.25) 26.8 (0.20) 60.4 (0.40) 69.8 (0.45)	46.9 (0.19) — (†) 19.3 (0.07) 51.9 (0.19) 49.0 (0.25)	56.2 (0.43) — (†) 27.7 (0.20) 60.7 (0.40) 69.6 (0.45)	53.8 (0.36) — (†) 23.0 (0.16) 56.3 (0.37) 64.3 (0.45)	42.9 (0.36) — (†) 15.7 (0.12) 49.0 (0.42) 41.9 (0.48)	31.2 (0.35) — (†) 13.0 (0.12) 43.0 (0.45) 23.1 (0.53)
Latvia <sup>2</sup> Lithuania Luxembourg Mexico <sup>2</sup> Netherlands <sup>6</sup>	18.2 41.8 18.3 14.6 23.4	17.3 39.7 22.9 17.5 26.6	20.3 26.5 26.5 12.7 30.1	21.7 36.9 37.0 14.9 35.4	26.9 (0.32) 32.4 (0.25) 35.5 (—) 14.7 (0.08) 32.4 (—)	34.7 (0.74) 46.3 (0.63) 44.2 (—) 17.7 (0.16) 40.8 (—)	31.6 (0.32) 38.7 (0.27) 39.8 (0.37) 16.3 (0.08) 35.3 (—)	39.9 (0.76) 54.8 (0.71) 49.9 (0.82) 20.8 (0.17) 45.1 (—)	33.9 (0.32) 40.3 (0.26) 40.3 (0.42) 17.4 (0.09) 37.2 (0.10)	41.6 (0.75) 55.6 (0.67) 51.4 (0.98) 22.6 (0.18) 46.6 (0.25)	33.9 (0.33) 41.7 (0.26) 43.9 (0.27) 18.0 (0.09) 38.3 (0.10)	41.6 (0.77) 55.6 (0.66) 54.8 (0.52) 23.4 (0.18) 47.6 (0.22)	39.6 (0.73) 49.7 (0.59) 51.0 (0.51) 17.7 (0.17) 44.2 (0.21)	29.0 (0.60) 33.7 (0.45) 37.2 (0.49) 14.7 (0.16) 34.1 (0.18)	25.9 (0.55) 30.1 (0.42) 28.0 (0.63) 13.9 (0.19) 29.0 (0.16)
New Zealand Norway <sup>2</sup> Poland <sup>4</sup> Portugal <sup>2</sup> Slovak Republic	11.4 8.8 10.4	14.2 12.9 11.2	32.7 16.9 12.8 14.0	40.9 25.5 19.1 16.3	— (†) 37.3 (—) 22.5 (—) 15.4 (—) 17.3 (—)	— (†) 47.3 (—) 37.1 (—) 24.8 (—) 24.0 (—)	34.0 (—) 42.7 (0.21) 27.7 (—) 22.9 (0.14) 21.1 (0.36)	39.1 (—) 48.1 (0.45) 43.2 (—) 33.1 (0.39) 31.3 (0.88)	37.7 (0.36) 43.2 (0.21) 29.9 (0.11) 24.0 (0.15) 23.1 (0.38)	44.2 (0.76) 48.3 (0.43) 43.5 (0.26) 34.0 (0.42) 35.1 (0.96)	39.3 (0.36) 43.6 (0.21) 30.9 (0.12) 25.0 (0.15) 24.6 (0.39)	45.8 (0.75) 48.2 (0.43) 43.5 (0.27) 35.1 (0.44) 37.2 (1.00)	44.2 (0.73) 48.7 (0.42) 39.8 (0.25) 32.0 (0.33) 26.0 (0.82)	35.5 (0.68) 42.0 (0.39) 23.0 (0.23) 20.5 (0.26) 17.7 (0.70)	30.4 (0.68) 34.3 (0.41) 15.3 (0.17) 14.2 (0.22) 15.6 (0.58)
Slovenia <sup>6</sup> Spain <sup>2</sup> Sweden Switzerland Turkey <sup>4</sup>	15.7 22.7 30.1 24.2 8.3	19.3 34.0 33.6 25.6 8.9	20.2 28.5 29.6 28.8 10.2	24.7 40.7 37.3 31.0 12.5	23.7 (—) 31.0 (0.08) 33.9 (0.11) 33.9 (0.16) 13.1 (—)	31.3 (—) 40.3 (0.17) 42.2 (0.23) 37.4 (0.39) 17.4 (—)	30.2 (0.25) 35.1 (0.08) 39.8 (0.12) 39.8 (0.17) 18.0 (—)	40.8 (0.57) 41.0 (0.19) 46.4 (0.26) 46.5 (0.41) 27.5 (—)	34.3 (0.25) 36.4 (0.08) 41.9 (0.13) 42.6 (0.17) 20.0 (0.08)	44.6 (0.58) 42.6 (0.20) 47.4 (0.26) 50.1 (0.42) 31.6 (0.18)	32.5 (0.25) 37.3 (0.08) 43.3 (0.13) 43.7 (0.17) 20.8 (0.08)	40.7 (0.58) 44.3 (0.21) 47.5 (0.27) 51.2 (0.42) 33.3 (0.19)	40.4 (0.54) 44.2 (0.16) 52.3 (0.27) 49.5 (0.35) 20.4 (0.15)	28.8 (0.46) 35.1 (0.15) 39.5 (0.25) 40.4 (0.31) 12.4 (0.13)	21.1 (0.40) 25.1 (0.14) 32.6 (0.24) 33.6 (0.33) 10.0 (0.13)
United Kingdom United States <sup>2</sup>	25.7 36.5	28.9 38.1	29.7 39.1	35.3 39.4	38.2 (—) 41.7 (0.15)	46.0 (—) 42.3 (0.30)	44.2 (0.23) 44.6 (0.16)	49.9 (0.48) 46.5 (0.31)	45.7 (0.23) 46.4 (0.16)	51.6 (0.49) 47.8 (0.32)	45.8 (0.24) 47.4 (0.16)	50.8 (0.50) 49.4 (0.33)	52.6 (0.48) 51.0 (0.32)	42.5 (0.45) 46.7 (0.33)	36.6 (0.45) 42.6 (0.34)
Other reporting countries China <sup>2</sup> Russian Federation <sup>2</sup>	_	_	_		9.7 (—) 50.4 (0.06)	17.9 (—) 52.5 (0.13)	— (†) 52.4 (0.06)	— (†) 56.3 56.3	— (†) (0.13) (—)	— (†) 62.7 (—)	— (†) — (†)				

<sup>-</sup>Not available.

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year. Standard errors for the OECD average were estimated by the National Center for Education Statistics (NCES).

<sup>2</sup>Although all data for years prior to 2015 were originally calculated using the 1997 version of the International Standard Classification of Education (ISCED), the footnoted countries revised earlier years' data to align with the 2011 version of ISCED, which is the most recent. Most of these countries revised all of their data for years prior to 2015. The exceptions are Mexico (which revised only 2005 and 2010 data) and Spain (which revised only 2010 data).

<sup>6</sup>For 2017, standard errors were estimated by NCES.

NOTE: Data in this table include all tertiary degrees, which correspond to all degrees at the associate's level and above in the United States. The International Standard Classification of Education (ISCED) was revised in 2011. Unless otherwise noted, all data for years prior to 2015 were calculated using the previous version, ISCED 1997. ISCED 2011 was used to calculate all data for 2015 and later years. Under ISCED 2011, tertiary degrees are classified at the following levels: level 5 (corresponding to an associate's degree in the United States), level 6 (a bachelor's or equivalent degree), level 7 (a master's or equivalent degree), and level 8 (a doctoral or equivalent degree). For more information on OECD and NCES estimation methodology used for this table, see the "Online Education Database" section of the entry for OECD in Appendix A: Guide to Sources. Standard errors for 2000 and 2005 have been excluded due to limited data availability. Some data have been revised from previously published figures.

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 23, 2019, from https://stats.oecd.org/Index.aspx. Eurostat, unpublished tabulations on population by age group. (This table was prepared September 2019.)

tNot applicable.

<sup>&</sup>lt;sup>3</sup>All standard errors shown for Canada were calculated by Statistics Canada.

<sup>&</sup>lt;sup>4</sup>For 2017 and 2018, standard errors were estimated by NCES.

<sup>&</sup>lt;sup>5</sup>Data for all years include some postsecondary nontertiary awards (i.e., awards that are below the associate's degree level).

Table 603.30. Percentage of the population 25 to 64 years old who attained a postsecondary degree, by highest degree attained, age group, and country: 2018
[Standard errors appear in parentheses]

						tertiary)							Bach	nelor's or equ	ivalent deg	ree				
Country	25 to 64 yea	Total, ars old	25 to 34	years old	35 to 44 y	ears old	45 to 54	ears old	55 to 64	years old	25 to 64	Total, years old	25 to 34	years old	35 to 44	years old	45 to 54	years old	55 to 64	years old
1		2		3		4		5		6		7		8		9		10		11
OECD average¹ Australia Austria Belgium Canada².³ Chile².⁴	11.8 15.1 0.6 26.1	(0.02) (0.19) (0.11) (0.03) (0.17) (0.09)	7.9 10.8 15.7 0.5 24.8 10.2	(0.04) (0.36) (0.26) (0.06) (0.32) (0.18)	8.1 12.5 15.4 0.6 27.3 9.6	(0.04) (0.39) (0.24) (0.06) (0.31) (0.18)	8.1 13.0 15.7 0.5 27.6 8.5	(0.04) (0.39) (0.21) (0.05) (0.31) (0.16)	7.2 11.1 13.3 0.6 24.7 6.2	(0.04) (0.38) (0.21) (0.05) (0.30) (0.15)	25.5 3.8 22.5 21.6 14.7	(0.03) (0.26) (0.06) (0.15) (0.18) (0.11)	23.8 31.0 9.6 25.4 26.4 22.1	(0.07) (0.53) (0.21) (0.34) (0.35) (0.24)	19.7 28.9 3.0 24.7 24.2 17.1	(0.06) (0.53) (0.11) (0.31) (0.32) (0.23)	14.5 22.4 1.8 21.9 20.7 9.7	(0.05) (0.49) (0.08) (0.28) (0.33) (0.17)	11.5 18.1 1.1 18.2 15.1 8.6	(0.05) (0.47) (0.07) (0.25) (0.29) (0.17)
Colombia <sup>5,6</sup> Czech Republic Denmark Estonia Finland	5.1 6.0	(†) (0.01) (0.08) (0.19) (0.13)	0.1 4.6 —	(†) (0.02) (0.17) (†) (†)	[ <sup>5</sup> ] 0.1 5.7 5.1 4.6	(†) (0.02) (0.18) (0.34) (0.17)	[ <sup>5</sup> ] 0.2 5.6 8.2 19.5	(†) (0.02) (0.16) (0.42) (0.31)	[ <sup>5</sup> ] 0.1 4.3 11.3 20.3	(†) (0.02) (0.13) (0.48) (0.30)	23.4 6.1 18.5 13.1 17.4	(0.07) (0.07) (0.14) (0.27) (0.15)	29.0 12.6 21.7 26.8 26.7	(0.13) (0.23) (0.33) (0.78) (0.38)	26.2 7.1 19.6 15.2 24.2	(0.14) (0.15) (0.31) (0.56) (0.35)	18.5 2.6 16.8 6.8 11.5	(0.13) (0.09) (0.26) (0.39) (0.25)	15.4 1.8 16.0 2.0 7.7	(0.13) (0.08) (0.24) (0.21) (0.20)
France Germany Greece Hungary Iceland	0.6 1.8 1.3	(0.07) (0.01) (0.04) (0.03) (0.16)	14.0 0.4 1.5 2.6 1.2	(0.16) (0.02) (0.09) (0.11) (0.24)	18.2 0.4 1.1 1.4 2.0	(0.16) (0.02) (0.06) (0.07) (0.29)	14.7 0.7 1.8 0.8 3.5	(0.13) (0.02) (0.07) (0.05) (0.38)	10.7 0.7 2.6 0.4 2.7	(0.12) (0.03) (0.08) (0.03) (0.33)	10.2 15.4 25.6 12.8 22.6	(0.06) (0.06) (0.13) (0.10) (0.44)	12.8 17.2 36.1 12.8 27.3	(0.15) (0.13) (0.34) (0.23) (1.00)	12.4 15.4 26.8 15.2 25.9	(0.14) (0.12) (0.25) (0.21) (0.90)	9.7 14.7 23.6 12.0 20.6	(0.11) (0.10) (0.23) (0.19) (0.83)	6.1 14.6 17.1 10.7 15.1	(0.09) (0.11) (0.20) (0.17) (0.74)
Ireland Israel Italy Japan <sup>6,7,8</sup> Korea, Republic of <sup>2</sup>	14.3 # 21.3	(0.10) (0.09) (†) (0.16) (0.17)	5.3 11.9 0.1 19.8 21.0	(0.20) (0.16) (0.01) (0.33) (0.40)	7.5 14.0 # 24.3 20.2	(0.19) (0.17) (†) (0.32) (0.37)	7.3 15.5 ‡ 22.9 9.9	(0.19) (0.19) (†) (0.35) (0.29)	6.6 16.7 ‡ 17.2 4.7	(0.19) (0.21) (†) (0.35) (0.27)	27.4 23.3 4.5 30.7 30.7	(0.17) (0.11) (0.04) (0.18) (0.23)	35.5 28.2 11.5 40.9 45.3	(0.42) (0.23) (0.14) (0.40) (0.48)	30.6 26.5 4.4 31.9 37.9	(0.33) (0.22) (0.08) (0.35) (0.45)	24.1 19.0 2.2 26.1 26.9	(0.31) (0.21) (0.05) (0.37) (0.43)	17.1 16.7 1.5 25.8 14.5	(0.29) (0.21) (0.04) (0.40) (0.45)
Latvia Lithuania Luxembourg Mexico Netherlands	† 4.4 0.5	(0.13) (†) (0.11) (0.02) (0.03)	7.0 † 3.2 0.5 1.1	(0.40) (†) (0.18) (0.03) (0.05)	3.9 † 5.1 0.5 2.4	(0.29) (†) (0.22) (0.03) (0.06)	2.4 † 4.9 0.5 2.6	(0.20) (†) (0.22) (0.03) (0.06)	1.1 † 4.7 0.3 2.5	(0.13) (†) (0.30) (0.03) (0.06)	16.7 26.7 14.8 15.9 22.1	(0.26) (0.23) (0.19) (0.08) (0.08)	24.0 39.7 18.8 21.5 28.2	(0.67) (0.65) (0.41) (0.17) (0.20)	21.4 33.1 16.3 15.4 25.4	(0.61) (0.56) (0.38) (0.16) (0.18)	12.8 20.4 12.3 12.4 18.8	(0.44) (0.39) (0.33) (0.15) (0.14)	8.9 15.6 10.5 12.0 16.9	(0.36) (0.33) (0.43) (0.18) (0.13)
New Zealand Norway Poland <sup>8</sup> Portugal Slovak Republic	11.8 0.1 ‡	(0.14) (0.13) (0.01) (†) (0.05)	3.8 12.6 ‡ ‡	(0.29) (0.28) (†) (†) (†)	3.1 11.6 ‡ 0.4	(0.26) (0.27) (†) (†) (0.12)	3.7 11.7 0.2 ‡ 0.3!	(0.27) (0.25) (0.02) (†) (0.10)	4.6 11.1 0.2 ‡ 0.2!	(0.31) (0.27) (0.02) (†) (0.07)	29.3 19.2 6.8 6.5 3.1	(0.33) (0.16) (0.06) (0.09) (0.16)	36.8 20.9 12.7 18.2 6.8	(0.72) (0.35) (0.18) (0.35) (0.52)	33.8 21.5 7.5 4.9 2.7	(0.70) (0.35) (0.13) (0.15) (0.30)	24.7 18.9 3.9 3.1 1.7	(0.61) (0.31) (0.10) (0.11) (0.24)	20.5 15.2 2.4 2.3 0.8	(0.60) (0.31) (0.07) (0.10) (0.15)
Slovenia Spain Sweden Switzerland <sup>9</sup> Turkey <sup>8</sup>	11.3 9.8 [ <sup>9</sup> ]	(0.14) (0.05) (0.08) (1) (0.05)	6.4 13.2 10.8 [ <sup>9</sup> ] 9.2	(0.29) (0.14) (0.17) (†) (0.11)	6.8 13.7 8.5 [ <sup>9</sup> ] 5.0	(0.28) (0.11) (0.15) (†) (0.08)	9.1 11.4 9.4 [ <sup>9</sup> ] 3.6	(0.29) (0.10) (0.15) (†) (0.07)	7.6 6.4 10.3 [ <sup>9</sup> ] 4.0	(0.26) (0.08) (0.16) (†) (0.09)	6.6 10.4 17.5 21.5 12.8	(0.13) (0.05) (0.10) (0.14) (0.07)	10.6 14.0 23.2 27.5 21.2	(0.36) (0.14) (0.23) (0.38) (0.16)	9.7 11.7 20.8 23.5 12.6	(0.33) (0.11) (0.22) (0.29) (0.12)	4.4 8.7 14.5 19.5 7.3	(0.21) (0.09) (0.18) (0.25) (0.10)	2.5 7.7 10.6 15.6 5.1	(0.15) (0.09) (0.16) (0.25) (0.10)
United Kingdom United States		(0.14) (0.10)	7.1 10.4	(0.26) (0.20)	9.1 10.6	(0.27) (0.20)	11.4 11.0	(0.29) (0.20)	11.1 10.9	(0.30) (0.22)	22.9 23.6	(0.20) (0.14)	29.2 27.6	(0.45) (0.30)	26.7 24.7	(0.42) (0.27)	19.2 22.0	(0.36) (0.27)	16.1 19.8	(0.35) (0.28)

See notes at end of table.

Table 603.30. Percentage of the population 25 to 64 years old who attained a postsecondary degree, by highest degree attained, age group, and country: 2018—Continued

			Master's or	equivalent deg	ree							Doc	toral or equi	valent degr	ee			
Country	Total 25 to 64 years old	25 to 34 years	old 35 t	o 44 years old	45 to 54 y	rears old	55 to 64	years old	25 to 64	Total, years old	25 to 34	years old	35 to 44	years old	45 to 54	years old	55 to 64	l years old
1	12		13	14		15		16		17		18		19		20		21
OECD average <sup>1</sup>	12.7 (0.03)		.06) 15	(/	11.5	(0.05)	9.2	(0.05)	1.1	(0.01)	0.9	(0.02)	1.5	(0.02)	1.2	(0.02)	1.0	(0.02)
Australia Austria Belgium Canada <sup>2,3</sup> Chile <sup>2,4</sup>	7.2 (0.15) 12.7 (0.11) 16.7 (0.13) 10.3 (0.15) 1.7 (0.04)	14.6 (0 20.7 (0 10.5 (0	.25) 17 .31) 19 .27) 12	.2 (0.28)	5.6 10.9 15.7 10.2 1.6	(0.27) (0.18) (0.25) (0.26) (0.07)	4.3 8.4 11.4 8.0 1.2	(0.25) (0.17) (0.21) (0.21) (0.07)	1.2 1.1 0.8 [ <sup>2</sup> ] [ <sup>2</sup> ]	(0.06) (0.03) (0.03) (†) (†)	0.7 0.6 0.7 [ <sup>2</sup> ] [ <sup>2</sup> ]	(0.09) (0.05) (0.07) (†) (†)	1.3 1.7 1.4 [ <sup>2</sup> ] [ <sup>2</sup> ]	(0.13) (0.09) (0.09) (†) (†)	1.5 1.2 0.7 [ <sup>2</sup> ] [ <sup>2</sup> ]	(0.14) (0.06) (0.06) (†) (†)	1.3 1.0 0.6 [ <sup>2</sup> ]	(0.14) (0.06) (0.05) (†) (†)
Colombia <sup>5,6</sup> Czech Republic Denmark Estonia Finland	[6] (†) 17.3 (0.12) 13.1 (0.12) 21.3 (0.32) 15.3 (0.14)	20.2 (0 17.5 (0 16.3 (0	(†) .28) 18 .30) 16 .65) 22 .30) 20	.6 (0.29) .5 (0.66)	[ <sup>6</sup> ] 15.6 11.2 22.8 16.1	(†) (0.22) (0.22) (0.65) (0.29)	[ <sup>6</sup> ] 14.7 7.7 24.1 10.6	(†) (0.21) (0.18) (0.64) (0.23)	[ <sup>6</sup> ] 0.7 1.4 0.7 1.2	(†) (0.03) (0.04) (0.07) (0.04)	[ <sup>6</sup> ] 0.4 1.0 0.6 0.4	(†) (0.04) (0.08) (0.14) (0.06)	[ <sup>6</sup> ] 1.1 2.2 1.2 1.6	(†) (0.06) (0.11) (0.17) (0.10)	[6] 0.6 1.5 0.6 1.5	(†) (0.05) (0.09) (0.12) (0.10)	[ <sup>6</sup> ] 0.5 0.8 0.6 1.4	(†) (0.04) (0.06) (0.11) (0.09)
France Germany Greece Hungary Iceland	11.4 (0.06 11.7 (0.05 3.7 (0.05 10.3 (0.09) 17.5 (0.40)	13.9 (0 5.1 (0 14.8 (0	.18) 13 .12) 13 .16) 5 .24) 11	.9 (0.12) .4 (0.13) .6 (0.19)	7.5 10.1 2.9 8.6 17.6	(0.10) (0.09) (0.09) (0.17) (0.78)	6.3 9.7 1.6 6.4 10.9	(0.09) (0.09) (0.07) (0.14) (0.64)	0.9 1.4 0.6 0.7 1.3	(0.02) (0.02) (0.02) (0.03) (0.12)	0.6 0.8 0.1 0.4 0.4!	(0.04) (0.03) (0.02) (0.04) (0.15)	1.2 1.9 0.9 0.7 1.3	(0.04) (0.05) (0.05) (0.05) (0.05) (0.24)	0.9 1.5 0.9 1.1 1.6	(0.04) (0.04) (0.05) (0.06) (0.26)	0.8 1.3 0.6 0.7 2.2	(0.03) (0.03) (0.04) (0.05) (0.30)
Ireland Israel Italy Japan <sup>6,7,8</sup> Korea, Republic of <sup>2</sup>	11.5 (0.12) 12.0 (0.08) 14.3 (0.07) [ <sup>6</sup> ] († 4.7 (0.11)	7.6 (0 15.8 (0 [ <sup>6</sup> ]	.30) 14 .13) 14 .17) 17 (†)	.3 (0.17)	10.2 14.4 13.1 [ <sup>6</sup> ] 5.1	(0.22) (0.19) (0.11) (†) (0.21)	6.4 12.7 11.3 [ <sup>6</sup> ] 3.8	(0.19) (0.18) (0.11) (†) (0.24)	1.3 1.3 0.5 [ <sup>6</sup> ] [ <sup>2</sup> ]	(0.04) (0.03) (0.01) (†) (†)	1.3 0.4 0.4 [ <sup>6</sup> ] [ <sup>2</sup> ]	(0.10) (0.03) (0.03) (†) (†)	1.6 1.4 0.9 [ <sup>6</sup> ]	(0.09) (0.06) (0.04) (†) (†)	1.2 1.8 0.5 [ <sup>6</sup> ] [ <sup>2</sup> ]	(0.08) (0.07) (0.02) (†) (†)	1.0 2.0 0.2 [ <sup>6</sup> ] [ <sup>2</sup> ]	(0.08) (0.08) (0.02) (†) (†)
Latvia Lithuania Luxembourg Mexico Netherlands	13.3 (0.24 14.4 (0.19) 22.5 (0.23) 1.5 (0.03) 13.3 (0.07)	15.4 (0 31.0 (0 1.3 (0	.48) 14 .48) 15 .48) 26 .05) 1	.7 (0.43) .9 (0.45) .6 (0.06)	13.4 12.7 17.9 1.7 11.9	(0.45) (0.32) (0.39) (0.06) (0.12)	15.4 13.9 10.8 1.5 9.0	(0.45) (0.32) (0.44) (0.07) (0.10)	0.4 0.6 2.2 0.1 0.7	(0.04) (0.04) (0.08) (0.01) (0.02)	0.3 0.5 1.8 # 0.6	(0.09) (0.09) (0.14) (†) (0.03)	0.4 0.8 2.7 0.1 1.1	(0.09) (0.11) (0.16) (0.01) (0.04)	0.4 0.5 2.1 0.1 0.8	(0.08) (0.07) (0.15) (0.01) (0.03)	0.4 0.6 2.0 0.1 0.6	(0.08) (0.07) (0.20) (0.02) (0.03)
New Zealand Norway Poland <sup>8</sup> Portugal Slovak Republic	5.1 (0.16) 11.5 (0.13) 23.5 (0.11) 17.7 (0.14) 20.3 (0.37)	14.1 (0 30.5 (0 16.3 (0	.31) 5 .30) 14 .25) 31 .34) 26 .94) 21	.3 (0.24) .1 (0.31)	5.6 10.0 18.4 16.3 15.2	(0.33) (0.24) (0.21) (0.24) (0.66)	4.1 7.3 12.3 11.2 14.2	(0.29) (0.22) (0.16) (0.20) (0.56)	1.1 1.1 0.6 0.8 0.9	(0.08) (0.04) (0.02) (0.03) (0.09)	0.6 0.7 0.3 0.5 1.2	(0.11) (0.07) (0.03) (0.06) (0.22)	1.4 1.5 0.9 0.9 1.4	(0.17) (0.10) (0.05) (0.07) (0.22)	1.5 1.5 0.6 1.0 0.6	(0.18) (0.10) (0.04) (0.07) (0.14)	1.1 0.7 0.5 0.8 0.4	(0.15) (0.07) (0.03) (0.06) (0.10)
Slovenia Spain Sweden Switzerland <sup>9</sup> Turkey <sup>8</sup>	14.5 (0.19) 14.8 (0.06) 14.3 (0.09) 19.0 (0.14) 1.8 (0.03)	16.6 (0 12.9 (0 21.3 (0	.45) 18 .15) 17 .18) 20 .35) 21	.9 (0.13) .5 (0.21)	11.8 14.2 13.5 17.8 0.9	(0.33) (0.11) (0.17) (0.24) (0.04)	9.5 10.2 10.1 15.1 0.6	(0.29) (0.10) (0.16) (0.25) (0.03)	3.8 0.7 1.6 3.2 0.4	(0.10) (0.01) (0.03) (0.06) (0.01)	5.3 0.4 0.6 2.4 0.2	(0.26) (0.03) (0.04) (0.13) (0.02)	5.1 0.9 2.5 4.2 0.5	(0.24) (0.03) (0.08) (0.14) (0.03)	3.4 0.7 2.1 3.1 0.5	(0.18) (0.03) (0.07) (0.11) (0.03)	1.6 0.8 1.5 2.9 0.4	(0.12) (0.03) (0.06) (0.12) (0.03)
United Kingdom United States	11.8 (0.15 11.2 (0.10		.34) 15 .20) 13		10.4 11.7	(0.28) (0.21)	8.2 10.0	(0.26) (0.21)	1.4 2.0	(0.06) (0.05)	1.0 1.7	(0.10) (0.09)	1.7 2.3	(0.12) (0.09)	1.5 2.0	(0.11) (0.09)	1.3 1.9	(0.10) (0.09)

<sup>-</sup>Not available.

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 23, 2019, from https://stats.oecd.org/Index.aspx. Eurostat, unpublished tabulations on population by age group. (This table was prepared September 2019.)

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

<sup>!</sup>Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met.

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. Standard errors for the OECD average were estimated by the National Center for Education Statistics (NCES).

<sup>&</sup>lt;sup>2</sup>Doctoral or equivalent degree data are included in columns for master's or equivalent degree.

<sup>&</sup>lt;sup>3</sup>Standard errors were calculated by Statistics Canada.

<sup>&</sup>lt;sup>4</sup>Data are from 2017.

<sup>&</sup>lt;sup>5</sup>Associate's degree data are included in columns for bachelor's or equivalent degree.

<sup>&</sup>lt;sup>6</sup>Master's or equivalent degree data and doctoral or equivalent degree data are included in columns for bachelor's or equivalent degree.

Associate's degree data include postsecondary nontertiary awards (i.e., awards that are below the associate's degree level). 8Standard errors were estimated by NCES.

<sup>9</sup>Associate's degree data are included in columns for bachelor's or equivalent, master's or equivalent, and doctoral or equivalent degrees.

NOTE: All data in this table were calculated using the International Standard Classification of Education (ISCED) 2011 classification of tertiary degrees. Includes degrees at ISCED 2011 level 5 (short-cycle tertiary, which corresponds to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalent degree). For more information on OECD and NCES estimation methodology, see the "Online Education Database" section of the entry for OECD in Appendix A: Guide to Sources.

Table 603.90. Employment to population ratios of 25- to 64-year-olds, by sex, highest level of educational attainment, and country: 2018 [Standard errors appear in parentheses]

	Tot	al population, 25	to 64 years	old		Ma	ale			Fen	nale	
Country	All levels of education		High school completion	Associate's or higher degree	All levels of education	Less than high school completion	High school completion	Associate's or higher degree	All levels of education	Less than high school completion	High school completion	Associate's or higher degree
1	2	3	4	5	6	7	8	9	10	11	12	13
OECD average <sup>1</sup>	76.7 (0.03)	58.9 (0.10) 7	76.3 (0.05)	85.4 (0.05)	83.2 (0.04)	69.2 (0.14)	83.1 (0.06)	89.9 (0.06)	70.1 (0.05)	48.0 (0.15)	68.7 (0.08)	81.4 (0.07)
Australia Austria Belgium Canada Chile <sup>2</sup>	77.3 (0.25) 77.2 (0.13) 73.0 (0.16) 77.7 (—) 72.0 (0.14)	55.3 (0.42) 7 46.5 (0.37) 7 55.6 (—) 7	77.3 (0.41) 77.6 (0.18) 74.1 (0.25) 74.5 (—) 71.9 (0.21)	84.1 (0.32) 86.3 (0.20) 86.1 (0.19) 82.7 (—) 84.5 (0.23)	83.1 (0.32) 82.0 (0.18) 77.4 (0.21) 81.5 (—) 85.7 (0.15)	68.9 (0.92) 62.9 (0.68) 55.0 (0.51) 63.7 (—) 82.1 (0.28)	83.7 (0.48) 81.5 (0.24) 79.8 (0.32) 79.7 (—) 85.4 (0.24)	88.6 (0.43) 89.3 (0.25) 88.3 (0.27) 86.3 (—) 90.9 (0.27)	71.7 (0.37) 72.4 (0.20) 68.6 (0.23) 73.9 (—) 60.1 (0.20)	52.0 (0.94) 50.6 (0.53) 37.3 (0.51) 44.4 (—) 45.2 (0.35)	68.9 (0.69) 73.4 (0.27) 67.5 (0.39) 67.4 (—) 59.9 (0.31)	80.5 (0.46) 83.1 (0.31) 84.2 (0.27) 79.9 (—) 79.1 (0.35)
Colombia Czech Republic Denmark Estonia Finland	74.9 (0.07) 82.5 (0.12) 81.6 (0.14) 80.4 (0.31) 78.4 (0.16)	52.2 (0.60) 8 65.0 (0.42) 8 65.1 (1.13) 7	74.9 (0.12) 83.5 (0.13) 83.3 (0.21) 79.9 (0.46) 75.7 (0.26)	82.0 (0.12) 87.3 (0.22) 87.9 (0.19) 85.1 (0.44) 86.7 (0.20)	88.6 (0.08) 90.0 (0.13) 83.9 (0.17) 84.1 (0.42) 80.3 (0.22)	88.9 (0.12) 64.0 (0.94) 69.6 (0.49) 69.1 (1.40) 61.9 (0.74)	88.0 (0.13) 90.3 (0.15) 85.5 (0.24) 84.4 (0.56) 78.4 (0.33)	89.1 (0.15) 95.1 (0.21) 90.4 (0.22) 90.6 (0.62) 89.5 (0.28)	61.9 (0.11) 74.7 (0.19) 76.8 (0.26) 76.8 (0.46) 76.4 (0.24)	52.6 (0.18) 44.1 (0.76) 53.3 (0.80) 57.4 (1.91) 42.5 (0.97)	62.6 (0.19) 75.9 (0.22) 78.0 (0.41) 74.0 (0.73) 72.2 (0.40)	76.5 (0.17) 80.3 (0.35) 84.1 (0.33) 81.8 (0.60) 84.7 (0.28)
France Germany Greece Hungary Iceland	73.5 (0.09) 81.4 (0.06) 62.3 (0.14) 77.0 (0.13) 87.0 (0.35)	61.0 (0.22) 8 50.4 (0.25) 6 57.0 (0.33) 7	73.5 (0.13) 82.3 (0.08) 60.9 (0.22) 78.3 (0.16) 87.1 (0.60)	84.9 (0.12) 88.9 (0.09) 74.1 (0.24) 85.8 (0.24) 92.3 (0.42)	77.5 (0.12) 85.7 (0.08) 73.6 (0.18) 84.8 (0.15) 90.2 (0.45)	61.1 (0.30) 69.5 (0.30) 64.5 (0.34) 68.2 (0.48) 82.9 (1.16)	77.1 (0.18) 85.7 (0.10) 74.2 (0.29) 85.6 (0.18) 91.2 (0.66)	87.9 (0.17) 92.1 (0.11) 81.0 (0.32) 92.8 (0.28) 94.0 (0.61)	69.6 (0.13) 77.0 (0.09) 51.2 (0.20) 69.3 (0.19) 83.7 (0.54)	45.5 (0.28) 53.5 (0.30) 35.5 (0.34) 48.1 (0.44) 68.6 (1.48)	69.6 (0.20) 79.0 (0.12) 47.5 (0.32) 69.9 (0.26) 80.5 (1.12)	82.5 (0.18) 85.0 (0.15) 68.0 (0.35) 80.6 (0.35) 91.0 (0.58)
Ireland Israel Italy Japan <sup>3</sup> Korea, Republic of	75.4 (0.16) 77.8 (0.11) 65.8 (0.09) 83.1 (—) 74.1 (—)	52.5 (0.36) 7 52.5 (0.15) 7 — (—)	73.6 (0.28) 73.6 (0.19) 70.9 (0.13) — (—) 72.4 (—)	85.1 (0.20) 87.1 (0.12) 81.1 (0.17) 85.3 (—) 77.6 (—)	82.3 (0.21) 82.9 (0.14) 76.4 (0.11) 91.9 (—) 85.3 (—)	64.7 (0.57) 68.6 (0.48) 67.7 (0.19) — (—) 75.4 (—)	83.0 (0.34) 78.4 (0.24) 80.8 (0.16) — (—) 83.7 (—)	89.7 (0.26) 90.8 (0.16) 86.1 (0.24) 94.6 (—) 88.4 (—)	68.8 (0.25) 72.9 (0.16) 55.5 (0.13) 74.2 (—) 62.4 (—)	35.4 (0.66) 35.4 (0.49) 35.9 (0.20) — (—) 57.7 (—)	64.1 (0.42) 67.7 (0.29) 60.8 (0.20) — (—) 60.9 (—)	81.2 (0.30) 84.2 (0.18) 77.5 (0.24) 76.3 (—) 65.1 (—)
Latvia Lithuania Luxembourg Mexico Netherlands	78.2 (0.29) 80.4 (0.21) 76.6 (0.23) 68.9 (0.11) 80.5 (0.08)	55.1 (1.03) 7 62.0 (0.58) 7 65.1 (0.14) 7	75.1 (0.40) 75.2 (0.31) 74.5 (0.40) 71.0 (0.22) 81.2 (0.12)	89.1 (0.39) 91.0 (0.24) 85.7 (0.29) 79.7 (0.20) 89.6 (0.09)	80.3 (0.41) 81.6 (0.31) 81.3 (0.29) 89.0 (0.11) 86.2 (0.10)	66.7 (1.11) 58.2 (1.33) 70.7 (0.75) 89.2 (0.14) 74.6 (0.28)	79.8 (0.53) 78.8 (0.41) 77.7 (0.52) 89.5 (0.22) 86.3 (0.15)	90.6 (0.65) 92.6 (0.38) 89.6 (0.36) 88.0 (0.24) 92.3 (0.12)	76.3 (0.40) 79.2 (0.29) 71.8 (0.35) 51.3 (0.16) 74.8 (0.12)	53.5 (1.49) 49.8 (1.62) 53.5 (0.87) 44.3 (0.21) 50.9 (0.31)	70.0 (0.60) 70.9 (0.46) 71.1 (0.61) 55.0 (0.33) 75.7 (0.19)	88.2 (0.49) 90.1 (0.32) 81.8 (0.45) 71.6 (0.32) 87.0 (0.14)
New Zealand Norway Poland Portugal Slovak Republic	83.1 (0.28) 81.0 (0.16) 74.0 (—) 78.0 (0.15) 75.0 (0.39)	61.5 (0.49) 8 43.1 (—) 7 70.0 (0.22) 8	83.5 (0.42) 80.8 (0.26) 70.4 (—) 83.7 (0.27) 76.9 (0.46)	88.1 (0.39) 89.1 (0.20) 88.8 (—) 88.4 (0.24) 82.6 (0.73)	89.2 (0.33) 83.7 (0.22) 81.3 (—) 81.8 (0.20) 81.4 (0.51)	80.3 (0.92) 67.4 (0.66) 54.0 (—) 77.2 (0.28) 47.0 (2.37)	90.8 (0.47) 84.5 (0.33) 80.0 (—) 85.8 (0.38) 82.6 (0.58)	92.1 (0.49) 90.4 (0.28) 93.4 (—) 89.6 (0.38) 89.8 (0.89)	77.3 (0.42) 78.2 (0.24) 66.8 (—) 74.6 (0.21) 68.6 (0.59)	63.9 (1.07) 54.6 (0.73) 31.3 (—) 62.1 (0.33) 31.2 (1.83)	75.7 (0.69) 76.0 (0.42) 59.0 (—) 81.8 (0.39) 70.3 (0.72)	84.8 (0.57) 87.9 (0.28) 85.6 (—) 87.7 (0.31) 77.2 (1.07)
Slovenia Spain Sweden Switzerland Turkey	77.2 (0.22) 69.5 (0.08) 84.9 (0.09) 83.2 (0.13) 59.1 (—)	57.4 (0.13) 7 67.0 (0.31) 8 68.6 (0.49) 8	75.9 (0.30) 70.9 (0.16) 86.7 (0.14) 81.7 (0.21) 63.1 (—)	88.9 (0.29) 81.6 (0.11) 90.2 (0.12) 88.7 (0.17) 74.3 (—)	80.7 (0.30) 76.0 (0.10) 87.2 (0.12) 88.4 (0.16) 78.8 (—)	61.9 (1.09) 67.4 (0.17) 74.1 (0.39) 76.3 (0.69) 75.5 (—)	79.4 (0.39) 77.8 (0.21) 89.4 (0.17) 86.9 (0.27) 82.1 (—)	91.6 (0.41) 85.6 (0.15) 90.9 (0.18) 92.4 (0.19) 83.7 (—)	73.5 (0.33) 63.0 (0.11) 82.5 (0.14) 77.9 (0.20) 37.2 (—)	41.4 (0.99) 46.0 (0.19) 58.6 (0.47) 62.0 (0.68) 29.9 (—)	71.1 (0.48) 64.3 (0.24) 83.0 (0.23) 77.0 (0.30) 34.8 (—)	86.9 (0.41) 78.2 (0.16) 89.6 (0.16) 84.1 (0.28) 62.8 (—)
United Kingdom <sup>4</sup> United States	80.2 (0.19) 74.6 (0.14)		81.1 (0.32) 70.0 (0.23)	86.1 (0.25) 82.2 (0.18)	85.5 (0.24) 80.5 (0.19)	74.9 (0.64) 68.8 (0.68)	86.6 (0.40) 76.7 (0.30)	89.8 (0.33) 86.9 (0.24)	75.1 (0.28) 68.9 (0.21)	56.3 (0.71) 43.2 (0.75)	75.3 (0.49) 62.7 (0.34)	82.9 (0.36) 78.2 (0.27)
Other reporting countries Argentina Brazil Costa Rica Indonesia² Russia² Saudi Arabia <sup>5</sup> South Africa	73.1 (0.27) 67.4 (0.10) 69.6 (0.41) 74.7 (—) 77.5 (—) 65.6 (—) 55.7 (0.25)	58.9 (0.14) 7 65.4 (0.52) 6 73.0 (—) 7 53.6 (—) 7 61.9 (—) 6	74.2 (0.49) 71.9 (0.17) 69.8 (1.02) 74.1 (—) 72.6 (—) 64.5 (—) 57.1 (0.30)	81.1 (0.40) 82.1 (0.21) 80.9 (0.83) 85.1 (—) 82.8 (—) 74.0 (—) 84.6 (0.63)	86.3 (0.30) 79.1 (0.12) 86.1 (0.45) 91.2 (—) 83.7 (—) 91.7 (—) 62.7 (0.34)	81.7 (0.53) 73.7 (0.17) 85.8 (0.55) 91.3 (—) 61.5 (—) 91.0 (—) 51.5 (0.69)	90.5 (0.47) 83.3 (0.20) 84.4 (1.19) 90.8 (—) 80.2 (—) 90.9 (—) 64.4 (0.42)	88.2 (0.52) 88.6 (0.27) 88.0 (1.07) 91.9 (—) 89.3 (—) 93.9 (—) 88.2 (0.82)	61.3 (0.40) 56.7 (0.14) 53.5 (0.60) 58.4 (—) 71.9 (—) 24.0 (—) 48.9 (0.35)	45.6 (0.71) 43.8 (0.20) 44.4 (0.75) 56.7 (—) 43.6 (—) 20.4 (—) 36.3 (0.64)	58.9 (0.77) 62.1 (0.24) 55.9 (1.50) 52.4 (—) 63.1 (—) 16.3 (—) 50.1 (0.43)	76.2 (0.57) 77.7 (0.29) 74.6 (1.19) 78.5 (—) 78.3 (—) 41.2 (—) 81.2 (0.93)

<sup>-</sup>Not available

level 3 (upper secondary education); programs classified under ISCED 2011 as only partially completing level 3 are not included in the high school completion data except where otherwise noted. In this table, persons completing ISCED 2011 level 4 are also considered to have high school completion as their highest level of educational attainment. ISCED level 4 typically corresponds to postsecondary vocational programs below the associate's degree level in the United States. Associate's or higher degrees include ISCED 2011 level 5 (corresponding to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalent degree). For each country, the employment to population ratio of 25- to 64-year-olds is the number of persons in this age group who are employed as a percentage of the total civilian population in this age group.

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved March 30, 2020, from <a href="https://stats.oecd.org/Index.aspx">https://stats.oecd.org/Index.aspx</a>. (This table was prepared April 2020.)

<sup>&</sup>lt;sup>1</sup>Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally.

<sup>&</sup>lt;sup>2</sup>Data are for 2017 instead of 2018. <sup>3</sup>Associate's or higher degree data include some persons (less than 5 percent of the total) whose highest level of education was high school completion or a postsecondary program below the associate's degree level.

<sup>&</sup>lt;sup>4</sup>High school completion data include some persons (17 percent of the total in 2015) who have completed a sufficient volume and standard of programs, any one of which individually would be classified as a program that only partially completes the high school (or upper secondary) level of education.

<sup>&</sup>lt;sup>5</sup>Data are for 2016 instead of 2018.

NOTE: All data in this table were calculated using International Standard Classification of Education (ISCED) 2011. High school completion refers to completion of ISCED 2011

Table 604.10. Average literacy and numeracy scale scores of 25- to 65-year-olds, by sex, age group, highest level of educational attainment, and country or other education system: 2012

	Total	Se	х		Age g	jroup		Highe	est level of edu	cational attainr	nent <sup>2</sup>
Country or other education system <sup>1</sup>	population of 25- to 65-year-olds	Male	Female	25 to 34	35 to 44	45 to 54	55 to 65	Less than high school completion	High school completion	Associate's degree	Bachelor's or higher degree
1	2	3	4	5	6	7	8	9	10	11	12
						eracy scale sco					
OECD average <sup>4</sup>	271 (0.2)	273 (0.3)	270 (0.2)	284 (0.4)	279 (0.3)	268 (0.3)	255 (0.3)	235 (0.5)	268 (0.3)	286 (0.5)	302 (0.3)
Austria	268 (0.8)	270 (1.1)	266 (1.0)	280 (1.5)	275 (1.7)	266 (1.4)	250 (1.6)	239 (2.1)	268 (0.9)	282 (2.2)	305 (1.7)
Canada	273 (0.6)	274 (0.9)	271 (0.9)	285 (1.3)	279 (1.4)	268 (1.3)	260 (1.1)	219 (2.1)	265 (1.1)	278 (1.2)	300 (1.0)
Czech Republic	273 (1.0)	274 (1.3)	271 (1.5)	287 (1.8)	275 (2.0)	266 (1.7)	262 (2.0)	242 (3.4)	269 (1.0)	293 (4.6)	303 (2.5)
Denmark	270 (0.7)	270 (1.1)	269 (0.9)	282 (1.7)	281 (1.6)	266 (1.4)	252 (1.1)	234 (2.1)	264 (1.2)	286 (1.3)	298 (1.5)
England (UK)	274 (1.1)	275 (1.4)	273 (1.4)	280 (2.1)	279 (1.6)	271 (1.8)	265 (2.0)	241 (1.6)	273 (1.5)	283 (2.4)	302 (1.9)
Estonia	273 (0.8)	273 (1.2)	274 (0.9)	286 (1.7)	278 (1.2)	269 (1.4)	261 (1.5)	244 (2.0)	267 (1.0)	276 (1.5)	298 (1.4)
Finland	286 (0.8)	284 (1.4)	287 (1.2)	309 (1.7)	299 (2.1)	284 (1.8)	260 (1.4)	245 (2.8)	276 (1.4)	294 (1.5)	318 (1.6)
Flanders (Belgium)	274 (0.9)	277 (1.1)	270 (1.1)	291 (1.8)	282 (1.6)	272 (1.6)	255 (1.6)	232 (2.0)	265 (1.2)	294 (1.6)	313 (1.7)
France	259 (0.6)	260 (0.9)	259 (0.8)	278 (1.4)	267 (1.3)	254 (1.2)	242 (1.3)	224 (1.3)	258 (0.9)	287 (1.4)	297 (1.2)
Germany	268 (1.0)	271 (1.2)	265 (1.3)	281 (1.8)	275 (1.6)	264 (1.7)	254 (1.7)	220 (3.0)	262 (1.1)	280 (2.3)	301 (1.6)
Ireland	266 (1.0)	267 (1.3)	264 (1.2)	276 (1.5)	271 (1.8)	259 (2.1)	251 (1.8)	232 (1.8)	266 (1.5)	279 (1.9)	301 (1.7)
Italy	249 (1.1)	249 (1.6)	248 (1.4)	260 (2.2)	253 (1.9)	249 (1.8)	233 (2.2)	231 (1.6)	263 (1.3)	‡ (†)	282 (1.6)
Japan	296 (0.7)	297 (1.0)	294 (1.0)	309 (1.7)	307 (1.0)	297 (1.5)	273 (1.6)	260 (2.6)	287 (1.0)	304 (1.4)	320 (1.1)
Korea, Republic of	269 (0.6)	273 (0.9)	264 (0.9)	290 (1.2)	278 (1.2)	259 (1.4)	244 (1.4)	230 (1.7)	265 (1.0)	282 (1.4)	297 (1.3)
Netherlands	282 (0.8)	286 (1.2)	278 (1.0)	298 (2.0)	294 (1.8)	277 (1.7)	261 (1.6)	246 (1.7)	283 (1.3)	293 (3.4)	312 (1.3)
Northern Ireland (UK)	268 (2.1)	271 (2.7)	265 (2.0)	278 (2.9)	274 (2.3)	262 (2.6)	255 (3.2)	239 (2.6)	270 (2.6)	280 (3.3)	303 (2.9)
Norway	279 (0.7)	281 (1.1)	277 (1.1)	289 (1.8)	288 (1.6)	277 (1.5)	262 (1.5)	251 (1.8)	271 (1.4)	288 (3.1)	303 (1.1)
Poland	264 (0.7)	260 (1.1)	267 (1.0)	277 (1.5)	268 (1.9)	259 (1.7)	249 (1.7)	227 (2.6)	254 (1.0)	— (†)	297 (1.3)
Slovak Republic	273 (0.7)	273 (1.0)	274 (0.9)	278 (1.4)	278 (1.4)	270 (1.3)	266 (1.3)	238 (1.9)	275 (0.9)	— (†)	295 (1.4)
Spain	250 (0.8)	253 (1.1)	248 (1.2)	263 (1.5)	260 (1.3)	248 (1.5)	227 (1.9)	225 (1.3)	258 (1.4)	266 (2.1)	288 (1.3)
Sweden	278 (0.8)	280 (1.2)	276 (1.2)	290 (1.9)	287 (1.8)	276 (1.7)	262 (1.3)	238 (2.2)	277 (1.2)	294 (2.4)	309 (1.4)
United States	269 (1.1)	270 (1.3)	269 (1.4)	275 (2.0)	273 (1.8)	266 (1.7)	263 (1.5)	211 (2.7)	259 (1.4)	282 (2.8)	302 (1.7)
Non-OECD education systems Cyprus <sup>5</sup> Russian Federation <sup>6</sup>	269 (0.9) 275 (3.0)	269 (1.3) 274 (3.3)	270 (1.1) 277 (3.1)	275 (1.7) 273 (4.1)	270 (1.5) 278 (3.9)	270 (1.7) 277 (3.7)	261 (1.6) 275 (3.9)	248 (1.9) 248 (7.5)	266 (1.2) 272 (4.2)	273 (2.0) 276 (2.8)	290 (1.5) 282 (3.1)
OECD average⁴	268 (0.2)	275 (0.3)	262 (0.3)	279 (0.4)	275 (0.4)	266 (0.4)	253 (0.4)	227 (0.5)	265 (0.3)	283 (0.9)	303 (0.4)
Austria	274 (0.9)	281 (1.3)	267 (1.1)	282 (1.7)	281 (2.0)	274 (1.7)	257 (1.7)	237 (2.3)	276 (1.1)	292 (2.6)	315 (1.8)
Canada	265 (0.8)	273 (1.0)	257 (1.0)	276 (1.4)	272 (1.5)	260 (1.4)	251 (1.4)	206 (2.5)	255 (1.2)	271 (1.5)	295 (1.0)
Czech Republic	275 (1.0)	280 (1.5)	270 (1.4)	288 (1.8)	277 (1.8)	272 (2.2)	263 (2.0)	235 (3.3)	271 (1.0)	287 (6.1)	313 (2.5)
Denmark	279 (0.8)	285 (1.4)	273 (1.0)	287 (1.9)	290 (1.6)	277 (1.6)	265 (1.2)	241 (2.4)	275 (1.3)	295 (1.4)	309 (1.8)
England (UK)	263 (1.1)	270 (1.4)	256 (1.6)	267 (2.2)	269 (1.9)	259 (1.9)	257 (1.9)	226 (1.9)	262 (1.5)	271 (3.0)	295 (2.2)
Estonia	272 (0.6)	276 (1.0)	269 (0.9)	284 (1.7)	275 (1.1)	269 (1.4)	259 (1.3)	236 (1.8)	265 (0.9)	275 (1.4)	300 (1.3)
Finland	282 (0.8)	286 (1.3)	277 (1.2)	302 (2.1)	292 (2.2)	279 (2.0)	260 (1.3)	244 (2.8)	271 (1.3)	291 (1.6)	314 (1.7)
Flanders (Belgium)	280 (0.9)	289 (1.2)	271 (1.3)	295 (1.9)	289 (1.8)	280 (1.9)	260 (1.6)	235 (1.9)	272 (1.2)	300 (1.5)	323 (1.8)
France	252 (0.7)	258 (1.0)	247 (1.0)	269 (1.5)	262 (1.6)	246 (1.4)	234 (1.5)	208 (1.3)	251 (1.0)	287 (1.7)	299 (1.4)
Germany	271 (1.1)	280 (1.4)	262 (1.4)	282 (1.8)	279 (2.0)	268 (1.9)	256 (1.9)	210 (3.4)	264 (1.2)	287 (2.5)	310 (1.7)
Ireland	255 (1.0)	261 (1.4)	249 (1.3)	266 (1.7)	260 (1.7)	250 (2.1)	238 (2.3)	218 (2.2)	254 (1.6)	274 (2.1)	294 (1.9)
Italy	246 (1.1)	253 (1.6)	240 (1.4)	262 (2.3)	251 (1.9)	244 (2.0)	229 (2.2)	225 (1.5)	265 (1.5)	‡ (†)	280 (2.1)
Japan	289 (0.8)	296 (1.2)	282 (1.1)	297 (1.6)	297 (1.3)	291 (1.7)	273 (1.6)	247 (2.5)	281 (1.3)	291 (1.3)	319 (1.2)
Korea, Republic of	260 (0.7)	266 (1.0)	254 (1.1)	281 (1.4)	271 (1.5)	251 (1.4)	232 (1.7)	215 (1.9)	256 (1.0)	275 (1.6)	293 (1.5)
Netherlands	279 (0.8)	288 (1.3)	270 (1.1)	293 (1.8)	287 (2.1)	277 (1.7)	262 (1.7)	243 (1.9)	281 (1.2)	292 (3.5)	310 (1.3)
Northern Ireland (UK)	258 (1.8)	265 (2.2)	251 (2.0)	268 (2.9)	266 (2.4)	252 (2.1)	245 (3.1)	225 (2.9)	261 (2.1)	273 (3.0)	298 (2.4)
Norway	280 (0.9)	288 (1.3)	272 (1.2)	285 (2.0)	289 (1.9)	280 (1.7)	265 (1.7)	246 (2.2)	273 (1.5)	296 (3.7)	306 (1.3)
Poland	258 (1.0)	259 (1.5)	257 (1.0)	270 (1.5)	262 (2.2)	254 (2.1)	244 (1.9)	216 (3.1)	250 (1.2)	— (†)	290 (1.5)
Slovak Republic	275 (0.9)	277 (1.2)	274 (1.1)	279 (1.6)	281 (1.7)	275 (1.6)	265 (1.6)	226 (2.4)	278 (1.0)	— (†)	306 (1.5)
Spain	245 (0.7)	251 (1.1)	238 (1.1)	257 (1.3)	255 (1.3)	242 (1.6)	221 (1.7)	217 (1.3)	254 (1.5)	264 (2.4)	283 (1.3)
Sweden	279 (1.0)	286 (1.5)	272 (1.2)	288 (2.0)	286 (2.0)	276 (2.3)	268 (1.7)	237 (2.6)	277 (1.4)	297 (2.6)	311 (1.5)
United States	254 (1.2)	262 (1.3)	246 (1.5)	260 (2.2)	258 (1.9)	250 (2.1)	247 (1.8)	185 (3.1)	241 (1.5)	266 (3.1)	293 (1.7)
Non-OECD education systems Cyprus <sup>5</sup> Russian Federation <sup>6</sup>	265 (0.9) 269 (2.8)	270 (1.2) 268 (3.3)	260 (1.3) 271 (3.0)	273 (2.0) 269 (4.2)	269 (1.6) 270 (3.6)	265 (1.8) 272 (3.2)	250 (1.8) 267 (3.9)	230 (2.3) 234 (8.5)	264 (1.4) 265 (4.0)	270 (2.1) 268 (2.6)	292 (1.6) 280 (3.0)

<sup>-</sup>Not available.

\*Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).

<sup>5</sup>Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus. For the educational attainment data (columns 9 through 12), the item response rate for Cyprus is below 85 percent; missing data have not been explicitly accounted for

accounted for.

The Russian Federation does not include the population of the Moscow municipal region. SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared May 2016.)

<sup>†</sup>Not applicable.

<sup>‡</sup>Reporting standards not met (too few cases).

<sup>&#</sup>x27;Most of the education systems represent complete countries, but three of them represent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom).

of Belgium), and Northern Ireland (which is part of the United Kingdom). 
Pligh school completion includes International Standard Classification of Education (ISCED) 1997 levels 3 and 4, with the exception of ISCED level 3C short programs. ISCED 3C short programs do not correspond to high school completion in the United States and are included in the "less than high school completion" column in this table. The associate's degree data in this table refer to degrees classified as ISCED 1997 level 5B. The data for bachelor's or higher degree refer to degrees classified as ISCED 1997 level 5A and as level 6.

<sup>&</sup>lt;sup>3</sup>Scale scores range from 0 to 500.

Table 604.20. Percentage distribution of 25- to 65-year-olds, by literacy proficiency level, numeracy proficiency level, selected levels of educational attainment, and country or other education system: 2012

							Highe	st level of educ	cational attainment <sup>2</sup>				
	Tota	al population of 25-	to 65-year-	olds		High school	completion		Bache	lor's or highe	degree		
Country or other education system <sup>1</sup>	At or below level 1	At level 2	At level 3	At level 4 or level 5	At or below level 1	At level 2	At level 3	At level 4 or level 5	At or below level 1 At	evel 2 A	t level 3		level 4 level 5
1	2	3	4	5	6	7	8	9	10	11	12		13
					Percentage	distribution, by	literacy profic	iency level					
OECD average <sup>3</sup>	16.6 (0.15)	34.0 (0.21) 3	7.6 (0.21)	11.8 (0.13)	15.1 (0.23)	39.7 (0.34)	38.0 (0.33)	7.2 (0.18)	4.0 (0.16) 18.7	(0.35) 49.5	(0.45)	27.8	(0.40)
Austria Canada Czech Republic Denmark England (UK)	16.3 (0.70) 17.3 (0.47) 12.5 (0.87) 16.7 (0.58) 16.1 (0.77)	31.9 (0.70) 3 38.5 (1.87) 4 33.9 (0.83) 3	66.7 (1.04) 66.7 (0.74) 0.9 (1.76) 9.4 (0.81) 66.7 (1.01)	8.0 (0.47) 14.2 (0.55) 8.1 (0.77) 10.0 (0.57) 14.4 (0.89)	14.3 (0.86) 18.2 (0.85) 12.4 (1.11) 16.6 (1.01) 14.4 (1.36)	41.9 (1.38) 39.0 (1.05) 43.4 (2.34) 41.7 (1.48) 35.4 (1.81)	37.9 (1.40) 35.4 (1.13) 39.5 (1.97) 36.3 (1.46) 39.2 (1.58)	5.9 (0.60) 7.5 (0.80) 4.8 (0.73) 5.4 (0.64) 11.0 (1.07)	5.9 (0.49) 21.3 1.9! (0.89) 17.1 5.8 (0.69) 17.0	(1.99)     52.9       (0.88)     44.1       (3.16)     57.2       (1.20)     51.9       (1.55)     46.2	(1.20)	27.8 28.7 23.8 25.2 30.1	(2.03) (1.20) (3.21) (1.87) (2.26)
Estonia Finland Flanders (Belgium) France Germany	14.3 (0.62) 11.6 (0.57) 15.8 (0.66) 23.6 (0.55) 18.7 (0.86)	27.5 (0.90) 3 32.0 (0.96) 3 36.6 (0.77) 3	9.3 (0.93) 9.2 (0.92) 9.4 (1.06) 9.5 (0.69) 9.5 (1.00)	10.9 (0.67) 21.7 (0.61) 12.8 (0.65) 7.3 (0.39) 10.2 (0.64)	16.0 (0.95) 13.3 (0.99) 16.7 (1.13) 20.4 (0.95) 19.9 (1.13)	40.4 (1.11) 33.8 (1.65) 41.7 (1.53) 45.2 (1.08) 41.6 (1.55)	37.2 (1.07) 39.6 (1.55) 35.9 (1.76) 31.1 (0.96) 32.8 (1.33)	6.5 (0.65) 13.2 (1.03) 5.7 (0.68) 3.4 (0.44) 5.7 (0.73)	2.9 (0.66) 11.0 2.1! (0.65) 10.3 5.1 (0.71) 20.2	(1.42) 48.4 (1.23) 39.7 (1.62) 51.1 (1.40) 52.2 (1.66) 50.6	(2.01) (2.84) (1.56)	24.5 46.4 36.5 22.5 26.2	(1.65) (1.74) (2.44) (1.51) (1.80)
Ireland Italy Japan Korea, Republic of Netherlands	18.5 (0.87) 29.2 (1.18) 5.3 (0.43) 14.9 (0.60) 13.4 (0.56)	42.5 (1.01) 2 23.4 (0.90) 4 39.6 (0.92) 3	5.6 (0.89) 5.1 (1.01) 8.4 (1.06) 8.5 (0.96) 1.1 (0.84)	8.8 (0.62) 3.2 (0.34) 22.9 (0.75) 6.9 (0.43) 18.0 (0.74)	14.7 (1.18) 16.6 (1.30) 5.8 (0.78) 13.0 (0.92) 8.9 (0.96)	42.3 (1.62) 44.6 (1.55) 30.1 (1.42) 48.0 (1.67) 30.9 (1.47)	37.6 (1.78) 34.9 (1.77) 51.1 (1.45) 35.4 (1.74) 46.5 (1.56)	5.3 (0.90) 3.9 (0.73) 13.0 (1.03) 3.6 (0.50) 13.8 (1.04)	9.2 (1.27) 30.9 1.1! (0.35) 8.2 2.1 (0.56) 22.8	(1.64) 52.2 (2.28) 48.2 (0.96) 46.2 (1.48) 57.6 (1.09) 47.5	(2.63) (2.06) (1.66)	24.2 11.7 44.5 17.5 37.0	(1.87) (1.72) (1.93) (1.30) (1.56)
Northern Ireland (UK) Norway Poland Slovak Republic Spain	18.4 (1.29) 12.5 (0.67) 20.7 (0.73) 11.9 (0.69) 29.2 (0.84)	30.1 (0.90) 4 37.5 (1.09) 3 36.7 (1.18) 4	4.7 (1.76) 2.6 (0.86) 2.7 (1.05) 4.0 (1.02) 7.0 (0.76)	9.9 (0.78) 14.9 (0.67) 9.0 (0.60) 7.4 (0.53) 4.8 (0.43)	13.8 (1.97) 13.1 (1.26) 24.0 (1.08) 8.7 (0.68) 21.0 (1.42)	41.1 (2.91) 37.7 (1.62) 43.6 (1.39) 39.2 (1.53) 46.1 (1.96)	37.6 (3.61) 41.5 (1.47) 28.6 (1.15) 46.1 (1.48) 29.5 (1.81)	7.5 (1.21) 7.7 (0.95) 3.8 (0.53) 6.0 (0.60) 3.5 (0.82)	4.5 (0.57) 16.3 4.4 (0.77) 24.5	(2.14) 51.6 (1.09) 50.1 (1.53) 48.1 (2.01) 57.4 (1.76) 50.1	(1.44) (2.05) (2.04)	27.5 29.0 23.0 16.6 14.8	(2.55) (1.26) (1.68) (1.85) (1.40)
Sweden United States	14.1 (0.71) 19.2 (0.88)		0.5 (0.99) 5.5 (1.08)	16.4 (0.62) 12.5 (0.79)	11.7 (0.96) 22.0 (1.32)	32.9 (1.71) 41.7 (1.83)	44.9 (1.83) 30.8 (1.38)	10.5 (0.90) 5.5 (0.79)	4.9 (0.64) 13.2 3.7 (0.68) 18.9	(1.35) 44.5 (1.28) 49.6	(1.78) (1.79)	37.4 27.8	(1.90) (2.02)
Non-OECD education systems Cyprus <sup>4</sup> Russian Federation <sup>5</sup>	14.4 (0.73) 12.9 (1.63)		8.7 (1.18) 1.5 (2.17)	7.1 (0.53) 10.9 (1.93)	14.5 (1.20) 15.0 (2.46)	43.1 (2.24) 35.8 (2.59)	37.5 (2.17) 39.9 (3.68)	4.8 (0.79) 9.4! (2.87)		(2.42) 49.3	(2.27)	16.2 13.7	(1.45) (2.60)
				,	Percentage of	distribution, by i	numeracy profic	iency level					
OECD average <sup>3</sup>	19.8 (0.16)	33.1 (0.20) 3	4.3 (0.20)	12.8 (0.14)	18.4 (0.25)	38.8 (0.33)	34.6 (0.33)	8.2 (0.19)	5.0 (0.18) 19.6	(0.35) 45.3	(0.45)	30.1	(0.40)
Austria Canada Czech Republic Denmark England (UK)	15.0 (0.72) 23.3 (0.57) 13.2 (0.87) 14.3 (0.58) 24.1 (1.04)	31.8 (0.65) 3 35.4 (1.31) 3 29.7 (0.78) 3	7.0 (1.05) 2.2 (0.76) 9.9 (1.24) 8.3 (0.82) 90.7 (1.08)	13.8 (0.66) 12.7 (0.50) 11.5 (0.81) 17.7 (0.56) 12.3 (0.85)	11.7 (0.90) 26.8 (1.21) 12.7 (1.02) 12.8 (1.07) 22.4 (1.43)	37.1 (1.27) 38.0 (1.25) 40.1 (1.72) 35.4 (1.41) 37.1 (1.79)	39.6 (1.41) 29.2 (1.17) 40.7 (1.76) 39.8 (1.37) 31.8 (2.03)	11.5 (0.88) 6.0 (0.58) 6.6 (0.84) 12.0 (0.95) 8.8 (1.35)	8.3 (0.67) 23.5 1.1! (0.44) 13.5 5.5 (0.64) 14.0	(1.90) 44.6 (1.12) 42.0 (2.52) 50.0 (1.36) 41.9 (1.95) 42.1	(1.58) (3.70) (1.70)	40.0 26.2 35.4 38.7 26.6	(2.33) (1.23) (3.22) (1.91) (1.92)
Estonia Finland Flanders (Belgium) France Germany	15.0 (0.55) 13.5 (0.58) 14.7 (0.68) 29.9 (0.69) 19.1 (0.79)	29.3 (0.70) 3 29.2 (0.83) 3 33.5 (0.79) 2	7.4 (0.63) 7.5 (0.91) 7.8 (1.03) 8.3 (0.59) 4.9 (0.90)	11.0 (0.46) 19.7 (0.66) 18.3 (0.78) 8.4 (0.37) 14.5 (0.68)	16.5 (0.95) 16.4 (0.98) 15.0 (1.04) 26.8 (1.02) 19.7 (1.05)	42.3 (1.15) 35.7 (1.27) 37.1 (1.55) 43.0 (1.16) 38.7 (1.30)	34.6 (1.07) 36.0 (1.39) 38.0 (1.57) 26.8 (0.99) 33.4 (1.42)	6.5 (0.60) 11.8 (1.04) 10.0 (1.06) 3.4 (0.42) 8.1 (0.74)	1.7! (0.63) 8.4 5.9 (0.79) 20.0	(1.48) 49.0 (1.38) 41.9 (1.45) 41.4 (1.13) 48.2 (1.65) 45.5	(1.94) (2.45) (1.40)	25.5 41.3 48.4 25.9 35.5	(1.55) (1.89) (2.52) (1.37) (1.86)
Ireland Italy Japan Korea, Republic of Netherlands	25.8 (0.94) 32.4 (1.13) 8.2 (0.55) 21.3 (0.64) 14.5 (0.60)	39.0 (1.15) 2 27.7 (0.92) 4 40.3 (0.98) 3	8.7 (0.89) 4.1 (1.03) 4.4 (0.94) 52.1 (0.89) 9.3 (1.00)	7.8 (0.66) 4.6 (0.37) 19.7 (0.70) 6.3 (0.52) 17.6 (0.72)	23.8 (1.57) 17.4 (1.38) 8.6 (1.01) 20.3 (1.14) 10.5 (1.13)	43.6 (1.58) 40.7 (1.92) 34.0 (1.56) 49.4 (1.34) 32.4 (1.78)	28.1 (1.37) 35.3 (1.81) 46.3 (1.61) 27.5 (1.40) 43.3 (1.93)	4.5 (0.72) 6.6 (0.75) 11.0 (1.10) 2.8 (0.56) 13.8 (1.10)	11.8 (1.65) 31.7 1.0! (0.41) 10.4 3.3 (0.67) 26.4	(1.74) 46.5 (2.32) 42.3 (0.99) 45.0 (1.65) 53.3 (1.14) 46.8	(2.59) (1.86) (2.00)	21.5 14.2 43.5 17.0 34.9	(2.14) (1.80) (1.76) (1.55) (1.78)
Northern Ireland (UK) Norway Poland Slovak Republic Spain	26.0 (1.54) 14.4 (0.62) 24.9 (0.88) 14.1 (0.65) 32.1 (0.72)	28.1 (0.89) 3 37.5 (1.03) 2 32.5 (0.96) 4	9.4 (1.34) (8.3 (0.96) (9.4 (1.10) (0.8 (1.07) (4.2 (0.78)	8.5 (0.74) 19.1 (0.73) 8.1 (0.63) 12.6 (0.72) 4.1 (0.37)	20.4 (2.01) 15.0 (1.19) 28.2 (1.11) 9.9 (0.71) 22.8 (1.63)	42.9 (2.24) 34.8 (1.58) 42.7 (1.52) 36.0 (1.21) 46.9 (2.07)	30.9 (2.52) 38.3 (1.46) 25.3 (1.25) 44.0 (1.32) 26.8 (1.88)	5.8 (1.19) 11.8 (1.24) 3.9 (0.62) 10.2 (0.93) 3.6 (0.73)	5.4 (0.61) 15.8 7.3 (1.00) 28.0	(1.07)   44.2 (1.77)   44.7 (1.58)   51.0	(2.74) (1.57) (2.28) (2.49) (2.18)	24.5 34.5 20.0 28.9 11.9	(2.32) (1.46) (1.63) (2.12) (1.35)
Sweden United States	15.2 (0.79) 29.8 (0.93)		7.5 (1.02) 7.7 (0.90)	19.4 (0.76) 9.6 (0.66)	13.1 (1.02) 36.4 (1.34)	31.5 (1.70) 39.3 (1.69)	40.9 (1.90) 20.6 (1.58)	14.5 (1.16) 3.7 (0.67)	4.9 (0.68) 14.0 7.5 (0.73) 24.1		(1.85) (1.82)	40.2 22.6	(2.00) (1.82)
Non-OECD education systems Cyprus <sup>4</sup> Russian Federation <sup>5</sup>	18.9 (0.81) 14.4 (1.66)	38.6 (1.17) 3	3.9 (1.17) 8.1 (1.74)	8.7 (0.62) 7.7 (1.44)	17.4 (1.30)	42.1 (1.93) 41.5 (3.33)	34.1 (1.99) 35.5 (3.59)	6.4 (1.08) 5.9 (1.74)		(2.07) 46.1	(2.26) (2.56)	19.9	(1.62) (2.27)

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>4</sup>Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus. For the educational attainment data (columns 6 through 13), the item response rate for Cyprus is below 85 percent; missing data have not been explicitly accounted for

accounted for.

The Russian Federation does not include the population of the Moscow municipal region.

NOTE: In this table, scores below level 1 and scores at level 1 are combined into the "at or below level 1" reporting category; scores at level 4 and scores at level 5 are combined into the "at level 4 or level 5" reporting category. For both literacy and numeracy, the proficiency-level reporting categories correspond to the score ranges shown in parentheses: at or below level 1 (0–225.9), at level 2 (226.0–275.9), at level 3 (276.0–325.9), at level 4 or level 5 (326.0–500.0).

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared May 2016.)

<sup>&</sup>lt;sup>1</sup>Most of the education systems represent complete countries, but three of them represent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom).

<sup>&</sup>lt;sup>2</sup>High school completion includes International Standard Classification of Education (ISCED) 1997 levels 3 and 4, with the exception of ISCED level 3C short programs. ISCED 3C short programs do not correspond to high school completion in the United States and are not included in the high school completion columns in this table. The data for bachelor's or higher degree refer to degrees classified as ISCED 1997 level 5A and as level 6.

<sup>3</sup>Refers to the mean of the data values for all reporting Organization for Economic

Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).

Table 604.30. Employment rates and mean monthly earnings of 25- to 65-year-olds, by literacy proficiency level, numeracy proficiency level, and country or other education system: 2012

		Fotal non	ulation of								P	roficien	cy level <sup>2</sup>							
			-year-olds	3	F	At or belo	w level 1			At le	vel 2			At le	vel 3		А	t level 4	or level 5	
Country or other education system <sup>1</sup>		oyment rate of r force <sup>3</sup>	ea (in c	Mean onthly rnings urrent ollars) <sup>4</sup>		oyment rate of r force <sup>3</sup>	ea (in d	Mean nonthly arnings current ollars) <sup>4</sup>	·	oyment rate of r force <sup>3</sup>	ea (in c	Mean onthly rnings urrent ollars) <sup>4</sup>		oyment rate of r force <sup>3</sup>	ea (in c	Mean onthly rnings urrent ollars) <sup>4</sup>		oyment rate of r force <sup>3</sup>	ea (in	Mean monthly arnings current lollars) <sup>4</sup>
1		2		3		4		5		6		7		8		9		10		11
OECD average⁵	93.7	(0.08)	\$2,930	(9)	89.7	(0.36)	\$2,170	(24)	93.1	Literacy (0.19)	\$2,580	(16)	95.1	(0.16)	\$3,140	(16)	96.4	(0.30)	\$3,740	(36)
Austria Canada Czech Republic Denmark England (UK)	96.2 95.9 94.2 94.5 94.0	(0.38) (0.22) (0.20) (0.38) (0.08)	1,620 4,090 3,180	(†) (†) (22) (28) (43)	92.9 93.7 91.3 90.8 87.5	(1.54) (0.92) (2.62) (1.45) (1.65)	1,320 3,210 2,140	(†) (†) (66) (84) (108)	96.0 95.4 92.6 94.5 92.5	(0.79) (0.55) (0.93) (0.75) (0.91)	1,470 3,730 2,610	(†) (†) (43) (53) (91)	97.2 96.7 95.6 95.0 96.2	(0.60) (0.46) (0.87) (0.62) (0.55)	1,720 4,390 3,440	(†) (†) (43) (58) (96)	97.8 97.3 97.7 96.4 97.3	(1.28) (0.61) (1.39) (1.44) (0.79)	2,030 4,850 4,380	(†) (†) (96) (139) (151)
Estonia Finland Flanders (Belgium) France Germany	93.4 95.5 98.0 92.9 95.2	(0.34) (0.39) (0.21) (0.19) (0.40)	1,750 3,250 3,650 2,490	(25) (18) (35) (17) (†)	89.5 92.5 96.5 89.4 91.1	(1.48) (2.04) (0.93) (1.08) (1.53)	1,420 2,670 2,790 1,910	(75) (120) (106) (39) (†)	92.1 95.3 97.4 92.9 94.9	(0.75) (0.84) (0.55) (0.66) (0.84)	1,560 2,920 3,220 2,340	(42) (56) (67) (33) (†)	94.5 95.8 98.6 94.3 96.3	(0.53) (0.59) (0.40) (0.64) (0.63)	1,820 3,330 3,860 2,760	(41) (43) (69) (33) (†)	97.4 96.1 98.9 95.0 98.3	(0.74) (0.63) (0.68) (1.39) (0.73)	2,260 3,590 4,470 3,270	(87) (56) (151) (84) (†)
Ireland Italy Japan Korea, Republic of Netherlands	89.2 87.7 97.6 96.8 95.8	(0.53) (0.66) (0.22) (0.27) (0.41)	3,410 2,510 3,000 3,000 3,490	(52) (36) (37) (32) (30)	83.6 84.1 98.9 97.4 91.5	(1.95) (1.91) (1.01) (0.86) (2.00)	2,370 2,290 2,210 2,180 2,350	(106) (103) (199) (86) (117)	86.7 87.2 99.1 97.0 94.7	(1.12) (1.30) (0.63) (0.53) (0.93)	2,950 2,360 2,540 2,820 2,930	(68) (68) (84) (60) (75)	92.0 90.8 97.5 96.7 97.0	(1.02) (1.34) (0.45) (0.59) (0.59)	3,820 2,800 3,000 3,290 3,640	(90) (75) (60) (63) (63)	95.8 93.5 96.2 95.5 96.8	(1.36) (3.39) (0.83) (1.71) (0.88)	4,610 3,140 3,550 3,960 4,230	(206) (248) (100) (133) (90)
Northern Ireland (UK) Norway Poland Slovak Republic Spain	94.7 97.1 91.9 90.7 82.7	(0.49) (0.31) (0.49) (0.48) (0.63)	2,750 4,090 1,610 1,570 2,390	(42) (30) (22) (25) (32)	90.6 93.6 88.0 79.6 75.1	(2.03) (1.66) (1.75) (2.60) (1.60)	1,820 2,910 1,260 1,060 1,910	(90) (110) (56) (63) (55)	94.4 96.8 90.8 90.4 82.5	(0.96) (0.74) (1.08) (1.06) (1.32)	2,330 3,630 1,430 1,380 2,260	(96) (66) (52) (39) (48)	95.9 97.6 93.9 92.5 87.4	(1.01) (0.45) (0.89) (0.80) (1.19)	3,070 4,340 1,780 1,700 2,680	(92) (56) (56) (46) (61)	96.0 98.8 95.5 93.3 92.1	(2.10) (0.65) (1.56) (2.09) (2.30)	3,870 4,850 2,190 2,110 3,280	(188) (99) (90) (150) (157)
Sweden United States	94.9 92.5	(0.44) (0.44)	4,260	(†) (80)	85.3 89.0	(2.21) (1.53)	2,730	(†) (150)	94.2 90.8	(1.01) (1.13)	3,480	(†) (110)	96.3 93.8	(0.69) (0.85)	4,740	(†) (148)	98.4 97.1	(0.73) (0.72)	6,310	(†) (323)
Non-OECD education systems Cyprus <sup>6</sup> Russian Federation <sup>7</sup>	92.0 94.9	(0.64) (1.02)	2,860 840	(38) (25)	87.3 95.0	(2.50) (2.53)	2,490 790	(149) (55)	91.8 95.9	(1.22) (1.48)	2,660 770	(73) (31)	93.1 95.0	(1.03) (1.33)	3,010 870	(73) (36)	93.9 91.7	(2.04) (2.82)	3,440 1,000	(197) (61)
OECD average⁵	93.7	(0.08)	\$2,930	(9)	88.8	(0.36)	\$2,110	(21)	93.2	Nume (0.20)	\$2,560	(16)	95.5	(0.17)	\$3,180	(18)	97.0	(0.27)	\$3,940	(38)
Austria Canada Czech Republic Denmark England (UK)	96.2 95.9 94.2 94.5 94.0	(0.38) (0.22) (0.20) (0.38) (0.08)	1,620 4,090 3,180	(†) (†) (22) (28) (43)	92.7 93.0 87.3 89.4 87.6	(1.56) (0.83) (2.81) (1.72) (1.25)	1,280 3,100 2,120	(†) (†) (56) (84) (90)	95.9 95.7 92.8 93.2 94.1	(0.79) (0.57) (0.92) (1.02) (0.83)	1,460 3,580 2,690	(†) (†) (38) (66) (81)	97.0 96.8 95.9 95.6 96.5	(0.56) (0.54) (0.69) (0.60) (0.74)	1,690 4,210 3,650	(†) (†) (43) (64) (102)	97.6 98.4 97.9 96.8 97.6	(0.88) (0.58) (1.82) (0.77) (0.87)	2,060 4,980 4,530	(†) (†) (86) (98) (179)
Estonia Finland Flanders (Belgium) France Germany	93.4 95.5 98.0 92.9 95.2	(0.34) (0.39) (0.21) (0.19) (0.40)	1,750 3,250 3,650 2,490	(25) (18) (35) (17) (†)	87.6 90.8 96.8 89.1 89.8	(1.53) (2.06) (0.99) (0.87) (1.52)	1,250 2,510 2,640 1,850	(65) (89) (96) (31) (†)	92.2 94.9 97.4 92.4 94.5	(0.76) (0.94) (0.62) (0.75) (0.89)	1,520 2,880 3,100 2,300	(46) (57) (65) (32) (†)	94.9 96.3 98.5 95.5 96.4	(0.58) (0.58) (0.39) (0.84) (0.65)	1,850 3,320 3,740 2,860	(45) (47) (57) (37) (†)	98.0 96.8 98.5 95.7 98.8	(0.73) (0.62) (0.51) (1.42) (0.58)	2,470 3,830 4,650 3,440	(83) (73) (129) (87) (†)
Ireland Italy Japan Korea, Republic of Netherlands	89.2 87.7 97.6 96.8 95.8	(0.53) (0.66) (0.22) (0.27) (0.41)	3,410 2,510 3,000 3,000 3,490	(52) (36) (37) (32) (30)	84.1 82.5 98.8 96.4 90.1	(1.85) (1.91) (0.95) (0.85) (1.95)	2,340 2,260 1,980 2,210 2,280	(96) (105) (141) (72) (116)	88.2 88.0 96.9 96.8 95.5	(1.12) (1.28) (0.83) (0.52) (0.92)	3,030 2,330 2,420 2,880 2,900	(85) (60) (85) (61) (79)	92.1 90.8 97.6 96.9 96.9	(1.17) (1.28) (0.54) (0.61) (0.57)	3,970 2,770 2,990 3,370 3,650	(113) (84) (66) (68) (70)	94.9 95.0 98.1 97.1 97.2	(1.77) (2.64) (0.64) (1.17) (0.96)	4,990 3,290 4,030 4,040 4,470	(281) (205) (99) (145) (106)
Northern Ireland (UK) Norway Poland Slovak Republic Spain	94.7 97.1 91.9 90.7 82.7	(0.49) (0.31) (0.49) (0.48) (0.63)	2,750 4,090 1,610 1,570 2,390	(42) (30) (22) (25) (32)	91.2 92.9 86.5 75.3 74.2	(1.54) (1.65) (1.75) (2.92) (1.59)	1,810 2,880 1,260 1,030 1,830	(81) (119) (53) (62) (51)	94.5 96.6 91.8 89.5 82.7	(1.19) (0.77) (1.15) (1.12) (1.45)	2,400 3,480 1,430 1,320 2,270	(70) (69) (38) (52) (53)	96.4 97.9 94.0 93.4 88.9	(1.06) (0.45) (0.86) (0.77) (1.51)	3,230 4,250 1,800 1,660 2,800	(107) (61) (49) (43) (68)	96.0 98.5 96.4 94.9 93.3	(2.39) (0.56) (1.47) (1.41) (2.70)	3,990 5,110 2,290 2,090 3,300	(213) (101) (107) (94) (170)
Sweden United States	94.9 92.5	(0.44) (0.44)	4,260	(†) (80)	86.2 88.2	(2.24) (1.36)	2,760	(†) (94)	93.9 91.3	(1.33) (1.13)	3,690	(†) (120)	96.5 95.6	(0.68) (0.92)	5,110	(†) (157)	98.2 98.1	(0.63) (0.71)	6,780	(†) (370)
Non-OECD education systems Cyprus <sup>6</sup> Russian Federation <sup>7</sup>	92.0 94.9	(0.64) (1.02)	2,860 840	(38) (25)	86.6 96.3	(2.24) (2.04)	2,250 750	(112) (55)	91.7 95.5	(1.26) (1.41)	2,630 780	(75) (35)	93.4 94.9	(1.04) (1.53)	3,050 890	(74) (38)	95.9 90.5	(1.57) (3.89)	3,640 990	(163) (68)

<sup>-</sup>Not available

<sup>†</sup>Not applicable

Most of the education systems represent complete countries, but three of them represent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom).

<sup>&</sup>lt;sup>2</sup>In this table, scores below level 1 and scores at level 1 are combined into the "at or below level 1" reporting category; scores at level 4 and scores at level 5 are combined into the "at level 4 or level 5" reporting category. For both literacy and numeracy, the proficiency-level reporting categories correspond to the score ranges shown in parentheses: at or below level 1 (0–225.9), at level 2 (226.0–275.9), at level 3 (276.0–325.9), at level 4 or level 5 (326.0–500.0).

<sup>&</sup>lt;sup>3</sup>The employment rate is the percentage of the labor force that is employed. The labor force consists of those who are employed as well as those who are unemployed but actively looking for work.

<sup>&</sup>lt;sup>4</sup>Mean monthly earnings for those who are employed. Data adjusted to U.S. dollars using the purchasing power parity (PPP) index.

<sup>&</sup>lt;sup>5</sup>Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).

mean as a combined entity, England/Northern Ireland (UK).

\*Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus.

The Russian Federation does not include the population of the Moscow municipal region.

The Russian Federation does not include the population of the Moscow municipal region. SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared March 2016.)

Table 605.10. Gross domestic product per capita and expenditures on education institutions per full-time-equivalent (FTE) student, by level of education and country: Selected years, 2005 through 2016

				roduct per ca				ary and secon			· ·				<u> </u>	ditures per FT		
Country	2005	2010	2013	2014	2015	2016	2005	2010	2013	2014	2015	2016	2005	2010	2013	2014	2015	2016
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
									Current	dollars								
OECD average <sup>2</sup>	\$28,300	\$34,143	\$38,150 <sup>3</sup>	\$39,255	\$40,523	\$41,721	\$6,105	\$8,143	\$8,775	\$8,996	\$9,192	\$9,421	\$9,897	\$12,811	\$14,817	\$15,057	\$15,284	\$15,532
Australia Austria Belgium Canada <sup>4,5</sup> Chile	35,571 35,025 33,331 36,329 12,668	42,812 42,018 40,050 40,106 18,129	47,761 47,937 43,746 44,211 22,353	47,639 48,814 44,720 45,628 22,688	47,351 49,954 45,739 44,671 22,593	50,263 51,637 47,366 45,109 22,788	6,891 7,583 — 2,140	10,321 — 10,457 9,946 3,279	10,318 13,391 11,719 10,635 4,376	10,319 13,454 11,903 10,747 4,167	10,743 13,939 11,952 10,459 4,259	10,506 14,679 12,324 10,681 4,944	14,172 — 12,286 — 5,969	16,320 	18,253 16,900 16,697 22,242 <sup>6</sup> 7,974	19,494 16,868 17,196 22,070 <sup>6</sup> 7,813	20,299 17,565 17,353 21,830 <sup>6</sup> 6,728	16,170 18,332 18,169 23,700 8,317
Colombia Czech Republic Denmark Estonia Finland	8,246 21,907 34,153 16,466 31,993	10,742 27,555 43,005 21,552 38,737	12,841 <sup>3</sup> 30,496 46,743 27,450 41,293	13,536 32,265 47,905 28,937 41,463	13,928 33,701 49,071 29,260 42,213	14,276 35,234 50,685 30,895 43,730	4,051 8,942 3,706 6,638	5,763 11,749 6,213 8,826	2,658 6,639 11,808 6,897 9,659	2,778 6,887 12,827 6,436 9,769	2,938 7,122 — 6,685 10,044	3,014 6,980 — 6,914 10,045	6,572 14,867 3,838 12,332	7,954 19,552 6,750 17,172	6,889 10,308 15,698 11,798 18,018	3,646 10,490 15,626 11,965 17,875	5,041 10,963 — 12,909 17,625	6,427 10,009 12,909 17,541
France Germany Greece <sup>4</sup> Hungary Iceland	30,504 32,414 25,577 17,082 37,338	35,909 39,916 28,148 21,535 39,582	39,528 45,232 26,098 <sup>7</sup> 24,464 44,153	40,144 47,190 26,839 <sup>7</sup> 25,518 45,713	40,841 47,979 26,902 <sup>7</sup> 26,356 48,857	42,067 49,921 27,274 <sup>7</sup> 26,852 52,340	7,340 7,061 5,354 3,947 8,9618	8,967 9,194 — — 8,797	9,778 10,300 6,277 4,642 9,757	9,918 10,779 6,192 5,552 10,599	9,963 10,883 6,205 5,985 11,231	10,186 11,294 6,056 <sup>6</sup> 6,899 11,707	11,220 13,056 6,320 5,522 9,665 <sup>8</sup>	15,146 17,292 — — 8,936	16,234 16,949 3,713 10,374 11,200	16,354 17,144 3,881 8,647 11,418	16,252 17,066 4,104 8,817 12,697	16,173 17,429 — 11,288 14,551
Ireland Israel Italy Japan Korea, Republic of	40,437 24,721 29,938 31,668 24,196	43,299 28,872 34,685 34,994 30,365	47,936 34,160 35,885 39,008 32,616	51,126 34,228 36,071 39,183 33,587	69,147 35,450 36,836 40,406 35,761	70,616 37,475 39,045 41,138 37,143	6,481 4,579 7,103 7,452	9,742 5,694 8,162 8,882	9,434 7,551 8,840 <sup>4</sup> —	9,170 7,556 8,727 <sup>4</sup> —	8,705 9,047 <sup>4</sup> —	9,020 8,365 8,736 10,143 11,762	10,582 9,952 7,274 13,915 —	10,336 10,054 17,392	12,993 13,955 11,303 —	13,702 13,453 11,439 —	13,281 10,651 11,321 — 10,269	13,237 11,153 11,589 19,191 <sup>8</sup> 10,486
Latvia Lithuania Luxembourg Mexico Netherlands	13,848 14,526 68,141 12,540 37,625	17,561 20,091 85,515 15,258 45,041	22,675 26,661 95,246 17,462 49,243	23,802 28,174 100,934 18,168 49,233	24,726 28,910 102,817 18,438 50,302	25,843 30,300 104,702 18,969 <sup>7</sup> 51,340	3,033 — 2,007 7,760	4,753 4,537 — 2,544 9,890	5,968 5,212 18,758 2,925 10,995	6,631 5,383 20,939 3,033 10,674	6,884 5,314 20,711 3,075 11,026	6,625 5,767 19,770 3,062 11,121	4,270 4,502 — 6,225 15,411	5,853 7,166 — 8,128 17,600	8,051 9,147 41,995 <sup>6</sup> 7,693 19,588	8,974 10,049 45,801 8,901 19,234	10,225 9,698 49,530 8,381 19,402	7,449 7,701 48,407 7,347 19,513
New Zealand Norway Poland Portugal Slovak Republic	25,590 47,775 13,898 22,740 16,572	31,165 57,969 20,789 27,308 24,785	36,074 67,051 24,423 27,899 27,900	37,061 66,018 25,298 28,747 28,928	37,158 60,492 26,529 29,685 29,700	38,784 58,122 27,406 31,042 30,896	9,793 3,181 5,620 2,770	12,932 5,579 — 5,277	8,770 14,396 6,608 9,514 <sup>8</sup> 5,929	9,064 14,194 6,824 9,411 <sup>8</sup> 6,369	9,192 14,069 6,788 8,577 <sup>8</sup> 6,765	9,487 13,758 6,892 8,945 <sup>8</sup> 6,686	4,774 9,636 5,846	18,854 7,213 10,260 7,191	14,234 21,179 8,423 11,094 <sup>8</sup> 10,225	15,109 21,009 8,793 11,788 <sup>8</sup> 11,234	15,045 20,558 9,778 11,827 <sup>8</sup> 15,916	14,933 21,993 8,977 11,014 <sup>8</sup> 11,413
Slovenia Spain Sweden Switzerland Turkey	23,941 27,696 34,006 40,327 11,796	27,736 31,933 41,633 52,860 17,232	29,803 32,623 45,722 60,109 22,205	30,847 33,728 46,573 61,902 23,983	31,649 35,054 48,437 63,939 25,728	33,191 36,743 <sup>7</sup> 49,084 64,324 26,330	7,072 6,329 7,672 —	8,668 8,363 10,096 —	8,950 7,753 11,061 — 3,478	8,875 7,814 11,007 — 3,835	8,447 8,230 11,174 15,155 <sup>6</sup> 4,062	8,550 8,594 11,549 15,506 <sup>6</sup> 4,505	9,924 15,550 —	8,982 13,191 20,634 —	9,865 12,699 23,817 — 11,076	10,037 12,524 24,509 — 11,212	10,258 12,667 24,686 — 10,412	11,257 12,614 24,341 — 10,519
United Kingdom United States	32,486 44,044	36,016 48,394	39,519 53,016	40,878 54,952	42,055 56,718	42,943 57,822	7,698 9,775	9,422 11,809	11,487 11,868	11,875 12,163	11,109 12,595	11,061 13,019	23,637	 25,681	25,614 27,579	24,346 29,328	26,513 30,001	23,771 30,165
									Constant 20									· · ·
OECD average <sup>2</sup>	\$36,996	\$38,983	\$40,740 <sup>3</sup>	\$41,457	\$42,527	\$43,394	\$7,905	\$9,229	\$9,363	\$9,503	\$9,661	\$9,796	\$12,732	\$14,522	\$15,950	\$15,996	\$16,131	\$16,209
Australia Austria Belgium Canada <sup>4,5</sup> Chile	48,571 44,581 42,565 45,297 19,460	50,475 48,857 46,239 45,932 23,318	52,284 51,625 46,913 48,015 26,534	50,883 51,738 47,796 48,626 25,719	49,825 52,476 48,612 47,077 24,544	52,222 53,765 49,367 46,869 23,853	9,410 	12,168 — 12,073 11,391 4,218	11,295 14,422 12,568 11,550 5,194	11,022 14,260 12,721 11,454 4,723	11,304 14,643 12,702 11,022 4,627	10,915 15,284 12,845 11,098 5,174	19,351 — 15,690 — 9,170	19,241 — 17,836 — 9,209	19,981 18,200 17,906 24,156 <sup>6</sup> 9,465	20,821 17,878 18,378 23,520 <sup>6</sup> 8,857	21,359 18,452 18,443 23,006 <sup>6</sup> 7,309	16,800 19,087 18,936 24,625 8,705
Colombia Czech Republic Denmark Estonia Finland	14,092 28,526 41,555 24,860 39,001	14,625 31,206 47,098 25,738 43,073	16,063 <sup>3</sup> 32,343 48,270 29,231 42,556	16,454 34,102 49,193 30,847 42,291	16,127 35,510 50,163 31,346 43,146	15,374 36,873 51,684 33,049 44,537	5,274 10,880 5,596 8,091	6,526 12,867 7,420 9,814	3,325 7,041 12,193 7,345 9,954	3,377 7,279 13,172 6,861 9,964	3,402 7,504 — 7,162 10,266	3,246 7,305 — 7,396 10,231	8,558 18,089 5,794 15,034	9,008 21,412 8,061 19,094	8,617 10,932 16,210 12,564 18,569	4,433 11,088 16,046 12,754 18,232	5,837 11,552 — 13,830 18,014	6,921 10,475 — 13,809 17,864

See notes at end of table.

Table 605.10. Gross domestic product per capita and expenditures on education institutions per full-time-equivalent (FTE) student, by level of education and country: Selected years, 2005 through 2016—Continued

		Gros	s domestic p	roduct per ca	pita		Element	ary and secon	ıdary educati	on expenditu	res per FTE s	tudent¹		Higher educ	cation expend	ditures per FT	E student¹	
Country	2005	2010	2013	2014	2015	2016	2005	2010	2013	2014	2015	2016	2005	2010	2013	2014	2015	2016
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
France Germany Greece <sup>4</sup> Hungary Iceland	35,794 39,000 30,486 26,142 69,716	39,084 44,405 28,625 25,349 49,568	40,973 47,609 25,540 <sup>7</sup> 25,779 48,659	41,400 49,224 26,614 <sup>7</sup> 26,951 49,369	42,103 49,791 27,148 <sup>7</sup> 27,854 51,917	43,288 51,552 27,752 <sup>7</sup> 28,265 54,691	8,613 8,496 6,381 6,040 16,732 <sup>8</sup>	9,760 10,228 — 11,016	10,136 10,842 6,143 4,892 10,753	10,229 11,244 6,140 5,863 11,447	10,271 11,294 6,262 6,325 11,934	10,482 11,663 6,162 <sup>6</sup> 7,262 12,232	13,166 15,710 7,532 8,451 18,0468	16,485 19,237 — — 11,191	16,827 17,840 3,634 10,932 12,344	16,866 17,883 3,848 9,133 12,331	16,754 17,711 4,141 9,318 13,492	16,643 17,998 — 11,882 15,204
Ireland Israel Italy Japan Korea, Republic of	45,845 30,193 36,183 33,111 32,219	45,720 30,965 38,137 36,738 34,835	48,286 34,283 36,807 40,941 34,746	51,405 34,185 36,908 40,019 35,331	69,727 35,631 37,677 40,945 37,354	71,203 37,872 39,974 41,735 38,424	7,348 5,593 8,585 7,792	10,286 6,106 8,975 9,325	9,503 7,578 9,067 <sup>4</sup> —	9,220 7,546 8,930 <sup>4</sup> —	8,778 9,254 <sup>4</sup> —	9,095 8,454 8,943 10,290 12,167	11,998 12,155 8,791 14,549	11,085 11,055 18,259	13,088 14,006 11,593 —	13,777 13,436 11,704 —	13,393 10,705 11,579 — 10,726	13,347 11,272 11,864 19,469 <sup>8</sup> 10,848
Latvia Lithuania Luxembourg Mexico Netherlands	21,818 21,639 85,936 21,275 45,848	19,960 23,241 96,731 20,838 50,867	24,155 28,432 99,753 21,340 51,740	25,200 30,016 105,049 21,345 51,230	26,132 31,074 106,504 21,089 52,030	27,274 32,276 108,142 21,100 <sup>7</sup> 52,935	4,779 — 3,404 9,456	5,402 5,249 — 3,474 11,169	6,357 5,559 19,646 3,575 11,552	7,020 5,735 21,792 3,563 11,107	7,275 5,712 21,454 3,518 11,405	6,992 6,143 20,419 3,407 11,467	6,728 6,706 — 10,561 18,779	6,653 8,289 — 11,102 19,876	8,577 9,755 43,982 <sup>6</sup> 9,402 20,582	9,500 10,706 47,668 10,457 20,014	10,807 10,424 51,306 9,586 20,068	7,861 8,204 49,997 8,173 20,119
New Zealand Norway Poland Portugal Slovak Republic	33,062 62,944 17,855 27,321 21,449	35,036 68,239 23,206 30,108 27,845	38,143 75,784 25,006 28,796 28,710	38,711 73,123 25,888 29,753 29,791	38,699 65,578 27,387 30,575 30,685	40,133 60,849 28,482 31,779 32,088	12,903 4,086 6,753 3,585	15,224 6,228 — 5,929	9,273 16,271 6,766 9,819 <sup>8</sup> 6,101	9,468 15,722 6,983 9,741 <sup>8</sup> 6,559	9,573 15,252 7,008 8,835 <sup>8</sup> 6,990	9,817 14,404 7,163 9,157 <sup>8</sup> 6,945	6,134 11,577 7,566	22,195 8,052 11,312 8,079	15,050 23,937 8,624 11,450 <sup>8</sup> 10,522	15,782 23,270 8,999 12,201 <sup>8</sup> 11,569	15,669 22,287 10,094 12,181 <sup>8</sup> 16,444	15,453 23,025 9,330 11,275 <sup>8</sup> 11,853
Slovenia Spain Sweden Switzerland Turkey	30,132 34,305 39,826 41,792 36,459	30,307 35,187 45,202 52,430 35,074	30,637 33,530 47,810 60,028 36,266	31,647 34,719 48,787 61,827 35,983	32,642 36,265 50,764 64,600 35,851	34,250 38,089 <sup>7</sup> 50,941 65,273 34,044	8,901 7,839 8,985 —	9,471 9,215 10,962 —	9,200 7,969 11,566 — 5,681	9,105 8,044 11,530 — 5,754	8,712 8,514 11,711 15,312 <sup>6</sup> 5,661	8,823 8,909 11,985 15,735 <sup>6</sup> 5,825	12,292 18,211 —	9,814 14,535 22,403 —	10,141 13,052 24,905 — 18,090	10,297 12,892 25,674 — 16,823	10,580 13,105 25,872 — 14,508	11,617 13,076 25,262 — 13,601
United Kingdom United States	43,369 56,632	42,372 55,729	42,658 57,147	43,504 58,288	44,578 60,090	45,069 60,496	10,276 12,569	11,085 13,599	12,399 12,793	12,638 12,901	11,776 13,343	11,609 13,622	30,393	29,574	27,648 29,728	25,910 31,109	28,104 31,785	24,948 31,560

<sup>7</sup>Provisional value; data subject to revision.

<sup>8</sup>Postsecondary non-higher-education included in both secondary and higher education.

NOTE: All education expenditure data in this table were calculated using International Standard Classification of Education (ISCED) 2011. Expenditures for ISCED level 4 (postsecondary non-higher-education) are included in elementary and secondary education unless otherwise noted. Data adjusted to U.S. dollars using the purchasing power parity (PPP) index. Constant dollars based on national Consumer Price Indexes, available on the OECD database cited in the SOURCE note below. Some data have been revised from previously published figures. This table includes only data that had been validated for consistency and accuracy by OECD and the relevant country as of November 20, 2019.

SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved November 20, 2019, from https://stats.oecd.org/Index.aspx. (This table was prepared November 2019.)

Includes both government and private expenditures. Includes expenditures on both public and private institutions unless

<sup>&</sup>lt;sup>2</sup>Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.

Elementary and secondary education expenditures exclude postsecondary non-higher-education.

<sup>&</sup>lt;sup>5</sup>Elementary and secondary education expenditures include preprimary education (for children ages 3 and older).

<sup>&</sup>lt;sup>6</sup>Includes public institutions only.

Table 605.20. Government and private expenditures on education institutions as a percentage of gross domestic product, by level of education and country: Selected years, 2005 through 2016

	All institutions¹  Government expenditures All expenditures,										Elemen	tary and se	condary i	nstitutions					High	ner educat	ion institu	tions		
	Government expenditures All expenditures, 20						2016		Govern	ment expe	enditures		All ex	penditures,	2016		Governn	nent expe	enditures		All exp	enditures,	2016	
Country	2005	2010	2013	2014	2015	Govern- ment	Private	Total	2005	2010	2013	2014	2015	Govern- ment	Private	Total	2005	2010	2013	2014	2015	Govern- ment	Private	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
OECD average <sup>2</sup>	4.2	4.4	4.3	4.3	4.2	4.0	0.9	5.0	3.2	3.4	3.3	3.3	3.2	3.1	0.4	3.5	1.0	1.0	1.0	1.0	1.0	0.9	0.5	1.5
Australia Austria Belgium Canada Chile	3.9 — 4.4 2.8	4.6 — 5.1 3.2	4.0 4.7 5.5 4.6 3.5	3.9 4.6 5.4 4.5 3.3	3.9 4.6 5.3 4.4 3.3	3.9 4.6 5.3 4.4 3.8	1.9 <sup>3</sup> 0.3 0.4 1.4 2.3	5.8 4.9 5.8 5.9 6.1	3.2 — 3.1 2.5	3.8 — 3.5 2.7	3.3 3.1 4.2 3.3 <sup>4,5</sup> 2.6	3.2 3.0 4.2 3.2 <sup>4,5</sup> 2.5	3.2 3.0 4.1 3.2 <sup>4,5</sup> 2.6	3.2 3.0 4.1 3.2 <sup>4,5</sup> 3.0	0.7 0.1 0.1 0.3 <sup>4,5</sup> 0.6	3.9 3.1 4.3 3.5 <sup>4,5</sup> 3.6	0.7 1.1 1.3 0.3	0.8 — 1.2 1.6 0.5	0.7 1.6 1.3 1.3 0.8	0.7 1.6 1.3 1.2 0.9	0.8 1.6 1.2 1.2 0.7	0.8 1.6 1.2 1.2 0.8	1.2 <sup>3</sup> 0.1 0.2 1.1 1.7	1.9 1.8 1.5 2.3 2.5
Colombia Czech Republic Denmark Estonia Finland	3.3 5.9 4.2	3.3 6.2 4.8	4.1 3.3 6.0 4.3 5.6	3.9 3.2 6.2 4.0 5.6	3.9 3.2 — 3.9 5.6	3.9 3.0 — 3.9 5.4	2.4 0.4 — 0.4 0.1	6.2 3.5 — 4.4 5.5	2.5 4.3 3.4	2.4 4.6 3.8	3.3 2.4 4.4 3.1 3.9	3.1 2.4 4.7 2.6 3.9	3.1 2.4 — 2.7 4.0	3.1 2.3 — 2.7 3.8	0.9 0.2 — 0.2 #	4.0 2.5 — 2.9 3.9	0.8 1.6 0.8 1.6	 0.9 1.7 1.0 1.8	0.8 0.9 1.5 1.2 1.7	0.8 0.8 1.6 1.4 1.7	0.8 0.8 — 1.2 1.6	0.8 0.7 — 1.2 1.5	1.4 0.2 — 0.2 0.1	2.2 0.9 — 1.5 1.7
France Germany Greece Hungary Iceland	4.6 3.7 3.9 4.1 6.1	4.8 3.9 — 3.6 5.4	4.6 3.7 3.3 3.1 5.3	4.6 3.7 3.3 3.3 5.5	4.5 3.6 3.4 3.2 5.4	4.5 3.6 3.2 3.5 5.3	0.7 0.6 — 0.7 0.3	5.2 4.2 — 4.3 5.6	3.5 2.8 2.5 3.2 5.0	3.6 2.9 — 2.7 4.4	3.4 2.7 2.7 2.3 4.2	3.4 2.7 2.7 2.7 4.3	3.4 2.6 2.6 2.7 4.3	3.4 2.6 2.6 2.9 4.1	0.3 0.4 — 0.4 0.2	3.7 3.0 — 3.2 4.3	1.1 0.9 1.4 0.8 1.1	1.2 1.0 — 0.8 1.0	1.1 1.0 0.6 0.8 1.1	1.1 1.0 0.6 0.7 1.1	1.1 1.0 0.7 0.6 1.1	1.1 1.0 0.6 0.7 1.1	0.3 0.2 — 0.4 0.1	1.4 1.2 — 1.1 1.3
Ireland Israel Italy Japan <sup>6</sup> Korea, Republic of	4.0 4.4 3.6 2.9	5.4 4.5 3.6 3.2	4.7 4.9 3.5 —	4.3 4.8 3.4 —	3.1 4.9 3.4 —	3.2 4.8 3.1 2.9 3.8	0.3 1.1 0.5 1.2 1.6	3.5 6.0 3.6 4.0 5.4	3.1 3.5 3.0 2.5	4.3 3.7 3.0 2.7	3.8 4.0 2.8 —	3.5 4.0 2.8 —	2.5 4.0 2.8 —	2.6 4.0 2.6 2.4 3.1	0.1 0.5 0.1 0.2 0.5	2.7 4.5 2.7 2.7 3.7	0.9 0.8 0.6 0.5	1.2 0.8 0.6 0.5	0.9 0.9 0.6 —	0.8 0.8 0.6 —	0.6 0.9 0.6 — 0.7	0.6 0.8 0.5 0.4 0.7	0.2 0.6 0.3 1.0	0.8 1.4 0.9 1.4 1.7
Latvia Luthuania Luxembourg Mexico Netherlands	3.9 3.9 — 4.0 4.1	4.0 4.4 — 4.2 4.4	3.9 3.8 3.3 4.1 4.4	4.3 3.7 3.4 4.2 4.3	4.3 3.4 3.3 4.2 4.3	3.7 3.1 3.0 4.0 4.2	0.4 0.5 0.1 1.1 0.9	4.2 3.6 3.2 5.1 5.2	3.1 3.0 3.7 3.2 3.1	3.2 3.3 3.5 3.2 3.3	3.0 2.6 2.8 3.2 3.3	3.2 2.5 2.9 3.2 3.1	3.3 2.3 2.8 3.2 3.1	3.0 2.4 2.6 3.0 3.1	0.1 0.1 0.1 0.7 0.4	3.1 2.5 2.8 3.7 3.5	0.8 0.8 — 0.8 1.0	0.7 1.1 — 0.9 1.1	0.8 1.2 0.5 0.8 1.2	1.0 1.2 0.5 1.0 1.2	1.1 1.1 0.5 1.0 1.2	0.7 0.7 0.4 0.9 1.1	0.3 0.3 0.0 0.4 0.5	1.0 1.1 0.5 1.4 1.7
New Zealand Norway Poland Portugal <sup>6</sup> Slovak Republic	6.6 4.8 4.4 3.1	6.4 4.4 4.6 3.3	5.0 4.7 4.1 4.5 3.2	4.9 6.1 4.1 4.4 3.3	4.9 6.3 4.0 4.1 3.8	4.7 6.3 3.8 4.1 3.1	1.7 0.1 0.5 0.8 0.6	6.4 6.5 4.4 5.0 3.7	4.9 3.6 3.6 2.4	4.9 3.4 3.7 2.6	4.0 3.1 3.1 3.8 2.4	3.9 4.5 3.0 3.6 2.5	3.9 4.6 2.9 3.4 2.5	3.9 4.6 2.9 3.4 2.4	0.8 # 0.3 0.4 0.3	4.7 4.6 3.2 3.9 2.7	1.7 1.2 0.8 0.7	1.6 1.0 0.9 0.6	1.0 1.5 1.1 0.7 0.8	0.9 1.6 1.0 0.8 0.8	0.9 1.7 1.1 0.7 1.2	0.9 1.8 0.9 0.7 0.7	0.9 0.1 0.2 0.4 0.3	1.7 1.9 1.2 1.2 1.0
Slovenia Spain Sweden Switzerland Turkey	3.5 3.5 5.3 4.7 2.7	3.5 4.0 5.2 4.4 3.3	4.3 3.6 5.2 4.6 3.9	4.1 3.5 5.1 4.6 3.9	3.8 3.5 5.0 4.5 3.8	3.8 3.5 5.2 4.5 4.1	0.4 0.8 0.2 0.4 1.4	4.3 4.3 5.4 5.0 5.4	2.6 2.7 4.0 3.5 1.9	2.4 2.9 3.8 3.2 2.4	3.3 2.7 3.7 3.4 2.5	3.2 2.6 3.7 3.4 2.6	3.0 2.7 3.6 3.2 2.5	2.9 2.6 3.8 3.3 2.7	0.3 0.4 † 0.4 0.9	3.2 3.1 3.8 3.7 3.5	0.9 0.8 1.3 1.3 0.7	1.0 1.0 1.4 1.2 0.9	1.0 0.9 1.5 1.2 1.4	0.9 0.9 1.4 1.3 1.4	0.9 0.8 1.4 1.3 1.3	0.8 0.8 1.4 1.3 1.4	0.1 0.4 0.2 — 0.5	1.0 1.2 1.6 — 1.9
United Kingdom United States			4.7 4.2	4.7 4.1	4.4 4.1	4.2 4.1	1.9 1.9	6.2 6.0	3.4	3.4	4.1 3.2	4.2 3.2	3.9 3.2	3.7 3.2	0.7 0.3	4.4 3.5	1.0	1.1	0.6 0.9	0.5 0.9	0.5 0.9	0.5 0.9	1.2 1.6	1.7 2.5
Other reporting countries Russian Federation	_	2.7	2.9	2.8	2.6	2.6	0.5	3.1	_	1.8	2.0	1.9	1.8	1.9	0.1	2.0	_	0.9	0.8	0.8	0.7	0.7	0.4	1.1

<sup>-</sup>Not available.

NOTE: Government expenditures on education include both amounts spent directly by governments to hire education personnel and to procure other resources and amounts provided by governments to public or private institutions. Types of expenditures may include direct expenditures, research and development activities, ancillary expenditures, and capital expenditures. Government expenditures may also include subsidies to households for payments to education institutions. Private expenditures exclude government subsidies that are used for payments to education institutions. All data in this table were calculated using International Standard Classification of Education (ISCED) 2011. Expenditures for ISCED level 4 (postsecondary non-higher-education) are included in elementary and secondary education unless otherwise noted. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. This table includes only data that had been validated for consistency and accuracy by OECD and the relevant country as of October 14, 2019. SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved October 14, 2019, from <a href="https://stats.oecd.org/Index.aspx">https://stats.oecd.org/Index.aspx</a>. (This table was prepared October 2019.)

<sup>†</sup>Not applicable.

<sup>#</sup>Rounds to zero.

Includes expenditures that could not be reported by level of education.

<sup>&</sup>lt;sup>2</sup>Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.

<sup>&</sup>lt;sup>3</sup>Includes expenditures on education institutions from international sources.

<sup>&</sup>lt;sup>4</sup>Includes preprimary education.

<sup>&</sup>lt;sup>5</sup>Excludes postsecondary non-higher-education.

<sup>&</sup>lt;sup>6</sup>Postsecondary non-higher-education included in both secondary and higher education.

# CHAPTER 7 Libraries and Use of Technology

This chapter presents statistics on access to and use of computers and the Internet among children and adults of various racial/ethnic groups, age groups, educational attainment levels, and income levels. These tables are based on data from the U.S. Census Bureau. Other chapters also provide information on use of computers and technology. Chapter 2 includes tables on use of computers and the Internet by elementary and secondary students and schools. Chapter 3 includes tables on distance and online education at the postsecondary level.

This chapter also includes tables on elementary and secondary school libraries, college and university libraries (including institution-level information for the 60 largest college libraries in the country), and public libraries. It contains data on library collections, staff, and expenditures, as well as library usage. The tables on libraries in educational institutions are based on National Center for Education Statistics (NCES) data, while the table on public libraries is based on Institute of Museum and Library Services data.

## **Computer and Internet Use**

## Access to Computers and Other Devices

Ninety-eight percent of all 3- to 18-year-old children had some type of computer or smartphone in their household in 2018 (table 702.10). A higher percentage of 3- to 18-year-old children lived in a household with a smartphone (95 percent) than in a household with a desktop or laptop (83 percent) or in a household with a tablet or other portable wireless computer (78 percent).

The percentages of children ages 3 to 18 with various types of devices in their household differed by race/ethnicity in 2018 (table 702.10). For example, 94 percent of Asian children had a desktop or laptop in their household, compared with 90 percent of White children, 87 percent of children of Two or more races, 74 percent of Hispanic children, 72 percent of Black children, 71 percent of Pacific Islander children, and 63 percent of American Indian/Alaska Native children. The percentages of children who lived in a household with a smartphone were higher for Asian children (98 percent), children of Two or more races (97 percent), and White children (96 percent) than for Hispanic children (94 percent), Black children (93 percent), Pacific Islander children (91 percent), and American Indian/Alaska Native children (86 percent).

In 2018, the percentages of children ages 3 to 18 who lived in households with desktops or laptops, smartphones, and tablets or other portable wireless computers were higher for those with higher family incomes than for those with lower family incomes (table 702.10). For example, the percentage of children living in a household with a desktop or laptop computer was highest for children with family incomes of over \$100,000 (96 percent) and lowest for children with family incomes of less than \$10,000 (56 percent). The percentages of children who lived in a household with a smartphone and who lived in a household with a tablet or other portable wireless computer were also highest for children with family incomes of over \$100,000 (98 and 92 percent, respectively) and lowest for children with family incomes of less than \$10,000 (88 and 53 percent, respectively).

In 2018, the percentages of children who lived in households with various types of computers were higher for children whose parent(s) had higher levels of educational attainment than for those whose parent(s) had lower levels of educational attainment (table 702.10 and figure 30). For example, the percentage of children with a desktop or laptop in their household was higher for those who had a parent with a bachelor's or higher degree (97 percent) than for those whose parent(s)'s highest level of education was an associate's degree (90 percent), some college (82 percent), a high school diploma or equivalent (69 percent), and less than high school (55 percent). Also, the percentage of children with a smartphone in their household was higher for those who had a parent with a bachelor's or higher degree (98 percent) than for those whose parent(s)'s highest level of education was an associate's degree (97 percent), some college (96 percent), a high school diploma or equivalent (93 percent), and less than high school (88 percent).

# Children's Internet Access by Household Characteristics

In 2018, about 88 percent of 3- to 18-year-olds had access to the Internet in their household through a desktop or laptop, tablet, or some other type of computer and 6 percent had internet access in their household only through a smartphone (*web-only table 702.12*). The remaining 6 percent of 3- to 18-year-olds had no access to the Internet in their household. These percentages varied by parental education, family income, and race/ethnicity. For example, the percentage of children with access to the Internet

through a desktop, laptop, or tablet in their household was higher for those who had a parent with a bachelor's or higher degree (98 percent) than for those whose parent(s)'s highest level of education was an associate's degree (93 percent), some college (88 percent), a high school diploma or equivalent (78 percent), and less than high school (65 percent). Similarly, higher levels of family income were positively associated with having access to the Internet through a desktop or laptop within the household. For example, the percentage of 3- to 18-year-olds living in a household with access to the Internet through a desktop, laptop, or tablet was highest for children with family incomes of over \$100,000 (97 percent) and lowest for children with family incomes of less than \$10,000 (65 percent). Also, the percentages of 3- to 18-year-olds who were Asian (96 percent), White (93 percent), and of Two or more races (92 percent) who lived in households with internet access through a desktop, laptop, or tablet were higher than the percentages for Hispanic children (81 percent), Black children (79 percent), Pacific Islander children (76 percent), or American Indian/Alaska Native children (70 percent).

The percentage of 3- to 18-year-olds who did not have access to the Internet was inversely related to family income in 2018 (web-only table 702.12). For example, the percentage of 3- to 18-year-olds living in a household without access to the Internet was higher for those with family incomes of less than \$10,000 (18 percent) than for those with family incomes of over \$100,000 (2 percent). Also, the percentage of 3- to 18-year-olds without access to the Internet was lower for those who had a parent with a bachelor's or higher degree (1 percent) than for those whose parent(s)'s highest level of education was an associate's degree (4 percent), some college (6 percent), a high school diploma or equivalent (10 percent), or less than high school (18 percent). In addition, lower percentages of 3- to 18-year-olds who were Asian (2 percent), of Two or more races (3 percent), and White (4 percent) had no access to the Internet in their households than 3- to 18-year-olds who were Hispanic (9 percent), Black (10 percent), Pacific Islander (13 percent), or American Indian/Alaska Native (20 percent).

## Internet Usage at All Ages

Seventy-eight percent of the U.S. population age 3 and older used the Internet in 2017, up from 70 percent in 2011 (table 702.30). While this overall percentage of internet users was 8 percentage points higher in 2017 than in 2011, this pattern was not consistent across age groups. For example, there was no measurable change in the percentage of 15- to 18-year-olds using the Internet (85 percent in both years). The percentage of internet users among 19- to 24-year-olds was 2 percentage points higher in 2017 (85 percent) than in 2011 (83 percent). In contrast, there were larger increases in internet use among the younger and older age groups. The percentage of internet users

among 3- and 4-year-olds nearly doubled from 2011 (26 percent) to 2017 (51 percent), and the percentage of users among 5- to 10-year-olds was 18 percentage points higher (69 percent in 2017 vs. 51 percent in 2011). Among the older age groups, the internet use rate for 60- to 69-year-olds was 76 percent in 2017, compared to 64 percent in 2011. These increases resulted in a reduction of the gaps in internet use between different age groups. For example, the gap in the percentage of 5- to 10-year-olds and 15- to 18-year-olds using the Internet fell from 34 percentage points in 2011 to 16 percentage points in 2017. Similarly, the gap between the internet use of 25- to 29-year-olds and 60- to 69-year-olds fell from 17 percentage points in 2011 to 10 percentage points in 2017.

Internet usage differed by various demographic characteristics in 2017 (table 702.30 and figure 31). For example, the percentage of internet users was higher for persons age 3 and over who were of Two or more races (82 percent), White (80 percent), and Asian (79 percent) than for those who were Black (73 percent) and Hispanic (72 percent). The percentage of internet users who were American Indian/Alaska Native (63 percent) was lower than the percentages for all other racial/ethnic groups. The percentage of the population age 3 and over who used the Internet was generally higher for those with higher family incomes than for those with lower family incomes. For example, about 86 percent of persons with family incomes of \$100,000 or more used the Internet, compared with 68 percent of persons with family incomes of \$20,000 to \$29,999. Among persons age 25 and over, the percentage of internet users tended to be higher for those with higher levels of educational attainment. For example, the percentage of persons age 25 and over who used the Internet was higher for those whose highest level of education was a bachelor's or higher degree (89 percent) than for those whose highest level of education was an associate's degree (86 percent), some college (83 percent), a high school diploma or equivalent (70 percent), and less than high school (51 percent).

Similar to the patterns observed for decreased gaps in internet use between young children and older teens and between young adults and older adults between 2011 and 2017, there were also decreases in gaps among other demographic groups (table 702.30). The difference between the percentage of internet users among White and Black persons 3 years old and over was smaller in 2017 (7 percentage points) than in 2011 (15 percentage points). The difference in use between White and Hispanic persons in this age group was also lower in 2017 (8 percentage points) than in 2011 (21 percentage points). The gap between the internet use in families with incomes below \$10,000 and above \$100,000 was also lower in 2017 (23 percentage points) than in 2011 (38 percentage points). Similarly, the difference in the percentage of internet users among those 25 and over with a bachelor's or higher degree and those who had not completed high school was lower in 2017 (37 percentage points) than in 2011 (58 percentage points).

## Libraries

Among public schools that had a library in 2011–12, the average number of library staff per school was 1.8, including 0.9 certified library/media specialists (*web-only table 701.10*). On average, public school libraries had larger numbers of books on a per student basis in 2011–12 (2,188 per 100 students) than in 1999–2000 (1,803 per 100 students), 2003–04 (1,891 per 100 students), and 2007–08 (2,015 per 100 students). In 2011–12, public elementary school libraries had larger holdings on a per student basis than did public secondary school libraries (2,570 books per 100 students, compared with 1,474 books per 100 students).

In 2017–18, there were libraries at 92 percent of degree-granting postsecondary institutions overall, including 95 percent of public institutions, 96 percent of private nonprofit institutions, and 76 percent of private for-profit institutions (table 701.40). The calculations of library operating expenditures and number of books per full-time-equivalent (FTE) student in the following paragraph include both institutions with libraries and those without libraries.

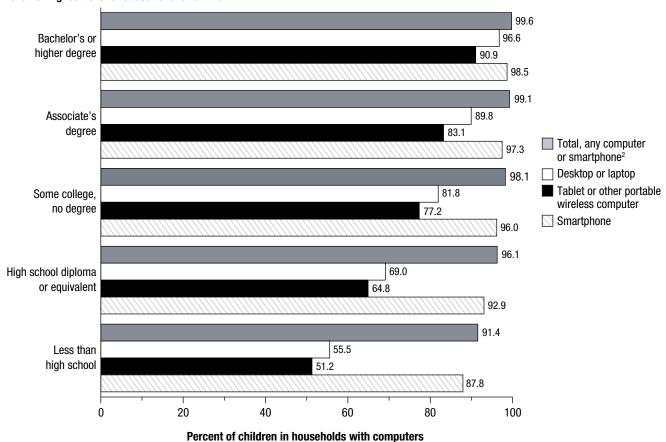
At degree-granting postsecondary institutions, library operating expenditures per FTE student were 25 percent lower in 2011–12 than in 2001–02, after adjustment for

inflation (table 701.40). Library operating expenditures per FTE student then increased by 16 percent from 2011– 12 to 2017-18. The net result of these changes was that operating expenditures per FTE student were 13 percent lower in 2017-18 than in 2001-02. In 2017-18, library operating expenditures per FTE student averaged \$559 (in current dollars) across all degree-granting institutions. The amount varied widely by institution control. However, library operating expenditures averaged \$464 per FTE student attending a public institution in 2017-18, compared with \$961 per FTE student attending a private nonprofit institution and \$87 per FTE student attending a private for-profit institution. In 2017-18, the average number of books (including physical and electronic books) per FTE student also differed for public institutions (85 books), private nonprofit institutions (191 books), and private for-profit institutions (95 books). Across all degree-granting institutions, the average number of books per FTE student in 2017-18 was 110.

In 2017, there were 9,045 public libraries in the United States with a total of 715 million books and serial volumes (table 701.60). The annual number of visits per capita—that is, per resident of the areas served by the libraries—was 4.2, the annual number of reference transactions per capita was 0.8, and the annual number of uses of publicaccess internet computers per capita was 0.8.

Figure 30. Percentage of children ages 3 to 18 living in households with a computer, by parents' highest level of educational attainment and type of computer: 2018

### Parents' highest level of educational attainment<sup>1</sup>



<sup>1</sup>Highest level of educational attainment of any parent residing with the child (including adoptive parents and stepparents).

<sup>2</sup>Each household that had one or more computers or devices was counted only once in the total, regardless of the number and types of computers or devices reported. Total includes

a small percentage (less than 1 percent) of children whose households had "some other type of computer" not listed in the survey questions.

NOTE: Data are based on all children living in households with their parents. Percentages refer to children whose household members owned or used at home the specified computers or devices. Graphic display was generated using unrounded data.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2018.

Percent 2011 2017 100 90.0 88.7 86.4 85.6 79.6 78.2 80 72.7 70.2 63.9 58.7 60 56.1 56.3 52.9 51.4 44.8 40 37.3 32.8 26.3 23.2 20 16.9 9.9 0 Any-Any-At Any-Αt Any-Αt Αt Αt where1 home workplace where1 home workplace where1 home workplace where1 home workplace Less than Some college, Bachelor's or High school diploma high school or equivalent no degree higher degree

Figure 31. Percentage of persons age 25 and over who used the Internet anywhere, at home, and at the workplace, by highest level of educational attainment: 2011 and 2017

Highest level of educational attainment and location of internet use

<sup>1</sup>Includes all persons who use the Internet at any location.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), July 2011 and November 2017.

Table 701.15. Number and percentage of public schools with libraries/media centers and average number of staff per library/media center, by staff type and employment status and school level, enrollment size, and locale: 2015-16

		Average number of staff per library/media									center						
	Schools with libraries/ media centers			Librarians or library media specialists				Library media center instructional aides				Library media center noninstructional aides					
School level, enrollment size, and locale		Number		Percent		Full time		Part time		Full time		Part time		Full time		Part time	
1		2		3		4		5		6		7	8				
Total, all public schools <sup>1</sup>	82,300	(440)	91.0	(0.43)	0.7	(0.01)	0.2	(0.01)	0.3	(0.01)	0.1	(0.01)	0.1	(#)	0.1	(#)	
Elementary schools Enrollment size	59,500	(350)	95.4	(0.39)	0.6	(0.01)	0.2	(0.01)	0.3	(0.01)	0.1	(0.01)	0.1	(#)	0.1	(0.01)	
Less than 150 students 150 to 499 students 500 to 749 students 750 or more students Locale	3,200 28,700 18,600 9,000	(300) (560) (480) (340)	81.4 95.1 97.8 97.8	(3.88) (0.49) (0.42) (0.61)	0.2 0.6 0.7 0.8	(0.03) (0.01) (0.01) (0.02)	0.4 0.3 0.2 0.2	(0.05) (0.01) (0.01) (0.02)	0.1! 0.2 0.3 0.3	(0.03) (0.01) (0.02) (0.02)	0.2 0.2 0.1 0.1	(0.04) (0.01) (0.01) (0.02)	0.1 0.1 0.1	(†) (0.01) (0.01) (0.02)	0.1! 0.1 0.1 0.1	(0.03) (0.01) (0.01) (0.01)	
City Suburban Town Rural	16,500 21,100 7,600 14,300	(210) (190) (280) (320)	92.0 97.0 97.1 96.4	(0.92) (0.60) (0.69) (0.82)	0.6 0.7 0.6 0.6	(0.02) (0.02) (0.02) (0.02)	0.2 0.2 0.2 0.2	(0.02) (0.02) (0.02) (0.02)	0.2 0.2 0.3 0.3	(0.02) (0.01) (0.02) (0.02)	0.1 0.2 0.1 0.1	(0.01) (0.01) (0.02) (0.02)	0.1 0.1 0.1 #	(0.01) (0.01) (0.01) (†)	0.1 0.1 0.1 0.1	(0.01) (0.01) (0.01) (0.01)	
Secondary schools	16,300	(410)	82.0	(1.46)	0.8	(0.02)	0.1	(0.01)	0.3	(0.02)	0.1	(0.01)	0.2	(0.01)	0.1	(0.01)	
Enrollment size Less than 150 students 150 to 499 students 500 to 749 students 750 or more students	1,400 4,600 2,600 7,600	(200) (260) (180) (290)	46.0 77.4 89.6 96.5	(5.28) (2.60) (2.22) (0.81)	0.2 0.6 0.8 1.1	(0.06) (0.04) (0.04) (0.02)	0.2 0.2 0.2 0.1	(0.05) (0.03) (0.03) (0.01)	‡ 0.2 0.2 0.4	(†) (0.02) (0.03) (0.03)	‡ 0.1 0.2 0.1	(†) (0.02) (0.04) (0.02)	‡ 0.1 0.1 0.3	(†) (0.02) (0.02) (0.02)	‡ 0.1 0.1 0.1	(†) (0.01) (0.02) (0.01)	
Locale City Suburban Town Rural	4,200 4,800 2,900 4,400	(220) (210) (180) (230)	79.2 80.9 82.9 85.6	(2.51) (2.84) (3.24) (2.42)	0.8 1.0 0.8 0.8	(0.04) (0.03) (0.03) (0.04)	0.1 0.1 0.2 0.2	(0.02) (0.02) (0.03) (0.03)	0.2 0.3 0.3 0.3	(0.03) (0.04) (0.03) (0.03)	0.1 0.1 0.1 0.1	(0.01) (0.03) (0.02) (0.02)	0.2 0.2 0.2 0.1	(0.03) (0.03) (0.03) (0.02)	# 0.1 0.1 #	(†) (0.02) (0.02) (†)	

<sup>†</sup>Not applicable.

<sup>1</sup>Total includes combined elementary/secondary schools, which are not separately shown.

<sup>#</sup>Rounds to zero.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>‡</sup>Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National
Teacher and Principal Survey (NTPS), "Public School Data File," 2015–16. (This table was prepared May 2018.)

Table 701.40. Collections, staff, and operating expenditures of degree-granting postsecondary institution libraries: Selected years, 1991-92 through 2016-17

1331–32 unougn 20														
						201	5–16		2016–17					
Collections, staff, and operating expenditures	1991–92	2001-02	2011–12	2014–15	Total	Public	Private nonprofit	Private for-profit	Total	Public	Private nonprofit	Private for-profit		
1	2	3	4	5	6	7	8	9	10	11	12	13		
Number of libraries Percentage of institutions with libraries Number of circulation transactions (in thousands) Physical transactions (includes serials) Electronic transactions (does not include	3,274 — —	3,568 85.0 189,248 —	3,793 80.6 154,409	4,134 90.2 917,510 81,182	3,999 91.7 778,357 67,796	1,558 96.0 450,032 41,240	1,611 95.8 229,091 25,504	830 78.7 99,235 1,053	3,944 91.4 768,383 58,244	1,559 95.9 473,808 34,691	1,612 95.4 211,565 22,855	773 77.5 83,010 699		
serials) Number of circulation transactions per full-time-equivalent (FTE) student	_	16	10	836,328 60	710,561 52	408,792 43	203,587	98,182 93	710,139 51	439,117 45	188,710 61	82,311 91		
Enrollment (in thousands) Total enrollment <sup>1</sup> Full-time-equivalent (FTE) enrollment <sup>1</sup>	14,359 10,361	15,928 11,766	20,994 15,886	20,209 15,263	19,988 15,079	14,573 10,570	4,066 3,441	1,349 1,068	19,847 14,938	14,586 10,572	4,079 3,454	1,182 912		
Collections (in thousands) Total number of physical and electronic materials (books, media, and databases) Number of books Physical books Electronic books Number of media (includes audiovisual materials) Physical media Electronic media Number of databases (electronic only) Number of volumes at end of year	749,429	10,318 — ——————————————————————————————————	252,599 — 252,599 — — — 1,099,951	2,128,233 1,711,851 1,036,223 675,629 411,822 253,826 157,996 4,560	1,985,142 1,573,341 824,767 748,575 410,274 190,049 220,225 1,527	1,078,659 854,394 508,288 346,106 223,725 135,924 87,801 540	716,292 594,267 312,466 281,801 121,376 53,580 67,797 649	190,191 124,681 4,013 120,668 65,172 545 64,627 338	2,209,958 1,651,471 799,263 852,208 557,541 194,634 362,907 946	1,188,603 888,869 485,998 402,871 299,421 130,051 169,370 313	839,164 640,484 309,346 331,138 198,393 64,135 134,258 288	182,191 122,118 3,918 118,200 59,727 448 59,279 345		
Number of volumes added during year Number of serials at end of year <sup>2</sup> Microform units at end of year Number of volumes per full-time-equivalent (FTE)	20,982 6,966 —	24,574 9,855 1,143,678	27,605 — 1,044,521	_ _ _	222,010	124,399	75,307	22,303	290,224	112,429	85,801 —	91,9 <u>94</u>		
student Number of books per full-time-equivalent (FTE)	72	81	69	_	_	_	_	_	_	_	_	_		
student  Full-time-equivalent (FTE) library staff Total staff in regular positions³ Librarians and professional staff Other paid staff Contributed services Student assistants FTE student enrollment per FTE staff member	67,166 26,341 40,421 404 29,075	69,526 32,053 37,473 — 25,305 169	65,242 34,423 30,819 — 20,509 243	112 — — — —	104 — — — —	81 — — — —	173 — — — —	117 — — — —	111 — — — —	84 — — — —	185 — — — —	134 — — — —		
Library operating expenditures <sup>4</sup> Total operating expenditures (in thousands of current dollars) Salaries and wages <sup>5</sup> Fringe benefits Computer hardware/software Bibliographic utilities/networks/consortia Information resources		\$5,416,716 2,753,404 — 155,791 92,242	\$7,008,114	\$7,957,153 3,422,050 745,195 — — 3,016,495	\$8,085,556 3,455,940 759,363 — — 3,083,854	\$4,749,633 2,127,768 467,031 — — 1,753,092	\$3,248,421 1,290,595 288,499 — — 1,292,472	\$87,502 37,577 3,833 — — — 38,290	\$8,233,469 3,499,591 780,980 — — 3,126,353	\$4,835,333 2,168,144 486,278 — — 1,766,804	\$3,312,472 1,295,935 290,912 — — 1,322,388	\$85,664 35,512 3,789 — 37,161		
Books, serial backfiles, and other materials Books and serial backfiles—paper Books and serial backfiles—electronic Audiovisual materials Ongoing commitments to subscriptions Current serials—paper	23,879	563,007 44,792 37,041 — 926,105	503,851 180,570 37,022 — 487,265	5,016,493 604,100 — — — 2,217,573	5,063,654 614,389 — — — 2,287,252 —	1,733,092 312,052 — — — 1,338,496	297,454 ———————————————————————————————————	4,883 ———————————————————————————————————	5,120,333 606,196 — — 2,349,849	298,142 ————————————————————————————————————	304,108 ————————————————————————————————————	37,101 3,947 — — — 30,824		
Current serials—electronic Preservation Other materials/services expenditures Document delivery/interlibrary loan Other collection expenditures Other library operating expenditures	43,126 — — 1,173,414 518,867	297,657 46,499 — 22,913 52,976 424,290	1,436,671 26,838 — 32,490 85,334 506,934	32,339 162,484 — 773,413	42,353 139,860 — 786,399	27,142 75,401 — 401,743	15,095 60,982 — 376,854	115 3,477 — 7,802	28,459 141,848 — 826,546	14,642 78,567 — 414,106	13,740 60,969 — 403,237	78 2,312 — 9,202		
Operating expenditures per full-time-equivalent (FTE) student In current dollars In constant 2017–18 dollars <sup>®</sup> Information resource expenditures per FTE student In current dollars In constant 2017–18 dollars <sup>®</sup>	352 632 120 215	460 641 169 236	441 481 176 191	521 547 198 207	536 558 205 213	449 468 166 173	944 983 376 391	82 85 36 37	551 564 209 214	457 468 167 171	959 981 383 391	94 96 41 42		
Operating expenditures (percentage distribution) Salaries and wages <sup>5</sup> Fringe benefits Preservation Information resources Other <sup>7</sup>	100.0 51.8 — 1.2 32.8 14.2	100.0 50.8 — 0.9 35.9 12.4	100.0 49.1 — 0.4 39.4 11.0	100.0 43.0 9.4 0.4 37.5 9.7	100.0 42.7 9.4 0.5 37.6 9.7	100.0 44.8 9.8 0.6 36.3 8.5	100.0 39.7 8.9 0.5 39.3 11.6	100.0 42.9 4.4 0.1 43.6 8.9	100.0 42.5 9.5 0.3 37.6 10.0	100.0 44.8 10.1 0.3 36.2 8.6	100.0 39.1 8.8 0.4 39.5 12.2	100.0 41.5 4.4 0.1 43.3 10.7		
Library operating expenditures as a percent of total institutional expenditures for educational and general purposes	3.0	_	_	_	_	_	_	_	_	_	_			

<sup>-</sup>Not available.

NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Academic Libraries Survey" (IPEDS-L:92) and "Fall Enrollment Survey" (IPEDS-EF:92); Academic Libraries Survey (ALS), 2000 through 2012; IPEDS Spring 2015 through Spring 2017, Fall Enrollment component; and IPEDS Spring 2015 through Spring 2017, Academic Libraries component. (This table was prepared July 2019.)

Fall enrollment for the academic year specified.
For 2001–02 and later years, includes electronic serials. If a single title comes in both paper and electronic formats, it counts as two serials.

<sup>&</sup>lt;sup>3</sup>Excludes student assistants.

<sup>\*</sup>Excludes student assistants.

\*Excludes capital outlay. Expenditure data are reported only by degree-granting institutions with total expenditures over \$100,000.

\*Includes student hourly wages.

\*Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

\*Includes computer hardware/software, bibliographic utilities/networks/consortia, and "other library operating expenditures" not individually listed.

Table 701.60. Number of public libraries, number of books and serial volumes, and per capita usage of selected library services per year, by state: Fiscal years 2015 and 2016

-			Number of books and serial volumes				Per capita <sup>2</sup> usage of selected services per year									
	Numb public lib		In thou	sands	Per caj	Circulation Number of (number of Reference er capita <sup>2</sup> library visits <sup>3</sup> materials lent) transactions <sup>4</sup>					of access amputers					
State	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
United States Alabama Alaska Arizona Arkansas California	9,068 219 80 90 58 184	9,057 219 71 90 59 184	9,227 2,354 8,196 6,371 63,676	9,007 2,048 7,663 5,722 62,770	2.4 2.0 3.6 1.2 2.4 1.6	2.4 2.0 3.2 1.1 2.3 1.6	3.5 4.8 3.9 3.9 4.2	3.4 5.4 3.7 4.0 4.0	7.3 4.3 6.9 6.5 5.4 5.6	7.2 4.3 7.4 6.6 5.2 5.4	0.8 0.9 0.5 0.6 0.9 0.5	0.8 0.9 0.7 0.9 0.8 0.6	1.0 0.9 1.2 1.1 0.7 0.8	0.9 0.8 0.9 1.0 0.6 0.8		
Colorado	113	114	9,943	10,526	1.9	2.0	6.1	6.0	12.0	11.8	0.7	0.8	1.4	1.2		
Connecticut	182	182	13,577	13,103	4.0	4.0	6.1	6.0	8.3	8.1	0.9	1.0	1.2	1.2		
Delaware	21	21	1,646	1,532	1.8	1.6	4.4	4.4	6.5	6.6	0.5	0.5	0.7	0.7		
District of Columbia	1	1	1,863	1,863	2.8	2.7	6.2	5.8	6.0	6.5	1.2	1.2	1.7	1.4		
Florida	80	80	30,794	29,261	1.6	1.5	3.7	3.5	5.7	5.5	1.2	1.2	0.8	0.8		
Georgia	63	63	16,522	16,839	1.6	1.6	2.8	2.7	3.6	3.7	0.7	0.8	1.1	1.2		
Hawaii	1	1	3,197	2,967	2.3	2.1	3.5	3.1	4.5	4.4	0.4	0.5	0.5	0.6		
Idaho	102	102	4,342	4,289	3.2	3.1	6.3	6.2	11.4	10.9	0.9	0.8	1.4	1.2		
Illinois	622	621	42,366	40,487	3.6	3.4	6.0	5.7	9.5	9.1	0.9	0.9	1.2	1.1		
Indiana	237	236	23,210	22,693	3.8	3.7	5.7	5.5	12.7	12.2	0.7	0.7	1.1	1.1		
lowa	534	534	11,934	11,749	3.9	3.9	5.9	5.9	8.9	8.8	0.6	0.6	1.0	1.0		
Kansas	320	321	9,113	8,972	3.6	3.6	5.6	5.5	10.0	9.9	0.8	0.8	1.2	1.2		
Kentucky	119	119	9,171	9,051	2.1	2.1	4.2	4.1	6.9	6.8	1.0	1.0	1.0	1.0		
Louisiana	68	68	11,833	11,746	2.5	2.5	4.3	4.3	4.5	4.6	1.1	1.1	1.1	1.1		
Maine	228	227	5,981	5,903	5.2	5.2	5.8	5.9	7.7	7.6	0.6	0.6	1.0	0.9		
Maryland	24	24	11,922	10,459	2.0	1.8	4.8	4.6	9.9	9.8	1.4	1.5	1.0	0.9		
Massachusetts	368	368	30,857	30,276	4.6	4.5	6.1	6.1	9.2	9.3	0.7	0.7	1.0	0.9		
Michigan	392	396	31,818	29,473	3.2	3.0	4.9	4.7	8.3	7.9	0.9	0.9	1.0	1.0		
Minnesota	137	137	14,363	14,339	2.6	2.6	4.4	4.4	9.6	9.3	0.7	0.7	0.9	0.9		
Mississippi	52	52	5,704	5,599	1.9	1.9	3.0	3.0	2.6	2.5	0.5	0.5	0.8	0.8		
Missouri	149	147	16,288	16,019	3.0	2.9	5.2	4.9	10.0	9.8	0.6	0.6	1.1	1.0		
Montana	82	82	2,622	2,627	2.7	2.7	4.3	4.4	6.1	6.1	0.5	0.5	1.2	1.2		
Nebraska	247	237	5,733	5,555	3.7	3.6	5.3	5.1	8.2	8.2	0.5	0.5	1.3	1.2		
Nevada	22	22	4,116	4,149	1.4	1.4	3.5	3.4	7.3	6.9	0.5	0.5	0.9	0.9		
New Hampshire	219	222	5,818	5,619	5.0	4.4	6.4	5.5	8.6	7.9	0.7	0.8	0.8	0.6		
New Jersey	282	282	27,177	26,513	3.1	3.1	5.0	4.9	6.4	6.3	0.8	0.8	1.0	1.0		
New Mexico	87	88	4,232	4,128	2.6	2.5	4.5	4.4	5.5	5.7	0.6	0.9	1.2	1.1		
New York	756	756	69,313	68,858	3.6	3.6	5.4	5.3	6.9	6.8	1.4	1.4	1.1	0.9		
North Carolina	80	81	16,021	15,584	1.6	1.6	3.6	3.3	5.2	5.0	0.6	0.7	0.7	0.7		
North Dakota	72	74	2,173	2,173	3.2	3.2	3.3	3.3	5.9	6.3	0.7	0.8	0.9	0.9		
Ohio	251	251	41,024	40,060	3.6	3.5	6.8	6.4	15.9	16.0	1.6	1.6	1.7	1.4		
Oklahoma	119	119	7,093	7,351	2.2	2.3	4.2	4.1	6.9	7.0	0.6	0.6	1.1	1.1		
Oregon	131	131	9,805	9,497	2.6	2.7	5.5	5.8	15.0	15.5	0.6	0.6	1.0	1.0		
Pennsylvania	455	454	25,298	24,617	2.0	2.0	3.6	3.6	5.2	5.1	0.6	0.6	0.6	0.6		
Rhode Island	48	48	4,241	3,561	4.0	3.4	5.6	5.5	6.4	6.1	0.6	0.6	1.2	1.0		
South Carolina South Dakota Tennessee Texas Utah	42 112 185 549 72	42 112 186 544 72	9,108 2,768 11,722 39,660 6,627	8,962 2,755 11,648 39,600 6,494	2.0 3.7 1.8 1.5 2.3	1.9 3.6 1.8 1.6 2.2	3.7 4.9 3.0 2.7 6.0	3.4 4.9 2.9 2.8 5.4	5.7 7.6 4.1 4.2 12.6	5.4 7.8 4.1 4.6 12.0	0.6 0.5 0.5 0.5 0.9	0.6 0.6 0.5 0.5	0.9 1.5 0.8 0.6 1.0	0.8 1.4 0.7 0.6 0.9		
Vermont Virginia Washington West Virginia Wisconsin Wyoming	159 91 62 97 381 23	162 92 62 97 381 23	2,791 17,210 13,261 5,005 18,781 2,384	2,586 17,097 12,825 4,917 18,401 2,311	4.8 2.1 1.9 2.7 3.3 4.1	4.7 2.1 1.8 2.7 3.2 3.9	6.2 4.6 5.7 2.9 5.5 6.1	6.3 4.3 5.5 2.8 5.5 6.0	7.4 8.8 12.0 3.4 10.1 8.4	7.6 8.2 12.1 3.5 9.9 8.2	0.8 0.8 0.5 0.3 0.7	0.9 0.8 0.6 0.3 0.7 0.8	1.1 0.9 1.3 0.5 1.0	1.0 0.9 1.1 0.5 0.9 1.5		

<sup>1</sup>Refers to the number of administrative entities that are legally established under local or state law to provide public library service to the population of a local jurisdiction. A public library (administrative entity) may have a single outlet that provides direct service to the public, or it may have multiple service outlets. In 2015, a total of 16,560 stationary service outlets (8,891 central libraries and 7,669 branch libraries) were open to the public; 647 additional service outlets were bookmobiles. In 2016, a total of 16,568 stationary service outlets (8,884 central libraries and 7,684 branch libraries) were open to the public; 659 additional service outlets were bookmobiles.

Per capita (or per person) data are based on unduplicated populations of the areas served by public libraries.

<sup>3</sup>Includes only the number of physical visits (entering the library for any purpose). The survey does not collect data on the number of online visits.

<sup>4</sup>A reference transaction is an information contact that involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information

sources by a member of the library staff.

NOTE: Data include imputations for nonresponse. Detail may not sum to totals because

of rounding.

SOURCE: Institute of Museum and Library Services, Public Libraries Survey, fiscal years 2015 and 2016, retrieved June 26, 2018, from <a href="https://www.imls.gov/research/public libraries in the united states survey.aspx">https://www.imls.gov/research/public libraries in the united states survey.aspx</a>. (This table was prepared June 2018.)

Table 702.10. Percentage of children ages 3 to 18 living in households with a computer, by type of computer and selected child and family characteristics: Selected years, 2010 through 2017
[Standard errors appear in parentheses]

	2010	2013	2015		2016 2017								
						Desktop, laptop, tablet, or other portable wireless computer			Deskt port				
Selected child or family characteristic	Total, any computer or smartphone	Total, any computer or smartphone	computer or	Total, any computer or smartphone <sup>1</sup>	Total <sup>1</sup>	Desktop or laptop	Tablet or other portable wireless computer	Smartphone	Total, any computer or smartphone		Desktop or laptop	Tablet or other portable wireless computer	Smartphone
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	85.3 (0.37)	92.6 (0.08)	94.5 (0.06)	96.6 (0.05)	89.5 (0.09)	83.3 (0.13)	73.7 (0.15)	90.9 (0.05)	97.3 (0.04)	89.9 (0.11)	83.3 (0.13)	77.9 (0.16)	94.3 (0.05)
Sex Male Female	85.0 (0.44) 85.5 (0.45)	92.5 (0.08) 92.6 (0.10)	94.4 (0.07) 94.5 (0.07)	96.5 (0.06) 96.7 (0.05)	89.4 (0.11) 89.6 (0.11)	83.1 (0.14) 83.4 (0.14)	73.4 (0.17) 74.1 (0.17)	90.8 (0.07) 91.0 (0.07)	97.3 (0.05) 97.4 (0.05)		83.2 (0.14) 83.4 (0.14)	77.7 (0.18) 78.0 (0.17)	94.3 (0.06) 94.4 (0.06)
Race/ethnicity White Black Hispanic Asian Pacific Islander	92.4 (0.34) 72.8 (1.30) 74.3 (0.90) 93.5 (1.18) 83.9 (7.10)	95.9 (0.07) 87.1 (0.25) 87.2 (0.20) 97.9 (0.13) 87.8 (2.10)	97.0 (0.06) 90.2 (0.21) 90.7 (0.16) 98.3 (0.14) 90.9 (1.55)	97.9 (0.05) 94.0 (0.20) 94.8 (0.12) 98.9 (0.11) 94.3 (1.50)	94.2 (0.09) 81.4 (0.28) 82.5 (0.22) 97.0 (0.18) 77.8 (2.31)	90.1 (0.12) 72.3 (0.31) 73.0 (0.25) 94.8 (0.23) 69.3 (2.56)	79.8 (0.16) 63.1 (0.36) 65.2 (0.24) 80.8 (0.34) 60.7 (2.71)	92.1 (0.08) 87.8 (0.22) 89.4 (0.16) 93.7 (0.25) 85.9 (2.21)	98.2 (0.04) 94.9 (0.16) 96.5 (0.10) 98.9 (0.12) 94.0 (1.37)	82.1 (0.32) 83.9 (0.23) 96.6 (0.19)	89.9 (0.12) 72.0 (0.36) 73.8 (0.26) 94.0 (0.24) 72.6 (2.64)	84.3 (0.15) 66.9 (0.39) 68.8 (0.30) 85.1 (0.38) 64.3 (3.30)	95.6 (0.06) 90.8 (0.20) 93.2 (0.14) 96.9 (0.18) 90.2 (1.66)
American Indian/Alaska Native Two or more races	72.4 (4.70) 85.2 (2.09)	79.0 (0.73) 95.8 (0.19)	83.7 (0.82) 97.1 (0.18)	87.3 (0.62) 98.5 (0.12)	75.6 (0.81) 92.9 (0.28)	64.7 (1.01) 86.8 (0.37)	61.1 (1.04) 79.3 (0.44)	80.3 (0.73) 93.0 (0.25)	90.2 (0.61) 98.7 (0.11)	75.4 (0.84) 93.1 (0.25)	64.7 (0.96) 87.0 (0.35)	61.9 (1.03) 83.8 (0.39)	84.4 (0.76) 96.1 (0.19)
Age 3 and 4 5 to 10 11 to 14 15 to 18	81.0 (0.76) 83.9 (0.52) 87.3 (0.59) 87.7 (0.49)	90.4 (0.15) 91.8 (0.09) 93.5 (0.10) 93.9 (0.10)	93.1 (0.15) 93.8 (0.09) 95.1 (0.08) 95.4 (0.08)	96.0 (0.10) 96.2 (0.06) 96.9 (0.07) 97.2 (0.06)	86.6 (0.22) 88.3 (0.12) 90.8 (0.12) 91.3 (0.11)	79.0 (0.24) 80.8 (0.16) 85.4 (0.15) 87.0 (0.14)	71.5 (0.27) 74.0 (0.16) 75.4 (0.18) 72.8 (0.21)	91.2 (0.13) 90.6 (0.07) 90.8 (0.10) 91.3 (0.10)	96.9 (0.08) 97.2 (0.06) 97.5 (0.06) 97.6 (0.06)	89.1 (0.13) 91.1 (0.13)	79.1 (0.24) 81.0 (0.14) 85.2 (0.17) 86.7 (0.16)	75.8 (0.26) 78.5 (0.18) 79.3 (0.19) 76.6 (0.21)	94.3 (0.11) 94.1 (0.07) 94.4 (0.09) 94.5 (0.08)
Metropolitan status <sup>2</sup> Metropolitan <sup>3</sup> Nonmetropolitan <sup>4</sup>	85.7 (0.40) 82.8 (0.94)	= (‡)	= (‡)	_ (‡)	= (‡)	= (‡)	_ (‡)	= (‡)	_ (†		= (‡)	_ (†)	
Highest level of education attained by either parent <sup>5</sup> Less than high school High school diploma or	57.0 (1.77)	75.7 (0.40)	81.3 (0.35)	87.9 (0.27)	67.4 (0.34)	54.1 (0.38)	48.5 (0.37)	80.8 (0.30)	90.4 (0.28)	68.4 (0.44)	54.8 (0.43)	50.8 (0.43)	85.0 (0.33)
equivalent Some college Associate's degree Bachelor's or higher degree Bachelor's degree Master's or higher degree	76.1 (0.91) 88.7 (0.73) 91.5 (0.67) 96.8 (0.28) 95.9 (0.40) 98.0 (0.35)	87.3 (0.22) 94.3 (0.13) 96.7 (0.14) 99.0 (0.04) 98.6 (0.06) 99.4 (0.04)	90.2 (0.18) 95.8 (0.12) 97.7 (0.12) 99.2 (0.03) 99.0 (0.05) 99.5 (0.04)	94.1 (0.13) 97.5 (0.09) 98.7 (0.09) 99.6 (0.03) 99.4 (0.04) 99.7 (0.03)	80.6 (0.26) 90.5 (0.15) 94.9 (0.18) 98.5 (0.05) 98.0 (0.07) 99.1 (0.06)	69.6 (0.30) 83.0 (0.21) 90.1 (0.24) 97.0 (0.08) 95.9 (0.11) 98.3 (0.08)	61.4 (0.26) 73.3 (0.27) 79.4 (0.28) 86.6 (0.12) 85.1 (0.17) 88.4 (0.17)	87.4 (0.17) 92.4 (0.13) 93.9 (0.16) 94.9 (0.07) 94.7 (0.10) 95.0 (0.12)	95.3 (0.12) 98.1 (0.07) 98.9 (0.08) 99.6 (0.02) 99.5 (0.03) 99.7 (0.03)	90.5 (0.18) 95.0 (0.15) 98.4 (0.04) 97.8 (0.07)	69.2 (0.29) 82.0 (0.22) 89.9 (0.19) 96.8 (0.06) 95.6 (0.10) 98.2 (0.07)	65.1 (0.28) 77.1 (0.25) 83.4 (0.27) 90.8 (0.10) 88.9 (0.16) 93.0 (0.13)	90.9 (0.13) 95.4 (0.10) 96.5 (0.12) 98.1 (0.05) 97.9 (0.08) 98.3 (0.07)
Family income (in current dollars) Less than \$10,000 \$10,000 to \$19,999 \$20,000 to \$29,999 \$30,000 to \$39,999 \$40,000 to \$49,999 \$50,000 to \$74,999 \$75,000 to \$99,999 \$100,000 or more \$100,000 or more	53.9 (1.90) 68.4 (1.35) 75.4 (1.34) 84.9 (1.05) 91.1 (0.98) 92.4 (0.71) 95.2 (0.59) 98.3 (0.29) 98.0 (0.44) 98.8 (0.36)	76.4 (0.40) 81.2 (0.34) 86.9 (0.32) 90.6 (0.22) 93.3 (0.22) 95.7 (0.14) 97.5 (0.12) 99.0 (0.04) 98.8 (0.06) 99.3 (0.05)		87.7 (0.40) 90.6 (0.26) 93.8 (0.25) 95.4 (0.20) 96.5 (0.16) 97.9 (0.08) 98.6 (0.08) 99.4 (0.04) 99.2 (0.07) 99.6 (0.04)	67.1 (0.52) 72.4 (0.44) 79.0 (0.40) 83.7 (0.38) 88.5 (0.28) 92.6 (0.18) 95.9 (0.13) 98.4 (0.06) 97.8 (0.10) 99.0 (0.05)	54.5 (0.50) 59.3 (0.44) 67.3 (0.47) 80.0 (0.36) 86.6 (0.24) 92.2 (0.19) 96.9 (0.08) 95.7 (0.13) 98.1 (0.08)	49.0 (0.49) 52.7 (0.45) 58.6 (0.43) 64.0 (0.44) 69.3 (0.36) 75.5 (0.28) 81.0 (0.29) 87.7 (0.13) 85.5 (0.21) 90.0 (0.16)	79.5 (0.44) 82.7 (0.33) 86.4 (0.31) 88.7 (0.27) 90.2 (0.25) 92.2 (0.15) 93.6 (0.14) 95.2 (0.09) 94.8 (0.13) 95.7 (0.11)	90.3 (0.29) 92.5 (0.24) 94.9 (0.20) 96.2 (0.16) 97.1 (0.17) 98.2 (0.07) 98.9 (0.09) 99.4 (0.03) 99.3 (0.05) 99.5 (0.03)	87.8 (0.30) 92.2 (0.17) 95.5 (0.17) 98.4 (0.06) 97.8 (0.08)	55.1 (0.55) 59.4 (0.48) 65.8 (0.42) 73.6 (0.39) 78.8 (0.36) 85.4 (0.22) 91.2 (0.23) 96.6 (0.08) 95.3 (0.13) 98.0 (0.09)	52.8 (0.57) 55.7 (0.51) 61.6 (0.45) 67.2 (0.42) 71.9 (0.38) 78.2 (0.26) 84.7 (0.29) 92.0 (0.11) 89.9 (0.17) 94.2 (0.13)	84.5 (0.37) 86.8 (0.28) 90.3 (0.23) 91.9 (0.22) 93.2 (0.20) 95.1 (0.11) 96.5 (0.14) 98.2 (0.05) 97.8 (0.08) 98.6 (0.06)

<sup>—</sup>Not available.

NOTE: Data are based on children living in households and exclude children living in institutions (e.g., prisons or nursing facilities). The surveys asked about "computers" or "types of computer" (including smartphones) in the household. Percentages refer to children whose household members owned or used at home any computers/devices listed in the survey questions or "some other type of computer" that was not listed. Estimates for 2010 may not be comparable to those for later years because the 2010 estimates are based on the Current Population Survey, while those for later years are based on the American Community Survey (ACS). Estimates for 2016 and 2017 may not be comparable to those for 2013 and 2015 because the wording of the ACS computer questions was revised as of 2016. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2010; and American Community Survey (ACS), 2013, 2015, 2016, and 2017. (This table was prepared January 2019.)

<sup>†</sup>Not applicable.

Households indicating they had the types of computers/devices listed in more than one survey question were counted only once in the total. Therefore, the total is less than the sum of the categories. In addition to the types of computers/devices specified, the total includes a small percentage (less than 1 percent) of children whose households had "some other type of computer" not listed in the survey questions.

<sup>&</sup>lt;sup>2</sup>Children living in areas whose metropolitan status was not identified are excluded from this analysis. In 2010, less than 1 percent of children ages 3 to 18 lived in an area with nonidentified metropolitan status.

<sup>&</sup>lt;sup>3</sup>Refers to metropolitan statistical areas, which contain at least one urbanized area with a population of 50,000 or more.

<sup>&</sup>lt;sup>4</sup>Refers to areas that are outside of metropolitan statistical areas.

<sup>&</sup>lt;sup>s</sup>Highest education level of any parent residing with the child (including an adoptive or stepparent). Includes only children who resided with at least one of their parents.

Table 702.30. Percentage of persons age 3 and over who use the Internet anywhere and who use the Internet at selected locations, by selected characteristics: 2011 and 2017

		Percent using the Internet, 2011						Percent using the Internet, 2017								
Selected characteristic	Anywhere <sup>1</sup>		,	At home	Α	t school	At wo	rkplace	An	ywhere1		At home	А	t school	At wo	orkplace
1		2		3		4		5		6		7		8		9
Total	69.7	(0.22)	64.1	(0.24)	17.6	(0.17)	23.9	(0.15)	77.7	(0.24)	71.9	(0.25)	15.6	(0.14)	29.2	(0.17)
Sex Male Female	69.4 70.1	(0.26) (0.23)	64.0 64.1	(0.28) (0.26)	17.1 18.0	(0.20) (0.19)	24.8 23.1	(0.19) (0.19)	77.5 77.9	(0.27) (0.26)	71.5 72.2	(0.27) (0.29)	15.4 15.7	(0.17) (0.17)	30.1 28.3	(0.23) (0.20)
Race/ethnicity White Black Hispanic Asian Pacific Islander American Indian/Alaska Native Two or more races	75.0 60.2 54.4 73.6 67.3 59.7 72.6	(0.25) (0.67) (0.66) (0.83) (3.76) (2.62) (1.26)	70.5 51.0 46.6 70.8 60.6 49.4 64.2	(0.27) (0.77) (0.72) (0.91) (4.16) (3.47) (1.41)	16.9 18.8 18.2 18.9 18.3 18.3 27.3	(0.18) (0.49) (0.41) (0.63) (2.54) (1.69) (1.30)	28.0 16.6 13.3 26.9 23.3 14.6 17.1	(0.20) (0.40) (0.35) (0.75) (2.95) (1.31) (0.98)	80.2 73.4 72.1 79.4 75.9 62.7 82.5	(0.27) (0.54) (0.59) (0.98) (3.85) (2.27) (1.13)	75.2 65.3 64.5 74.9 70.9 51.5 76.5	(0.29) (0.64) (0.62) (0.99) (3.83) (2.41) (1.30)	14.0 16.0 18.6 17.3 14.3 13.9 31.0	(0.18) (0.40) (0.34) (0.63) (2.13) (1.41) (1.32)	33.1 23.6 19.4 33.3 30.2 17.6 23.8	(0.21) (0.49) (0.34) (0.77) (3.17) (1.54) (1.03)
Age 3 and 4 5 to 10 11 to 14 15 to 18 19 to 24 25 to 29 30 to 39 40 to 49 50 to 59 60 to 69 70 or older	25.9 51.3 73.0 85.2 83.1 81.5 80.9 79.6 71.9 64.4 38.5	(0.85) (0.63) (0.73) (0.54) (0.53) (0.55) (0.39) (0.40) (0.44) (0.54)	24.1 47.1 66.6 76.9 73.5 72.8 74.4 74.6 67.3 60.3 35.0	(0.85) (0.66) (0.78) (0.61) (0.69) (0.64) (0.42) (0.45) (0.46) (0.56) (0.56)	10.0 33.7 55.8 62.4 39.0 12.8 9.3 7.6 5.1 3.3 0.9	(0.57) (0.59) (0.81) (0.70) (0.72) (0.42) (0.29) (0.23) (0.22) (0.20) (0.10)	† † 3.2 18.9 38.4 42.3 42.8 36.0 19.9 3.9	(†) (†) (0.23) (0.42) (0.71) (0.43) (0.43) (0.43) (0.38) (0.20)	51.0 69.3 77.0 84.9 85.3 85.6 85.5 84.9 79.7 75.8 57.1	(1.18) (0.68) (0.71) (0.58) (0.55) (0.52) (0.42) (0.43) (0.40) (0.43) (0.52)	45.1 57.5 68.0 77.6 79.3 81.4 80.7 80.2 73.9 70.4 53.6	(1.16) (0.70) (0.75) (0.71) (0.62) (0.60) (0.46) (0.48) (0.45) (0.46) (0.56)	14.8 44.2 56.1 59.6 32.2 11.1 5.8 4.5 2.3 1.5 0.7	(0.83) (0.67) (0.87) (0.74) (0.74) (0.41) (0.24) (0.21) (0.13) (0.13) (0.09)	† † 4.8 28.2 47.6 49.4 49.7 44.3 26.2 6.4	(†) (†) (0.28) (0.56) (0.72) (0.47) (0.50) (0.44) (0.42) (0.24)
Highest level of education attained by persons age 25 and over Less than high school High school diploma or equivalent Some college Associate's degree Bachelor's or higher degree Bachelor's degree Master's or higher degree	31.5 58.7 79.6 82.6 90.0 89.1 91.6	(0.58) (0.38) (0.42) (0.48) (0.22) (0.28) (0.32)	26.3 52.9 72.7 76.4 86.4 85.2 88.6	(0.57) (0.38) (0.42) (0.52) (0.26) (0.31) (0.39)	1.2 1.9 7.7 7.3 12.1 9.6 16.6	(0.15) (0.10) (0.26) (0.34) (0.27) (0.31) (0.48)	4.8 16.9 32.8 39.9 56.1 53.1 61.5	(0.28) (0.28) (0.47) (0.60) (0.34) (0.41) (0.58)	51.4 70.2 82.8 85.5 88.7 87.8 90.4	(0.72) (0.41) (0.43) (0.45) (0.27) (0.31) (0.41)	44.8 63.9 78.2 80.7 85.6 84.5 87.5	(0.73) (0.44) (0.46) (0.52) (0.31) (0.37) (0.45)	1.8 1.9 4.8 4.0 5.7 5.2 6.7	(0.19) (0.12) (0.21) (0.26) (0.18) (0.21) (0.30)	9.9 23.2 37.3 44.5 56.3 53.9 60.6	(0.45) (0.33) (0.51) (0.66) (0.37) (0.48) (0.55)
Metropolitan status² Metropolitan³ Nonmetropolitan⁴	71.0 62.8	(0.24) (0.69)	65.5 55.9	(0.27) (0.71)	18.0 15.2	(0.18) (0.38)	25.0 18.5	(0.18) (0.42)	78.5 72.9	(0.25) (0.67)	72.8 65.4	(0.26) (0.70)	15.8 14.1	(0.16) (0.41)	30.0 23.9	(0.20) (0.50)
Family income (in current dollars) Less than \$10,000 \$10,000 to \$19,999 \$20,000 to \$29,999 \$30,000 to \$39,999 \$40,000 to \$49,999 \$50,000 to \$74,999 \$75,000 to \$99,999 \$100,000 or more \$100,000 or more	48.9 48.2 55.6 62.0 70.3 77.6 83.6 86.6 86.9	(0.82) (0.67) (0.62) (0.70) (0.72) (0.43) (0.37) (0.36) (0.45) (0.54)	36.5 38.7 47.5 54.8 64.8 73.8 80.6 84.5 84.7 84.2	(0.89) (0.70) (0.69) (0.73) (0.76) (0.47) (0.42) (0.43) (0.50) (0.66)	15.3 13.1 13.4 15.2 16.2 18.0 20.9 23.2 23.1 23.4	(0.56) (0.43) (0.38) (0.44) (0.48) (0.36) (0.48) (0.48) (0.61)	6.3 7.8 11.4 15.8 21.3 27.8 36.0 42.5 41.3 44.1	(0.36) (0.29) (0.32) (0.39) (0.47) (0.40) (0.47) (0.41) (0.56) (0.61)	62.8 59.7 67.7 71.3 78.0 81.4 84.8 86.3 85.7 87.0	(1.07) (0.86) (0.71) (0.70) (0.72) (0.44) (0.51) (0.35) (0.47) (0.54)	52.7 51.4 59.9 64.3 72.2 75.8 80.3 82.3 81.5 83.2	(1.12) (0.82) (0.76) (0.69) (0.79) (0.49) (0.54) (0.39) (0.52) (0.57)	17.0 12.7 13.4 13.5 14.0 14.4 16.7 18.5 17.7 19.5	(0.82) (0.53) (0.50) (0.45) (0.48) (0.34) (0.47) (0.28) (0.40) (0.44)	9.4 10.2 15.2 19.9 24.7 30.7 37.2 43.9 42.0 46.1	(0.51) (0.37) (0.43) (0.45) (0.60) (0.38) (0.51) (0.33) (0.47) (0.50)

<sup>4</sup>Refers to areas that are outside of metropolitan statistical areas. NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), July 2011 and November 2017. (This table was prepared March 2019.)

<sup>†</sup>Not applicable. ¹Includes all persons who use the Internet at any location. ²Persons living in areas whose metropolitan status was not identified are excluded from this analysis. In 2011 and 2017, less than 1 percent of persons lived in an area with non-identified metropolitan status.

<sup>\*</sup>Refers to metropolitan statistical areas, which contain at least one urbanized area with a population of 50,000 or more.

# APPENDIX A Guide to Sources

The information presented in the *Digest of Education Statistics* was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all colleges) or of a sample, compilations of administrative records, and statistical projections. Brief descriptions of the information sources, data collections, and data collection methods that were used to produce this report are presented below, grouped by sponsoring organization. Additional details about many of these and other data sets can be found on the U.S. Department of Education's Data Inventory website (<a href="https://datainventory.ed.gov/">https://datainventory.ed.gov/</a>).

# National Center for Education Statistics (NCES)

# Baccalaureate and Beyond Longitudinal Study

The Baccalaureate and Beyond Longitudinal Study (B&B) is based on the National Postsecondary Student Aid Study (NPSAS) and provides information concerning education and work experience after completing a bachelor's degree. A special emphasis of B&B is on those entering the teaching profession. B&B provides cross-sectional information 1 year after bachelor's degree completion (comparable to the information that was provided in the Recent College Graduates study), while at the same time providing longitudinal data concerning entry into and progress through graduate-level education and the workforce, income, and debt repayment. This information has not been available through follow-ups involving high school cohorts or even college-entry cohorts, because these cohorts have limited numbers who actually complete a bachelor's degree and continue their graduate education. Also, these cohorts are not representative of all bachelor's degree recipients.

The first B&B followed NPSAS baccalaureate degree completers for a 10-year period after completion, beginning with NPSAS:93. About 11,000 students who completed their degrees in the 1992–93 academic year were included in the first B&B cohort (B&B:93). The first follow-up of this cohort (B&B:93/94) occurred 1 year later. In addition to collecting student data, B&B:93/94 collected postsecondary

transcripts covering the undergraduate period, which provided complete information on progress and persistence at the undergraduate level. The second follow-up of this cohort (B&B:93/97) took place in spring 1997 and gathered information on employment history, family formation, and enrollment in graduate programs. The third follow-up (B&B:93/03) occurred in 2003 and provided information concerning graduate study and long-term employment experiences after degree completion.

The second B&B cohort (B&B:2000), which was associated with NPSAS:2000, included 11,700 students who completed their degrees in the 1999–2000 academic year. The first and only follow-up survey of this cohort was conducted in 2001 (B&B:2000/01) and focused on time to degree completion, participation in postbaccalaureate education and employment, and the activities of newly qualified teachers.

The third B&B cohort (B&B:08), which is associated with NPSAS:08, included 18,000 students who completed their degrees in the 2007-08 academic year. The first follow-up took place in 2009 (B&B:08/09), and the second follow-up took place in 2012 (B&B:08/12). The report Baccalaureate and Beyond: A First Look at the Employment Experiences and Lives of College Graduates, 4 Years On (B&B:08/12) (NCES 2014-141) presents findings based on data from the second follow-up. It examines bachelor's degree recipients' labor market experiences and enrollment in additional postsecondary degree programs through the 4th year after graduation. In addition, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation (NCES 2015-141) describes the universe, methods, and data collection procedures used in the second follow-up. A third and final follow-up (B&B:08/18) to the third B&B cohort was conducted in 2018 and early 2019.

Further information on B&B may be obtained from

Aurora D'Amico
Longitudinal Surveys Branch
Sample Surveys Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
aurora.damico@ed.gov
https://nces.ed.gov/surveys/b&b

## Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) provides information on persistence, progress, and attainment for 6 years after initial time of entry into postsecondary education. BPS includes traditional and nontraditional (e.g., older) students and is representative of all beginning students in postsecondary education in a given year. Initially, these individuals are surveyed in the National Postsecondary Student Aid Study (NPSAS) during the year in which they first begin their postsecondary education. These same students are surveyed again 2 and 5 years later through the BPS. By starting with a cohort that has already entered postsecondary education and following it for 6 years, the BPS can determine the extent to which students who start postsecondary education at various ages differ in their progress, persistence, and attainment, as well as their entry into the workforce. The first BPS was conducted in 1989–90, with follow-ups in 1992 (BPS:90/92) and 1994 (BPS:90/94). The second BPS was conducted in 1995–96, with follow-ups in 1998 (BPS:96/98) and 2001 (BPS:96/01). The third BPS was conducted in 2003-04, with follow-ups in 2006 (BPS:04/06) and 2009 (BPS:04/09).

The fourth BPS was conducted in 2012, with follow-ups in 2014 (BPS:12/14) and 2017 (BPS:12/17). In the base year, 1,690 institutions were sampled, of which all were confirmed eligible to participate. In addition, 128,120 students were sampled, and 123,600 were eligible to participate in the NPSAS:12 study. In the first follow-up (BPS:12/14), of the 35,540 eligible NPSAS:12 sample students, 24,770 responded, for an unweighted student response rate of 70 percent and a weighted response rate of 68 percent.

Further information on BPS may be obtained from

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https://nces.ed.gov/surveys/bps/

### Common Core of Data

The Common Core of Data (CCD) is NCES's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, the Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and school districts, data on students and staff, and fiscal data. The general school and district descriptive information includes name, address, and phone number; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The EDFacts data collection system is the primary collection tool for the CCD. NCES works collaboratively with the U.S. Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from state education agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the EDFacts collection system. Prior to submitting CCD files to EDFacts, SEAs must collect and compile information from their respective local education agencies (LEAs) through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. In addition, each year SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

The NCES Education Demographic and Geographic Estimate (EDGE) program develops annually updated point locations (latitude and longitude) for public elementary and secondary schools included in the CCD database. The estimated location of schools and agency administrative offices is primarily derived from the physical address reported in the CCD directory files. The NCES EDGE program collaborates with the U.S. Census Bureau's EDGE Branch to develop point locations for schools reported in the annual CCD directory file. For more information about NCES school point data, please see <a href="https://nces.ed.gov/programs/edge/Geographic/SchoolLocations">https://nces.ed.gov/programs/edge/Geographic/SchoolLocations</a>.

The CCD survey consists of five components: The Public Elementary/Secondary School Universe Survey, the Local Education Agency (School District) Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Financial Survey (NPEFS), and the School District Finance Survey (F-33).

### Public Elementary/Secondary School Universe Survey

The Public Elementary/Secondary School Universe Survey includes all U.S. public schools providing education services to prekindergarten, kindergarten, grade 1–13, and ungraded students.

The Public Elementary/Secondary School Universe Survey includes data for variables such as NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, school level, students eligible for free lunch, students eligible for reduced-price lunch, total students eligible for free and reduced-price lunch, and student totals and detail (by grade, by race/ethnicity, and by sex). The survey also contains flags indicating whether a school is Title I targeted assistance eligible, Title I schoolwide eligible, a magnet school, a charter school, a shared-time school, or a BIE school, as well as which grades are offered at the school.

# Local Education Agency (School District) Universe Survey

The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–13, and ungraded students.

The Local Education Agency Universe Survey includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, American National Standards Institute (ANSI) state and county code, county name, core based statistical area (CBSA), metropolitan/micropolitan code, metropolitan status code, locale code, congressional district, operational status code, BIE agency status, low/ high grade span offered, agency charter status, number of schools, number of full-time-equivalent teachers, number of ungraded students, number of PK-13 students, number of special education/Individualized Education Program students, number of English language learner students, instructional staff fields, support staff fields, and LEA charter status.

## State Nonfiscal Survey of Public Elementary/ Secondary Education

The State Nonfiscal Survey of Public Elementary/ Secondary Education provides state-level, aggregate information about students and staff in public elementary and secondary education. This survey covers public school student membership by grade, race/ethnicity, and state or jurisdiction and covers number of staff in public schools by category and state or jurisdiction. Beginning with the 2006–07 school year, the number of diploma recipients and other high school completers were no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education File. These data were published in the public-use CCD State Dropout and Completion Data File.

#### National Public Education Financial Survey

The purpose of the National Public Education Financial Survey (NPEFS) is to provide state-level aggregate data on revenues and expenditures for public elementary and secondary education. The data collected are useful to (1) chief officers of state education agencies; (2) policy-makers in the executive and legislative branches of federal and state governments; (3) education policy and public policy researchers; (4) the press; and (5) citizens interested in information about education finance.

Data for NPEFS are collected from SEAs in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The data file is organized by state or jurisdiction and contains revenue data by funding source; expenditure data by function (the activity being supported by the expenditure) and object (the category of expenditure); average daily attendance data; and total student membership data from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education.

### School District Finance Survey

The purpose of the School District Finance Survey (F-33) is to provide finance data for all LEAs that provide free public elementary and secondary education in the United States. National and state totals are not included (national- and state-level figures are presented, however, in the National Public Education Financial Survey).

NCES partners with the U.S. Census Bureau in the collection of school district finance data. The Census Bureau distributes Census Form F-33, Annual Survey of School System Finances, to all SEAs, and representatives from the SEAs collect and edit data from their LEAs and submit data to the Census Bureau. The Census Bureau then produces two data files: one for distribution and reporting by NCES and the other for distribution and reporting by the Census Bureau. The files include variables for revenues by source, expenditures by function and object, indebtedness, assets, and student membership counts, as well as identification variables.

The coverage of the F-33 survey is different from the coverage of the NPEFS survey, as NPEFS includes special state-run and federal-run school districts that are not included in the F-33. In addition, variation in data availability between the two surveys may occur in cases where some data are available at the state level but not at the district level, and this might result in state-aggregated district totals from F-33 differing from the state totals in NPEFS. When states submit NPEFS and F-33 data in their

own financial accounting formats instead of the NCES-requested format, variation in the state procedures may result in variation in the data. In these instances, Census Bureau analysts design and implement a crosswalk system to conform state-formatted data to the format for variables in the F-33. Also, differences between the two surveys in the reporting of expenditures for similar data items can occur when there are differences in the methodology that the state respondents use to crosswalk their NPEFS or F-33 data.

Finally, the imputation and editing processes and procedures of the two surveys can vary. For further detail on imputations and data editing in the F-33 and NPEFS surveys, please see the FY 17 NCES F-33 (Cornman, Ampadu, and Hanak 2020 [NCES 2020-304]) and NPEFS (Cornman et al. 2019 [NCES 2020-302]) survey documentation.

The following text table lists the CCD file versions used in the current edition of the *Digest of Education Statistics*:

Table G. Common Core of Data (CCD) file versions used in the current edition of the Digest of Education Statistics: 1986-87 through 2017-18

Year	State Nonfiscal Survey of Public Elementary and Secondary Education	NCES CCD State Dropout and Completion Data	National Public Education Financial Survey	Local Education Agency Universe Survey	School District Finance Survey	Public Elementary/ Secondary School Universe File
1986–87 (FY 1987)	v.1c	†	v.1b–Revised	v.1	+	v.1
1987–88 (FY 1988)	v.1c	1	v.1b-Revised	v.1 v.1	 	v.1 v.1
1988–89 (FY 1989)	v.1c	 	v.1b-Revised	v. 1 v. 1	 	v. 1 v. 1
1989–90 (FY 1990)	v.1c	¦	v.1b-Revised	v.1 v.1	v.1a–Final <sup>1</sup>	v. 1 v. 1
1990–91 (FY 1991)	v.1c	¦	v.1b-Revised	v.1 v.1	v.ru r.nur †	v.1 v.1
1991–92 (FY 1992)	v.1c	¦	v.1b-Revised	v.1 v.1	v.1a–Final <sup>1</sup>	Revised
1992–93 (FY 1993)	v.1c	+	v.1b-Revised	v.1	†	v.1
1993–94 (FY 1994)	v.1b	÷	v.1b-Revised	v.1	+	Revised
1994–95 (FY 1995)	v.1b	<u> </u>	v.1b-Revised	Revised	v.1d-Revised <sup>1</sup>	Revised
1995-96 (FY 1996)	v.1b	÷	v.1b-Revised	v.1	v.1b-Revised <sup>1</sup>	v.1
1996–97 (FY 1997)	v.1c	÷	v.1b-Revised	v.1	v.1a-Final <sup>1</sup>	v.1
1997–98 (FY 1998)	v.1c	<u>†</u>	v.1b-Revised	v.1	v.1e-Revised1	v.1
1998–99 (FY 1999)	v.1b	†	v.1b-Revised	v.1c	v.1c-Revised1	v.1c
1999-2000 (FY 2000)	v.1b	†	v.1b-Revised	v.1b	v.1d-Revised1	v.1b
2000-01 (FY 2001)	v.1c	†	v.1b-Revised	v.1a	v.1d-Revised1	v.1a
2001-02 (FY 2002)	v.1c	†	v.1c-Revised	v.1a	v.1c-Revised1	v.1a
2002-03 (FY 2003)	v.1b	†	v.1b-Revised	v.1a	v.1b-Revised1	v.1a
2003-04 (FY 2004)	v.1b	†	v.1b-Revised	v.1b	v.1b-Revised1	v.1a
2004-05 (FY 2005)	v.1f	†	v.1b-Revised	v.1c	v.1c-Revised1	v.1b
2005-06 (FY 2006)	v.1b	v.1b	v.1b-Revised	v.1a	v.1a–Final <sup>1</sup>	v.1a
2006-07 (FY 2007)	v.1c	v.1a	v.1b-Revised	v.1c	v.1a-Final <sup>1</sup>	v.1c
2007-08 (FY 2008)	v.1b	v.1a	v.1b-Revised	v.1b	v.1a–Final <sup>1</sup>	v.1b
2008-09 (FY 2009)	v.1c	v.1a	v.1b-Revised	v.1a	v.1a–Final <sup>1</sup>	v.1b
2009-10 (FY 2010)	v.1b	v.1a	v.2a–Final	v.2a	v.1a-Provisional1	v.2a
2010-11 (FY 2011)	v.1a	v.1a-Provisional <sup>1</sup>	v.2a–Final	v.2a	v.1a-Provisional1	v.2a
2011-12 (FY 2012)	v.1a	v.1a–Preliminary	v.2a–Final	v.1a	v.1a-Provisional	v.1a
2012-13 (FY 2013)	v.1a	_	v.2a–Final	v.1a	v.1a-Provisional	v.1a
2013-14 (FY 2014)	v.1a	_	v.2a–Final	v.1a	v.1a-Provisional	v.1a
2014-15 (FY 2015)	v.1a	-	v.2a–Final	v.1a	v.1a-Provisional	v.1a
2015-16 (FY 2016)	v.1a	-	v.2a–Final	v.1a	v.1a–Provisional	v.2a
2016-17 (FY 2017)	v.1a	-	v.1a-Provisional	v.1a	v.1a–Provisional	v.1a
2017–18 (FY 2018)	v.1a	_		v.1a	_	v.1a

<sup>-</sup>Not available.

NOTE: Preliminary data have been edited but are subject to further NCES quality control procedures. Provisional data have undergone all NCES data quality control procedures. NCES releases a final data file after a publication using provisional data has been released.

Further information on the nonfiscal CCD data may be obtained from

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If NCES receives revised data from states or discovers errors in the final data file, a revised data file is released.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), retrieved April 30, 2020, from <a href="https://nces.ed.gov/ccd/ccddata.asp">https://nces.ed.gov/ccd/ccddata.asp</a>. (This table was prepared April 2020.)

Further information on the fiscal CCD data may be obtained from

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<sup>†</sup>Not applicable. Survey not conducted.

<sup>&</sup>lt;sup>1</sup>Data not used in current edition of *Digest of Education Statistics*.

# Early Childhood Longitudinal Study, Birth Cohort

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was designed to provide policymakers, researchers, child care providers, teachers, and parents with nationally representative information about children's early learning experiences and their transition to child care and school. From the time the ECLS-B children were infants until they entered kindergarten, their cognitive and physical development was measured using standardized assessments, and information about their care and learning experiences at home, in early care and education settings, and at school was collected through interviews with adults in the children's lives.

Data were collected from a sample of about 14,000 children born in the United States in 2001, representing a population of approximately 4 million. The children participating in the study came from diverse socioeconomic and racial/ethnic backgrounds, with oversamples of Chinese, other Asian and Pacific Islander, and American Indian/Alaska Native children. There were also oversamples of twins and of children born with moderately low and very low birthweight. Children, their parents (including nonresident and resident fathers), their child care and early education providers, and their kindergarten teachers provided information on children's cognitive, social, emotional, and physical development. Information was also collected about the children's experiences across multiple settings (e.g., home, child care, and school).

Information about the ECLS-B children was collected when they were approximately 9 months old (2001–02), 2 years old (2003–04), and 4 years old/preschool age (2005–06). Additionally, in fall 2006, data were collected from all participating sample children, approximately 75 percent of whom were in kindergarten or higher. In fall 2007, data were collected from the approximately 25 percent of participating sample children who had not yet entered kindergarten or higher in the previous collection, as well as children who were repeating kindergarten in the 2007–08 school year.

In every round of data collection, children participated in assessment activities and parent respondents (usually the mothers of the children) were asked about themselves, their families, and their children. Resident fathers were asked about themselves and their role in the ECLS-B children's lives in the 9-month, 2-year, and preschool collections. Similar information was collected from nonresident biological fathers in the 9-month and 2-year collections. In addition, beginning when the children were 2 years old, their child care and early education providers were asked to provide information about their own experience and training and their setting's learning environment. At 2 years and at preschool, observations were conducted in the regular nonparental care and education arrangements of a subsample of children in order to obtain information about the quality of

the arrangements. When the ECLS-B children were in kindergarten, their teachers were asked to provide information about the children's early learning experiences and their school and classroom environments. Also, the before- and after-school care and education providers of children in kindergarten were asked to provide information about their own experience, their training, and their setting's learning environment. School-level data, taken from other NCES datasets (the Common Core of Data and the Private School Universe Survey), and residential ZIP codes collected at each wave are also available.

Further information on the ECLS-B may be obtained from

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## Early Childhood Longitudinal Study, Kindergarten Class of 1998–99

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) was designed to provide detailed information on children's school experiences throughout elementary school and into middle school. The study began in fall 1998. A nationally representative sample of about 21,300 children enrolled in 940 kindergarten programs during the 1998–99 school year was selected to participate in the ECLS-K. The children attended both public and private kindergartens and full- and part-day programs. The sample included children from different racial/ethnic and socioeconomic backgrounds and oversamples of Asian and Pacific Islander children and private school kindergartners.

In the kindergarten year (1998–99), base-year data were collected in the fall and spring. In the first-grade year (1999–2000), data were collected again in the fall and spring. In the 3rd-grade (2002), 5th-grade (2004), and 8th-grade (2007) years, data were collected in the spring. The fall 1999 collection drew from a 30 percent subsample of schools; all other collections drew from the full sample of schools.

From kindergarten through 5th grade, the ECLS-K included a direct child cognitive assessment that was administered one on one with each child in the study. The assessment used a computer-assisted personal interview (CAPI) approach and a two-stage adaptive testing methodology. In the 8th grade, a two-stage adaptive paper-and-pencil assessment was administered in small groups. In kindergarten and first grade, the assessment included three cognitive domains: reading, mathematics, and general knowledge. General knowledge was replaced by science in the 3rd, 5th, and 8th

grades. Children's height and weight were measured at each data collection point, and a direct measure of children's psychomotor development was administered in the fall of the kindergarten year only. In addition to these measures, the ECLS-K collected information about children's social skills and academic achievement through teacher reports in every grade and through student reports in the 3rd, 5th, and 8th grades.

A computer-assisted telephone interview with the children's parents/guardians was conducted at each data collection point. Parents/guardians were asked to provide key information about the children in the ECLS-K sample on subjects such as family structure (e.g., household members and composition), family demographics (e.g., family members' age, relation to the child being studied, and race/ethnicity), parent involvement, home educational activities (e.g., reading to the child), child health, parental education and employment status, and the social skills and behaviors of their children.

Data on the schools that children attended and their classrooms were collected through self-administered questionnaires completed by school administrators and classroom teachers. Administrators provided information about their schools' populations, programs, and policies. At the classroom level, data were collected from teachers on the composition of the classroom, teaching practices, curriculum, and teacher qualifications and experience. In addition, special education teachers and related services staff provided reports on the services received by children with an Individualized Education Program (IEP).

Further information on the ECLS-K may be obtained from

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## Early Childhood Longitudinal Study, Kindergarten Class of 2010–11

The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) provides detailed information on the school achievement and experiences of students throughout their elementary school years. The students who participated in the ECLS-K:2011 were followed longitudinally from the kindergarten year (the 2010–11 school year) through spring 2016, when most of them were expected to be in 5th grade. This sample of students was designed to be nationally representative of all students who were enrolled in kindergarten or who were of kindergarten age and being educated in an ungraded classroom or school in the United

States in the 2010–11 school year, including those in public and private schools, those who attended full-day and part-day programs, those who were in kindergarten for the first time, and those who were kindergarten repeaters. Students who attended early learning centers or institutions that offered education only through kindergarten were included in the study sample and represented in the cohort if those institutions were included in NCES's Common Core of Data or Private School Survey universe collections.

The ECLS-K:2011 placed emphasis on measuring students' experiences within multiple contexts and development in multiple domains. The design of the study included the collection of information from the students, their parents/guardians, their teachers, and their schools. Information was also collected from their before- and after-school care providers in the kindergarten year.

A nationally representative sample of approximately 18,170 children from about 1,310 schools participated in the base-year administration of the ECLS-K:2011 in the 2010–11 school year. The sample included children from different racial/ethnic and socioeconomic backgrounds. Asian/Pacific Islander students were oversampled to ensure that the sample included enough students of this race/ ethnicity to make accurate estimates for the group as a whole. Nine data collections were conducted: fall and spring of the children's kindergarten year (the base year), fall 2011 and spring 2012 (the 1st-grade year), fall 2012 and spring 2013 (the 2nd-grade year), spring 2014 (the 3rd-grade year), spring 2015 (the 4th-grade year), and spring 2016 (the 5th-grade year). Although the study refers to later rounds of data collection by the grade the majority of children were expected to be in (that is, the modal grade for children who were in kindergarten in the 2010-11 school year), children were included in subsequent data collections regardless of their grade level.

A total of approximately 780 of the 1,310 originally sampled schools participated during the base year of the study. This translates to a weighted unit response rate (weighted by the base weight) of 63 percent for the base year. In the base year, the weighted child assessment unit response rate was 87 percent for the fall data collection and 85 percent for the spring collection, and the weighted parent unit response rate was 74 percent for the fall collection and 67 percent for the spring collection.

Fall and spring data collections were conducted in the 2011–12 school year, when the majority of the children were in the 1st grade. The fall collection was conducted within a 33 percent subsample of the full base-year sample, and the spring collection was conducted within the full base-year sample. The weighted child assessment unit response rate was 89 percent for the fall data collection and 88 percent for the spring collection, and the weighted parent unit response rate was 87 percent for the fall data collection and 76 percent for the spring data collection.

In the 2012–13 data collection (when the majority of the children were in the 2nd grade) the weighted child

assessment unit response rate was 84.0 percent in the fall and 83.4 percent in the spring. In the 2014 spring data collection (when the majority of the children were in the 3rd grade), the weighted child assessment unit response rate was 79.9 percent. In the 2015 spring data collection (when the majority of the children were in the 4th grade), the weighted child assessment unit response rate was 77.3 percent; in the 2016 spring data collection (when the majority of the children were in the 5th grade), the weighted child assessment unit response rate was 72.4 percent.

Further information on ECLS-K:2011 may be obtained from

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## Education Longitudinal Study of 2002

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that is monitoring the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Survey waves follow both students and high school dropouts and monitor the transition of the cohort to postsecondary education, the labor force, and family formation.

In the base year of the study, of 1,200 eligible contacted schools, 750 participated, for an overall weighted school participation rate of approximately 68 percent (62 percent unweighted). Of 17,600 selected eligible students, 15,400 participated, for an overall weighted student response rate of approximately 87 percent. (School and student weighted response rates reflect use of the base weight [design weight] and do not include nonresponse adjustments.) Information for the study is obtained not just from students and their school records, but also from the students' parents, their teachers, their librarians, and the administrators of their schools.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics. Sample freshening was conducted to make the study representative of spring 2004 high school seniors nationwide. Students who were not still at their base schools were all administered a questionnaire. The first follow-up weighted student response rate was 89 percent.

The second follow-up, conducted in 2006, continued to follow the sample of students into postsecondary education, the workforce, or both. The weighted student response rate for this follow-up was 82 percent. The third follow-up, which had a weighted student response rate of 78 percent, was conducted in 2012; the data were released in January 2014.

The postsecondary transcript data collection was conducted in 2013-14. Postsecondary transcripts were requested for each of the ELS:2002 sample members who reported attending a postsecondary institution in the Integrated Postsecondary Education Data System (IPEDS). Transcripts were obtained for 11,623 of 12,549 eligible sample members for a weighted response rate of 77 percent. For more information on the postsecondary transcript data collection, see Education Longitudinal Study of 2002 (ELS:2002): A First Look at the Postsecondary Transcripts of 2002 High School Sophomores (NCES 2015-034).

Further information on ELS:2002 may be obtained from

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## Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of U.S. Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other U.S. Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a sample that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

Further information on the FRSS may be obtained from

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## Condition of Public School Facilities in the United States

Condition of America's Public School Facilities: 1999 (NCES 2000-032) is a report that presents national data about the condition of public schools in 1999. It provides results from the survey "Condition of Public School Facilities, 1999" (FRSS 73), which was conducted by NCES using its Fast Response Survey System (FRSS). The survey collected information about the condition of school facilities and the costs of bringing them into good condition; school plans for repairs, renovations, and replacements; the age of public schools; and overcrowding and practices used to address overcrowding. The results presented in this report are based on questionnaire data for 900 public elementary and secondary schools in the United States. The responses were weighted to produce national estimates that represent all regular public schools in the United States.

In 2013, NCES conducted "Condition of Public School Facilities: 2012–13" (FRSS 105), an FRSS survey covering most of the same topics. The First Look report *Condition of America's Public School Facilities: 2012–13* (NCES 2014-022) is based on results from this FRSS survey.

Further information on these FRSS reports and surveys may be obtained from

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## Public School Principals Report on Their School Facilities: Fall 2005

This report (NCES 2007-007) presents information on the extent of the match between the enrollment and the capacity of school buildings, environmental factors that can affect the use of classrooms and school buildings, the extent and ways in which schools use portable buildings and the reasons for using them, the availability of dedicated rooms for particular subject areas (such as science labs or music rooms), and the cleanliness and maintenance of student restrooms.

Results from the FRSS survey "Public School Principals' Perceptions of Their School Facilities: Fall 2005" (FRSS 88) form the basis of the report. The survey was mailed to school principals, who were asked to complete it themselves. The sample included 1,205 public schools in the 50 states and the District of Columbia. The sample was selected from the 2002–03 Common Core of Data (CCD) Public Elementary/Secondary School Universe File, the most current available at the time of selection. Of the 1,205 schools surveyed, 47 were determined to be ineligible. Of the remaining 1,158 schools, responses were received from 1,045. Data have been weighted to yield national estimates

of public elementary/secondary schools. The unweighted response rate was 90 percent, and the weighted response rate was 91 percent.

Further information on this report may be obtained from

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## Internet Access in U.S. Public Schools and Classrooms: 1994–2005

This report (NCES 2007-020) is based on data collected in the FRSS survey "Internet Access in U.S. Public Schools, Fall 2005" (FRSS 90). The survey was designed to assess the federal government's commitment to assist every school and classroom in connecting to the Internet by the year 2000.

In 1994, NCES began surveying approximately 1,000 public schools each year regarding their access to the Internet, access in classrooms, and, since 1996, their type of internet connections. Later administrations of this survey were expanded to cover emerging issues. The 2003 survey (FRSS 86) was designed to update the questions in the 2002 survey (FRSS 83) and covered the following topics: school connectivity, student access to computers and the Internet, school websites, technologies and procedures to prevent student access to inappropriate websites, and teacher professional development on how to incorporate the Internet into the curriculum.

In 2005, respondents were asked about the number of instructional computers with access to the Internet, the types of internet connections, the technologies and procedures used to prevent student access to inappropriate material on the Internet, and the availability of handheld and laptop computers for students and teachers. Respondents also provided information on teacher professional development in integrating the use of the Internet into the curriculum and using the Internet to provide opportunities and information for teaching and learning.

### Use of Educational Technology in Public Schools

In 2008, the NCES survey on educational technology use in public schools was redesigned and expanded to a set of three surveys (i.e., a school-level, a district-level, and a teacher-level survey). The three surveys provide complementary information and together cover a broader range of topics than would be possible with one survey alone. The set of surveys collected data on availability and use of a range of educational technology resources, such as district and school networks, computers, devices that enhance the capabilities of computers for instruction, and computer software. They also collected information on leadership and staff support for educational technology within districts and schools.

Educational Technology in U.S. Public Schools: Fall 2008 (NCES 2010-034) is based on the school-level survey, "Education Technology in U.S. Public Schools: Fall 2008" (FRSS 92); Educational Technology in Public School Districts: Fall 2008 (NCES 2010-003) is based on the district-level school technology survey, "Educational Technology in Public School Districts, Fall 2008" (FRSS 93); and Teachers' Use of Educational Technology in U.S. Public Schools: 2009 (NCES 2010-040) is based on the teacher-level school technology survey, "Teachers' Use of Educational Technology in U.S. Public Schools, 2009" (FRSS 95).

Further information on internet access and technology use in public schools and classrooms may be obtained from

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# Distance Education for Public Elementary and Secondary School Students

The report *Technology-Based Distance Education Courses for Public Elementary and Secondary School Students:* 2002–03 and 2004–05 (NCES 2008-008) presented data collected in the FRSS survey "Distance Education Courses for Public Elementary and Secondary School Students, 2004–05" (FRSS 89, 2005). The report included national estimates of the prevalence and characteristics of technology-based distance education courses in public schools nationwide in school year 2004–05. The report also compared those data with the baseline data that were collected in the FRSS survey "Distance Education Courses for Public Elementary and Secondary School Students: 2002–03" (FRSS 84, 2003) and provided longitudinal analysis of change in the districts that responded to both the 2002–03 and 2004–05 surveys.

Distance education courses were defined as credit-granting courses offered to elementary and secondary school students enrolled in the district in which the teacher and student were in different locations. These courses could be delivered via audio, video (live or prerecorded), or Internet or other computer technologies.

Distance Education Courses for Public Elementary and Secondary School Students: 2009–10 (NCES 2012–008) presents national estimates about student enrollment in distance education courses in public school districts. The estimates are based on a district survey, "Distance Education Courses for Public Elementary and Secondary School Students: 2009–10" (FRSS 98, 2010), about distance education courses offered by the district or by any of the schools in the district during the 12-month 2009–10 school year. Distance education courses were defined as courses offered to elementary and secondary school students regularly

enrolled in the district that were (1) credit granting; (2) technology delivered; and (3) had the instructor in a different location than the students and/or had course content developed in, or delivered from, a different location than that of the students.

Further information on FRSS reports on distance education may be obtained from

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### School Safety and Discipline

The FRSS survey "School Safety and Discipline: 2013–14" (FRSS 106, 2014) collected nationally representative data on public school safety and discipline for the 2013–14 school year. The topics covered included specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses.

The survey was mailed to approximately 1,600 regular public schools in the 50 states and the District of Columbia. Recipients were informed that the survey was designed to be completed by the person most knowledgeable about safety and discipline at the school. The unweighted survey response rate was 86 percent, and the weighted response rate using the initial base weights was 85 percent. The survey weights were adjusted for questionnaire/unit nonresponse, and the data were then weighted to yield national estimates that represent all eligible regular public schools in the United States. The report *Public School Safety and Discipline: 2013–14* (NCES 2015-051) presents selected findings from the survey.

Further information on this FRSS survey may be obtained from

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#### Career and Technical Education in Public Schools

The FRSS survey "Career and Technical Education Programs in Public School Districts" (FRSS 108, 2017) collected nationally representative data on career and technical education (CTE) programs. CTE programs were defined as sequences of courses at the high school level that provide students with the academic and technical knowledge and skills needed to prepare for further education and

careers in current or emerging professions. Districts were instructed to include all CTE programs that the district offers to high school students, including programs provided by the district or by other entities (such as an area/regional CTE center, a consortium of districts, or a community or technical college).

The survey was mailed to approximately 1,800 regular public school districts with high school grades in the United States (the 50 states and the District of Columbia). The survey was to be completed by the person in the district most knowledgeable about career and technical education programs for high school students. The unweighted survey response rate was 87 percent, and the weighted response rate using the initial base weights was 86 percent. The survey weights were adjusted for questionnaire/unit nonresponse, and the data were then weighted to yield national estimates that represent all eligible public school districts with high schools in the United States. The report *Career and Technical Education Programs in Public School Districts: 2016–17: First Look* (NCES 2018-028) presents selected findings from the survey.

Further information on this FRSS survey may be obtained from

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## Federal Support for Education

NCES prepares an annual compilation of federal funds for education for the *Digest of Education Statistics*. Data for U.S. Department of Education programs come from the U.S. Department of Education budget office. Budget offices of other federal agencies provide information for all other federal program support except for research funds, which are obligations reported by the National Science Foundation in *Federal Funds for Research and Development*. Some data are based on reports from the federal agencies contacted and the *Budget of the United States Government*, and some data are estimated.

Except for money spent on research, outlays are used to report program funds to the extent possible. Some *Digest of Education Statistics* tables report program funds as obligations, as noted in the title of the table. Some federal program funds not commonly recognized as education assistance are also included in the totals reported. For example, portions of federal funds paid to some states and counties as shared revenues resulting from the sale of timber and minerals from public lands have been estimated as funds used for education purposes. Parts of the funds received by states (in 1980) and localities (from 1972 to 1986) under the General Revenue Sharing Program are also included, as are portions of federal funds received by the District of Columbia.

The share of federal funds assigned to education for the District of Columbia is assumed to be equal to the share of the city's general fund expenditures for each level of education.

For the job training programs conducted by the Department of Labor, only estimated sums spent on classroom training have been reported as educational program support.

During the 1970s, the Office of Management and Budget (OMB) prepared an annual analysis of federal education program support. These were published in the Budget of the United States Government, Special Analyses. The information presented in this report is not, however, a continuation of the OMB series. A number of differences in the two series should be noted. OMB required all federal agencies to report outlays for education-related programs using a standardized form, thereby assuring agency compliance in reporting. The scope of education programs reported in the Digest of Education Statistics differs from the scope of programs reported in the OMB reports. Off-budget items such as the annual volume of guaranteed student loans were not included in OMB's reports. Finally, while some mention is made of an annual estimate of federal tax expenditures, OMB did not include them in its annual analysis of federal education support. Estimated federal tax expenditures for education are the difference between current federal tax receipts and what these receipts would be without existing education deductions to income allowed by federal tax provisions.

Further information on federal support for education may be obtained from

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# High School and Beyond Longitudinal Study

The High School and Beyond Longitudinal Study (HS&B) is a nationally representative sample survey of individuals who were high school sophomores and seniors in 1980. As a large-scale, longitudinal survey, its primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the American educational system and take on their adult roles. The study contributes to the understanding of the development of young adults and the factors that determine individual education and career outcomes. The availability of these longitudinal data encourages research in such areas as the strength of secondary school curricula, the quality and effectiveness of secondary and postsecondary schooling, the demand for postsecondary education, problems of financing postsecondary education, and the adequacy of postsecondary alternatives open to high school students.

The HS&B survey gathered data on the education, work, and family experiences of young adults for the pivotal years during and immediately following high school. The student questionnaire covered school experiences, activities, attitudes, plans, selected background characteristics, and language proficiency. Parents were asked about their educational aspirations for their children and plans for how their postsecondary education would be financed. Teachers were surveyed regarding their assessments of their students' futures. The survey also collected detailed information, from complete high school transcripts, on courses taken and grades achieved.

The base-year survey (conducted in 1980) was a probability sample of 1,015 high schools with a target number of 36 sophomores and 36 seniors in each school. A total of 58,270 students participated in the base-year survey. Substitutions were made for nonparticipating schools—but not for students—in those strata where it was possible. Overall, 1,120 schools were selected in the original sample and 810 of these schools participated in the survey. An additional 200 schools were drawn in a replacement sample. Student refusals and absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed.

The first HS&B follow-up activities took place in spring 1982. The sample for the first follow-up survey included approximately 30,000 individuals who were sophomores in 1980. The completion rate for sample members eligible for on-campus survey administration was about 96 percent. About 89 percent of the students who left school between the base-year and first follow-up surveys (e.g., dropouts, transfer students, and early graduates) completed the first follow-up sophomore questionnaire.

As part of the first follow-up survey of HS&B, transcripts were requested in fall 1982 for an 18,150-member subsample of the sophomore cohort. Of the 15,940 transcripts actually obtained, 12,120 transcripts represented students who had graduated in 1982 and thus were eligible for use in the overall curriculum analysis presented in this publication. All courses in each transcript were assigned a 6-digit code based on the Classification of Secondary School Courses (a coding system developed to standardize course descriptions; see <a href="https://nces.ed.gov/surveys/hst/">https://nces.ed.gov/surveys/hst/</a> courses.asp). Credits earned in each course are expressed in Carnegie units. (The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course. To receive credit for a course, the student must have received a passing grade-"pass," "D," or higher.) Students who transferred from public to private schools or from private to public schools between their sophomore and senior years were eliminated from public/ private analyses.

In designing the senior cohort first follow-up survey, one of the goals was to reduce the size of the retained sample while still keeping sufficient numbers of various racial/ethnic groups to allow important policy analyses. A total of about 11,230 of the 12,000 individuals subsampled (93.6 percent) completed the questionnaire. Information was obtained about the respondents' school and employment experiences, family status, and attitudes and plans.

The samples for the second follow-up, which took place in spring 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rate for the senior cohort was 91 percent, and the completion rate for the sophomore cohort was 92 percent.

HS&B third follow-up data collection activities were performed in spring 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second follow-up survey. The completion rates for the sophomore and senior cohort samples were 91 percent and 88 percent, respectively.

HS&B fourth follow-up data collection activities were performed in 1992 but only covered the 1980 sophomore class. These activities included examining aspects of these students' early adult years, such as enrollment in postsecondary education, experience in the labor market, marriage and child rearing, and voting behavior. In the postsecondary transcript update conducted in 1993, transcripts were collected based on student reports of enrollment in postsecondary education.

An NCES series of technical reports and data file user's manuals, available electronically, provides additional information on the survey methodology.

Further information on HS&B may be obtained from

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## High School Longitudinal Study of 2009

The High School Longitudinal Study of 2009 (HSLS:09) is a nationally representative, longitudinal study of approximately 21,000 9th-grade students in 944 schools who will be followed through their secondary and postsecondary years. The study focuses on understanding students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. The HSLS:09 questionnaire is focused on, but not limited to, information on science, technology, engineering, and mathematics (STEM) education and careers. It is designed to provide data on mathematics and science education, the changing high school environment, and postsecondary education. This study features a new student assessment in algebra skills, reasoning, and problem solving and includes surveys of students, their

parents, math and science teachers, and school administrators, as well as a new survey of school counselors.

The HSLS:09 base year took place in the 2009–10 school year, with a randomly selected sample of fall-term 9th-graders in more than 900 public and private high schools that had both a 9th and an 11th grade. Students took a mathematics assessment and survey online. Students' parents, principals, and mathematics and science teachers and the school's lead counselor completed surveys on the phone or online.

The HSLS:09 student questionnaire includes interest and motivation items for measuring key factors predicting choice of postsecondary paths, including majors and eventual careers. This study explores the roles of different factors in the development of a student's commitment to attend college and then take the steps necessary to succeed in college (the right courses, courses in specific sequences, etc.). Questionnaires in this study have asked more questions of students and parents regarding reasons for selecting specific colleges (e.g., academic programs, financial aid and access prices, and campus environment).

The first follow-up of HSLS:09 occurred in spring 2012, when most sample members were in the 11th grade. A between-round postsecondary status update survey took place in the spring of students' expected graduation year (2013). It asked respondents about college applications, acceptances, and rejections, as well as their actual college choices. In fall 2013 and spring 2014, high school transcripts were collected and coded.

A full second follow-up took place in 2016, when most sample members were 3 years beyond high school graduation. Additional follow-ups are planned, to at least age 30.

Further information on HSLS:09 may be obtained from

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## High School Transcript Studies

High school transcript studies have been conducted since 1982 in conjunction with major NCES data collections. The studies collect information that is contained in a student's high school record—courses taken while attending secondary school, information on credits earned, when specific courses were taken, and final grades.

A high school transcript study was conducted in 2004 as part of the Education Longitudinal Study of 2002 (ELS:2002/2004). A total of 1,550 schools participated in the request for transcripts, for an unweighted participation rate of approximately 79 percent. Transcript information

was received on 14,920 members of the student sample (not just graduates), for an unweighted response rate of 91 percent.

Similar studies were conducted on the coursetaking patterns of 1982, 1987, 1990, 1992, 1994, 1998, 2000, 2005, and 2009 high school graduates. The 1982 data are based on approximately 12,000 transcripts collected by the High School and Beyond Longitudinal Study (HS&B). The 1987 data are based on approximately 25,000 transcripts from 430 schools obtained as part of the 1987 NAEP High School Transcript Study, a scope comparable to that of the NAEP transcript studies conducted in 1990, 1994, 1998, and 2000. The 1992 data are based on approximately 15,000 transcripts collected by the National Education Longitudinal Study of 1988 (NELS:88/92). The 2005 data, from the 2005 NAEP High School Transcript Study, come from a sample of over 26,000 transcripts from 640 public schools and 80 private schools. The 2009 data are from the 2009 NAEP High School Transcript Study, which collected transcripts from a nationally representative sample of 37,700 high school graduates from about 610 public schools and 130 private schools.

Because the 1982 HS&B transcript study used a different method for identifying students with disabilities than was used in NAEP transcript studies after 1982, and in order to make the statistical summaries as comparable as possible, all the counts and percentages in this report are restricted to students whose records indicate that they had not participated in a special education program. This restriction lowers the number of 1990 graduates represented in the tables to 20,870.

Further information on NAEP high school transcript studies may be obtained from

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# Integrated Postsecondary Education Data System

IPEDS consists of 12 interrelated survey components that provide information on postsecondary institutions and academic libraries at these institutions, student enrollment, student financial aid, programs offered, retention and graduation rates, degrees and certificates conferred, and the human and financial resources involved in the provision of institutionally based postsecondary education. Prior to 2000, the IPEDS survey had the following subject-matter components: Institutional Characteristics; Total Institutional Activity (these data were moved to the Institutional Characteristics component in 1990–91, then to the Fall Enrollment component in 2000–01); Fall Enrollment; Fall Staff; Salaries,

Beginning in 2008–09, the first-professional degree category was combined with the doctor's degree category. However, some degrees formerly identified as first-professional that take more than 2 full-time-equivalent academic years to complete, such as those in Theology (M.Div., M.H.L./Rav), are included in the master's degree category. Doctor's degrees were broken out into three distinct categories: research/scholarship, professional practice, and other doctor's degrees.

The collection of race/ethnicity data also changed in 2008–09. IPEDS now collects a count of students who identify as Hispanic and counts of non-Hispanic students who identify with each race category. The "Asian" race category is now separate from the "Native Hawaiian or Other Pacific Islander" category, and a new category of "Two or more races" has been added.

The degree-granting institutions portion of IPEDS is a census of colleges that award associate's or higher degrees and are eligible to participate in Title IV financial aid programs. Prior to 1993, data from technical and vocational institutions were collected through a sample survey. Beginning in 1993, all data are gathered in a census of all postsecondary institutions. Beginning in 1997, the survey was restricted to institutions participating in Title IV programs. The tabulations developed for editions of the *Digest of Education Statistics* from 1993 forward are based on lists of all institutions and are not subject to sampling errors.

The classification of institutions offering college and university education changed as of 1996. Prior to 1996, institutions that either had courses leading to an associate's or higher degree or that had courses accepted for credit toward those degrees were considered higher education institutions. Higher education institutions were accredited by an agency or association that was recognized by the U.S. Department of Education or were recognized directly by the Secretary of Education. The newer standard includes institutions that award associate's or higher degrees and that are eligible to participate in Title IV federal financial aid programs. Tables that contain any data according to this standard are titled "degree-granting" institutions. Timeseries tables may contain data from both series, and they are noted accordingly. The impact of this change on data collected in 1996 was not large. For example, tables on faculty salaries and benefits were affected only to a small extent. Also, degrees awarded at the bachelor's level or higher were not heavily affected. The largest impact was on private 2-year college enrollment. In contrast, most of the data on public 4-year colleges were affected to a minimal extent. The impact on enrollment in public 2-year colleges was noticeable in certain states, such as Arizona, Arkansas, Georgia, Louisiana, and Washington, but was relatively small at the national level. Overall, total enrollment for all institutions was about one-half of 1 percent higher in 1996 for degree-granting institutions than for higher education institutions.

Prior to the establishment of IPEDS in 1986, the Higher Education General Information Survey (HEGIS) acquired and maintained statistical data on the characteristics and operations of higher education institutions. Implemented in 1966, HEGIS was an annual universe survey of institutions accredited at the college level by an agency recognized by the Secretary of the U.S. Department of Education. These institutions were listed in NCES's *Education Directory, Colleges and Universities*.

HEGIS surveys collected information on institutional characteristics, faculty salaries, finances, libraries, fall enrollment, student residence and migration, and earned degrees. Since these surveys, like IPEDS, were distributed to all higher education institutions, the data presented are not subject to sampling error. However, they are subject to nonsampling error, the sources of which varied with the survey instrument.

The NCES Taskforce for IPEDS Redesign recognized that there were issues related to the consistency of data definitions as well as the accuracy, reliability, and validity of other quality measures within and across surveys. The IPEDS redesign in 2000 provided institution-specific web-based data forms. While the new system shortened data processing time and provided better data consistency, it did not address the accuracy of the data provided by institutions.

Beginning in 2003–04 with the Prior Year Data Revision System, prior-year data have been available to institutions entering current data. This allows institutions to make changes to their prior-year entries either by adjusting the data or by providing missing data. These revisions allow the evaluation of the data's accuracy by looking at the changes made.

NCES conducted a study (NCES 2005-175) of the 2002–03 data that were revised in 2003–04 to determine the accuracy of the imputations, track the institutions that submitted revised data, and analyze the revised data they submitted. When institutions made changes to their data, NCES accepted that the revised data were the most accurate, correct, and "true" data. The data were analyzed for the number and type of institutions making changes, the type of changes, the magnitude of the changes, and the impact on published data.

Because NCES imputes for missing data, imputation procedures were also addressed by the Redesign Taskforce. For the 2003-04 assessment, differences between revised values and values that were imputed in the original files were compared (i.e., revised value minus imputed value). These differences were then used to provide an assessment of the effectiveness of imputation procedures. The size of the differences also provides an indication of the accuracy of imputation procedures. To assess the overall impact of changes on aggregate IPEDS estimates, published tables for each component were reconstructed using the revised 2002-03 data. These reconstructed tables were then compared to the published tables to determine the magnitude of aggregate bias and the direction of this bias. The aggregate bias analysis revealed that, generally, differences between originally published estimates and revised estimates were small.

Since the 2000–01 data collection year, IPEDS data collections have been web based. Data have been provided by "keyholders," institutional representatives appointed by campus chief executives, who are responsible for ensuring that survey data submitted by the institution are correct and complete. Because Title IV institutions are the primary focus of IPEDS and because these institutions are required to respond to IPEDS, response rates for Title IV institutions have been high (data on specific components are cited below). More details on the accuracy and reliability of IPEDS data can be found in the *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175).

Further information on IPEDS may be obtained from

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### Fall (12-month Enrollment)

The 12-month period during which data are collected is July 1 through June 30. Data are collected by race/ethnicity, gender, and level of study (undergraduate or postbaccalaureate) and include unduplicated headcounts and instructional activity (contact or credit hours). These data are also used to calculate a full-time-equivalent (FTE) enrollment based on instructional activity. FTE enrollment is useful for gauging the size of the educational enterprise at the institution. Prior to the 2007-08 IPEDS data collection, the data collected in the 12-month Enrollment component were part of the Fall Enrollment component, which is conducted during the spring data collection period. However, to improve the timeliness of the data, a separate 12-month Enrollment survey component was developed in 2007. These data are now collected in the fall for the previous academic year. The response rate for the 12-month Enrollment component of the fall 2018 data collection was nearly 100 percent. Data from 2 of the 6,274 Title IV institutions that were expected to respond to this component were imputed due to unit nonresponse.

Further information on the IPEDS 12-month Enrollment component may be obtained from

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### Fall (Completions)

The Completions component collects data on the number of students who complete a postsecondary education program (completers) and the number of postsecondary awards earned (completions). This component was part of the HEGIS series throughout its existence. However, the degree classification taxonomy was revised in 1970–71, 1982–83, 1991–92, 2002–03, and 2009–10. Collection of degree data has been maintained through IPEDS.

Degrees-conferred trend tables arranged by the 2009–10 classification are included in the *Digest of Education Statistics* to provide consistent data from 1970–71 through the

most recent year. Data in this edition on associate's and other formal awards below the baccalaureate degree, by field of study, cannot be made comparable with figures from years prior to 1982–83. The nonresponse rate does not appear to be a significant source of nonsampling error for this component. The response rate over the years has been high; for the fall 2018 Completions component, the response rate rounded to 100 percent. Data from 1 of the 6,281 Title IV institutions that were expected to respond to this component were imputed due to unit nonresponse.

Further information on the IPEDS Completions component may be obtained from

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### Fall (Institutional Characteristics)

This survey collects the basic information necessary to classify institutions, including control, level, and types of programs offered, as well as information on tuition, fees, and room and board charges. Beginning in 2000, the survey collected institutional pricing data from institutions with first-time, full-time, degree/certificate-seeking undergraduate students. Unduplicated full-year enrollment counts and instructional activity are now collected in the 12-month Enrollment survey. Beginning in 2008–09, the student financial aid data collected include greater detail.

In the fall 2018 data collection, the response rate for Title IV entities on the Institutional Characteristics component was 100 percent. Of the 6,353 Title IV entities that were expected to respond to this component, all provided data.

Further information on the IPEDS Institutional Characteristics component may be obtained from

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#### Winter (Student Financial Aid)

This component was part of the spring data collection from IPEDS data collection years 2000–01 to 2010–11, but it moved to the winter data collection starting with the 2011–12 IPEDS data collection year. This move assists with the timing of the net price of attendance calculations displayed on College Navigator (<a href="https://nces.ed.gov/collegenavigator/">https://nces.ed.gov/collegenavigator/</a>).

Financial aid data are collected for undergraduate students. Data are collected regarding federal grants, state and local government grants, institutional grants, and loans. The collected data include the number of students receiving each type of financial assistance and the average amount of aid received by type of aid. Beginning in 2008–09, student financial aid data collected includes greater detail on types of aid offered.

In the winter 2018–19 data collection, the Student Financial Aid component collected data about financial aid awarded to undergraduate students, with particular emphasis on full-time, first-time degree/certificate-seeking undergraduate students awarded financial aid for the 2017–18 academic year. In addition, the component collected data on undergraduate and graduate students receiving benefits for veterans and members of the military service. Finally, student counts and awarded aid amounts were collected to calculate the net price of attendance for two subsets of full-time, first-time degree/certificate-seeking undergraduate students: those awarded any grant aid, and those awarded Title IV aid.

The response rate for the Student Financial Aid component in 2018–19 was nearly 100 percent. Of the 6,202 Title IV institutions that were expected to respond, responses were missing for 8 institutions, and these missing data were imputed.

Further information on the IPEDS Student Financial Aid component may be obtained from

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# Winter (Graduation Rates and Graduation Rates 200 Percent)

In IPEDS data collection years 2012–13 and earlier, the Graduation Rates and Graduation Rates 200 Percent components were collected during the spring collection. In the IPEDS 2013–14 data collection year, however, the Graduation Rates and Graduation Rates 200 Percent collections were moved to the winter data collection.

The 2018–19 Graduation Rates component collected counts of full-time, first-time degree/certificate-seeking undergraduate students beginning their postsecondary education in the specified cohort year and their completion status as of 150 percent of normal program completion time at the same institution where the students started. If 150 percent of normal program completion time extended beyond August 31, 2018, the counts as of that date were collected. Four-year institutions used 2012 as the cohort year, while less-than-4-year institutions used 2015 as the

cohort year. Four-year institutions also report for full-time, first-time bachelor's degree-seeking undergraduate students.

Starting with the 2016–17 Graduation Rates component, two new subcohort groups—students who received Pell Grants and students who received a subsidized Direct loan and did not receive Pell Grants—were added.

Of the 5,596 institutions that were expected to respond to the Graduation Rates component, responses were missing for 7 institutions, and these missing data were imputed.

The 2018-19 Graduation Rates 200 Percent component was designed to combine information reported in a prior collection via the Graduation Rates component with current information about the same cohort of students. From previously collected data, the following counts were obtained: the number of students entering the institution as full-time, firsttime degree/certificate-seeking students in a cohort year; the number of students in this cohort completing within 100 and 150 percent of normal program completion time; and the number of cohort exclusions (such as students who left for military service). Then the number of additional cohort exclusions and additional program completers between 151 and 200 percent of normal program completion time was collected. Four-year institutions reported on bachelor's or equivalent degree-seeking students and used cohort year 2010 as the reference period, while less-than-4-year institutions reported on all students in the cohort and used cohort year 2014 as the reference period. Of the 5,203 institutions that were expected to respond to the Graduation Rates 200 Percent component, responses were missing for 4 institutions, and these missing data were imputed.

Further information on the IPEDS Graduation Rates and Graduation Rates 200 Percent components may be obtained from

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#### Winter (Admissions)

In the 2014–15 survey year, an Admissions component was added to the winter data collection. This component was created out of the admissions data that had previously been a part of the fall Institutional Characteristics component. Situating these data in a new component in the winter collection enables all institutions to report data for the most recent fall period.

The Admissions component collects information about the selection process for entering first-time degree/ certificate-seeking undergraduate students. Data obtained from institutions include admissions considerations (e.g., secondary school records, admission test scores), the number of first-time degree/certificate-seeking undergraduate students who applied, the number admitted, and the number enrolled. Admissions data were collected only from institutions that do not have an open admissions policy for entering first-time students. Data collected for the IPEDS winter 2018–19 Admissions component relate to individuals applying to be admitted during the fall of the 2018–19 academic year (the fall 2018 reporting period). Of the 2,021 Title IV institutions that were expected to respond to the Admissions component, all responded.

Further information on the IPEDS Admissions component may be obtained from

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#### Winter (Outcome Measures)

First administered in the winter 2015–16 data collection, the Outcome Measures component is designed to provide measures of student success for traditional college students, as well as for nontraditional college students, including those who are part-time students and transfers.

In the winter 2015–16 data collection, the Outcome Measures component collected data from 2- and 4-year degree-granting institutions on the award and enrollment status for these four cohorts of degree/certificate-seeking undergraduates:

- First-time, full-time entering students;
- First-time, part-time entering students;
- Non-first-time (or "transfer-in"), full-time entering students; and
- Non-first-time, part-time entering students.

Since the 2017–18 collection, two new subcohort groups—students who received Pell Grants and students who did not receive Pell Grants—have been added to each of the four main cohorts in the Outcome Measures component, resulting in a total of eight undergraduate subcohorts.

The cohorts that were a part of the winter 2018–19 data collection consisted of all entering students who began their studies between July 1, 2010, and June 30, 2011. Student completion status was collected as of August 31 at 4 years, 6 years, and 8 years after students entered the institution (e.g., 4-year completion status was measured on August 31, 2014). For students within the cohorts who did not receive a degree or certificate, the Outcome Measures component collected the enrollment status as of 8 years after they entered the reporting institution (August 31, 2018).

The response rate for the Outcome Measures component of the winter 2018–19 collection was nearly 100 percent. Of

the 3,752 institutions that were expected to respond, 4 responses were missing, and these data were imputed.

Further information on the IPEDS Outcome Measures component may be obtained from

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#### Spring (Academic Libraries)

From 1966 to 1988, the Academic Libraries Survey was conducted on a 3-year cycle as part of HEGIS. From 1988 to 1998, the survey was a part of IPEDS and conducted on a 2-year cycle. It remained on a 2-year cycle from 2000 to 2012, but during that period it was conducted independently of IPEDS. In 2014, the survey was reincorporated into IPEDS as the Academic Libraries component, with data collection occurring annually.

The Academic Libraries component collects information from degree-granting institutions on library collections, circulations, expenses, and services. Institutions answer two screening questions in the IPEDS Institutional Characteristics component to determine whether they should also respond to the Academic Libraries component. The component consists of two sections. In section I, all degree-granting institutions with annual library expenses greater than \$0 and/or access to a library collection report information on collections, circulations, and interlibrary loan services. In section II, all degree-granting institutions with annual library expenses greater than or equal to \$100,000 report the information reported in section I, as well as information on library expenses.

Of the 4,082 institutions that were expected to respond to the Academic Libraries component in the IPEDS spring 2019 data collection, 2 responses were missing, and these data were imputed.

Further information on the IPEDS Academic Libraries component may be obtained from

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#### Spring (Fall Enrollment)

This survey has been part of the HEGIS and IPEDS series since 1966. Response rates have been relatively high, generally exceeding 85 percent. Beginning in 2000, with

web-based data collection, higher response rates were attained. In the spring 2019 data collection, in which the Fall Enrollment component covered student enrollment in fall 2018, the response rate was greater than 99 percent. Of the 6,267 institutions that were expected to respond, 6 institutions did not respond, and these data were imputed.

Beginning with the fall 1986 survey and the introduction of IPEDS (see above), a redesign of the survey resulted in the collection of data by race/ethnicity, gender, level of study (i.e., undergraduate and graduate), and attendance status (i.e., full-time and part-time). Other aspects of the survey include allowing (in alternating years) for the collection of age and residence data. The Fall Enrollment component also collects data on first-time retention rates, student-to-faculty ratios, and student enrollment in distance education courses. Finally, in even-numbered years, 4-year institutions provide enrollment data by level of study, race/ ethnicity, and gender for nine selected fields of study or Classification of Instructional Programs (CIP) codes. (The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs.)

Beginning in 2000, the survey collected instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time-equivalent (FTE) enrollment statistic for the entire academic year. As of 2007–08, the timeliness of the instructional activity data has been improved by collecting these data in the fall as part of the 12-month Enrollment component instead of in the spring as part of the Fall Enrollment component.

Further information on the IPEDS Fall Enrollment component may be obtained from

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#### Spring (Finance)

This survey was part of the HEGIS series and has been continued under IPEDS. Substantial changes were made in the financial survey instruments in fiscal year (FY) 1976, FY 1982, FY 1987, FY 1997, and FY 2002. While these changes were significant, a considerable effort has been made in this report to present only comparable information on trends and to note inconsistencies. The FY 1976 survey instrument contained numerous revisions to earlier survey forms, which made direct comparisons of line items very difficult. Beginning in FY 1982, Pell Grant data were collected in the categories of federal restricted grant and contract revenues and restricted scholarship and fellowship expenditures. The introduction of IPEDS in the FY 1987 survey included several important changes to the survey

instrument and data processing procedures. Beginning in FY 1997, data for private institutions were collected using new financial concepts consistent with Financial Accounting Standards Board (FASB) reporting standards, which provide a more comprehensive view of college finance activities. The data for public institutions continued to be collected using the older survey form. The data for public and private institutions were no longer comparable and, as a result, no longer presented together in analysis tables. In FY 2001, public institutions had the option of either continuing to report using Government Accounting Standards Board (GASB) standards or using the new FASB reporting standards. Beginning in FY 2002, public institutions could use either the original GASB standards, the FASB standards, or the new GASB Statement 35 standards (GASB35). Beginning in FY 2004, public institutions could no longer submit survey forms based on the original GASB standards. Beginning in FY 2008, public institutions could submit their GASB survey forms using a revised structure that was modified for better comparability with the IPEDS FASB finance forms, or the institutions could use the structure of the prior forms used from FY 2004 to FY 2007. Similarly, in FY 2008, private nonprofit institutions and public institutions using the FASB form were given an opportunity to report using the forms that had been modified to improve comparability with the GASB forms, or they could use forms with a structure that was consistent with the prior years. In FY 2010, the use of the forms with the older structure was discontinued, and all institutions used either the GASB or FASB forms that had been modified for comparability. Also, in FY 2010, a new series of forms was introduced for non-degree-granting institutions that included versions for for-profit, FASB, and GASB reporting institutions. From FY 2000 through FY 2013, private for-profit institutions used a version of the FASB form with much less detail than the FASB form used by private nonprofit institutions. As of FY 2014, however, private for-profit institutions have been required to report the same level of detail as private nonprofit institutions.

Possible sources of nonsampling error in the financial statistics include nonresponse, imputation, and misclassification. The unweighted response rate has been about 85 to 90 percent for most of the years these data appeared in the *Digest of Education Statistics*; however, in more recent years, response rates have been much higher because Title IV institutions are required to respond. Since 2002, the IPEDS data collection has been a full-scale web-based collection, which has improved the quality and timeliness of the data. For example, the ability of IPEDS to tailor online data entry forms for each institution based on characteristics such as institutional control, level of institution, and calendar system and the institutions' ability to submit their data online are aspects of full-scale web-based collections that have improved response.

The response rate for the FY 2018 Finance component was greater than 99 percent: Of the 6,339 institutions and

administrative offices that were expected to respond, 10 did not respond, and these missing data were imputed.

Further information on the IPEDS Finance component may be obtained from

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#### Spring (Human Resources)

The Human Resources component was part of the IPEDS winter data collection from data collection years 2000–01 to 2011–12. For the 2012–13 data collection year, the Human Resources component was moved to the spring 2013 data collection in order to give institutions more time to prepare their survey responses.

#### IPEDS Collection Years, 2012-13 to Present

In 2012–13, new occupational categories replaced the primary function/occupational activity categories previously used in the IPEDS Human Resources component. This change was required in order to align the IPEDS Human Resources categories with the 2010 Standard Occupational Classification (SOC) system. In tandem with the change in 2012–13 from using primary function/occupational activity categories to using the new occupational categories, the sections making up the IPEDS Human Resources component (which previously had been Employees by Assigned Position, Fall Staff, and Salaries) were changed to Full-Time Instructional Staff, Full-Time Noninstructional Staff, Salaries, Part-Time Staff, and New Hires.

The webpages "Archived Changes—Changes to IPEDS Data Collections, 2012–13" (https://nces.ed.gov/ipeds/InsidePages/ArchivedChanges?year=2012-13) and "2012–13 IPEDS Human Resources (HR) Occupational Categories Compared with 2011–12 IPEDS HR Primary Function/Occupational Activity Categories" (https://nces.ed.gov/ipeds/resource/download/IPEDS HR 2012-13 compared to IPEDS HR 2011-12.pdf) provide information on the redesign of the IPEDS Human Resources component initiated in the 2012–13 data collection year.

In 2018, an update to the Standard Occupational Classification (SOC) system was released. As a consequence, revisions were made to the occupational categories in the Human Resources component in the IPEDS spring 2019 data collection. These revisions are described on the webpage "Resources for Implementing Changes to the IPEDS Human Resources (HR) Survey Component Due to Updated 2018 Standard Occupational Classification (SOC) System" (https://nces.ed.gov/ipeds/report-your-data/taxonomies-standard-occupational-classification-soc-codes).

In the IPEDS spring 2019 data collection, the response rate for the Human Resources component was greater than 99 percent. Of the 6,339 institutions and administrative offices that were expected to respond, 7 institutions did not respond, and these missing data were imputed.

#### IPEDS Collection Years Prior to 2012-13

In collection years before 2001–02, IPEDS conducted a Fall Staff survey and a Salaries survey; in the 2001–02 collection year, the Employees by Assigned Position (EAP) survey was added to IPEDS. In the 2005–06 collection year, these three surveys became sections of the IPEDS "Human Resources" component.

Data gathered by the EAP section categorized all employees by full- or part-time status, faculty status, and primary function/occupational activity. Institutions with M.D. or D.O. programs were required to report their medical school employees separately. A response to the EAP was required of all 6,858 Title IV institutions and administrative offices in the United States and other jurisdictions for winter 2008–09, and 6,845, or 99.8 percent unweighted, responded. Of the 6,970 Title IV institutions and administrative offices required to respond to the winter 2009-10 EAP, 6,964, or 99.9 percent, responded. Of the 7,256 Title IV institutions and administrative offices required to respond to the EAP for winter 2010-11, about 99.9 percent responded. In the original winter 2010-11 data collection, 7,252 responded to the EAP and data for the 4 nonrespondents were imputed; the next year, 1 of the nonrespondents whose data were imputed submitted a revision.

The main functions/occupational activities of the EAP section were primarily instruction, instruction combined with research and/or public service, primarily research, primarily public service, executive/administrative/managerial, other professionals (support/service), graduate assistants, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance.

All full-time instructional faculty classified in the EAP full-time nonmedical school part as either (1) primarily instruction or (2) instruction combined with research and/or public service were included in the Salaries section, unless they were exempt (i.e., unless they contributed their services, were employed on an ad hoc or occasional basis, or worked strictly in hospitals associated with medical schools).

The Fall Staff section categorized all staff on the institution's payroll as of November 1 of the collection year by employment status (full time or part time), primary function/occupational activity, gender, and race/ethnicity. Title IV institutions and administrative offices were only required to respond to the Fall Staff section in odd-numbered reporting years, so they were not required to respond during the 2008–09 Human Resources data collection. However, of the 6,858 Title IV institutions and administrative offices in the United States and other jurisdictions, 3,295, or 48.0 percent unweighted, did provide data in the Fall Staff section that

year. During the 2009–10 Human Resources data collection, when all 6,970 Title IV institutions and administrative offices were required to respond to the Fall Staff section, 6,964, or 99.9 percent, did so. A response to the Fall Staff section of the 2010–11 Human Resources collection was optional, and 3,364 Title IV institutions and administrative offices responded that year (a response rate of 46.3 percent).

The Salaries section collected data for full-time instructional faculty (except those in medical schools in the EAP section, described above) on the institution's payroll as of November 1 of the collection year by contract length/teaching period, gender, and academic rank. The reporting of data by faculty status in the Salaries section was required from 4-year degree-granting institutions and above only. Salary outlays and fringe benefits were also collected for full-time instructional staff on 9/10- and 11/12-month contracts/teaching periods. This section was applicable to degree-granting institutions unless exempt (i.e., unless they met one of the following exclusions: all instructional faculty were part time, all contributed their services, all were in the military, or all taught preclinical or clinical medicine).

Between 1966-67 and 1985-86, this survey differed from other HEGIS surveys in that imputations were not made for nonrespondents. Thus, there is some possibility that the salary averages presented in this report may differ from the results of a complete enumeration of all colleges and universities. Beginning with the surveys for 1987-88, the IPEDS data tabulation procedures included imputations for survey nonrespondents. The unweighted response rate for the 2008–09 Salaries survey section was 99.9 percent. The response rate for the 2009-10 Salaries section was 100.0 percent (4,453 of the 4,455 required institutions responded), and the response rate for 2010-11 was 99.9 percent (4,561 of the 4,565 required institutions responded). Imputation methods for the 2010-11 Salaries survey section are discussed in Employees in Postsecondary Institutions, Fall 2010, and Salaries of Full-Time Instructional Staff, 2010-11 (https://nces.ed.gov/ pubs2012/2012276.pdf).

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### Library Statistics

In the past, NCES collected library data through the Public Libraries Survey (PLS), the State Library Agencies (StLA) Survey, the Academic Libraries Survey (ALS), and the Library Media Centers (LMC) Survey. On October 1,

2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred to the Institute of Museum and Library Services (IMLS) (see below).

NCES administered the Academic Libraries Survey (ALS) on a 3-year cycle between 1966 and 1988. From 1988 through 1999, ALS was a component of the Integrated Postsecondary Education Data System (IPEDS) and was on a 2-year cycle. Beginning in the year 2000, ALS began collecting data independent of the IPEDS data collection while remaining on a 2-year cycle. ALS provided data on approximately 3,700 academic libraries. In aggregate, these data provided an overview of the status of academic libraries nationally and statewide. The survey collected data on the libraries in the entire universe of degree-granting institutions. Beginning with the collection of FY 2000 data, ALS changed to web-based data collection. ALS produced descriptive statistics on academic libraries in postsecondary institutions in the 50 states, the District of Columbia, and the outlying areas. Academic Libraries: 2012 (NCES 2014-038) presented tabulations for the 2012 survey. In 2014, ALS was reincorporated into the IPEDS collection. Since then, it has been collected annually, as the Academic Libraries component, in the IPEDS spring data collection.

School library data were collected on the School and Principal Surveys of the 1990–91 Schools and Staffing Survey (SASS). The School Library Media Centers (LMC) Survey became a component of SASS with the 1993–94 administration of the survey. Thus, readers should refer to the section on the Schools and Staffing Survey, below, regarding data on school libraries. Data for the 2011–12 LMC Survey are available on the NCES website at <a href="https://nces.ed.gov/surveys/sass/index.asp">https://nces.ed.gov/surveys/sass/index.asp</a>.

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### National Adult Literacy Survey

The National Adult Literacy Survey (NALS), funded by the U.S. Department of Education and 12 states, was created in 1992 as a new measure of literacy. The aim of the survey was to profile the English literacy of adults in the United States based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather information on adults' literacy skills, trained staff interviewed a nationally representative sample of nearly 13,600 individuals ages 16 and over during the first 8 months of 1992. These participants had been randomly selected to represent the adult population in the country as a whole. Black and Hispanic households were oversampled to ensure reliable estimates of literacy proficiencies and to permit analyses of the performance of these subpopulations. In addition, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, nearly 26,000 adults were surveyed.

Each survey participant was asked to spend approximately an hour responding to a series of diverse literacy tasks, as well as to questions about his or her demographic characteristics, educational background, reading practices, and other areas related to literacy. Based on their responses to the survey tasks, adults received proficiency scores along three scales that reflect varying degrees of skill in prose, document, and quantitative literacy. The results of the 1992 survey were first published in *Adult Literacy in America: A First Look at the Findings of the National Adult Literacy Survey* (NCES 93-275), in September 1993. See the section on the National Assessment of Adult Literacy (below) for information on later adult literacy surveys.

Further information on NALS may be obtained from

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# National Assessment of Adult Literacy

The 2003 National Assessment of Adult Literacy (NAAL) was conducted to measure both English literacy and health literacy. The assessment was administered to 19,000 adults (including 1,200 prison inmates) age 16 and over in all 50 states and the District of Columbia. Components of the assessment included a background questionnaire; a prison component that assesses the literacy skills of adults in federal and state prisons; the State Assessment of Adult Literacy (SAAL), a voluntary survey given in conjunction with NAAL; a health literacy component; the Fluency Addition to NAAL (FAN), an oral reading assessment; and the Adult Literacy Supplemental Assessment (ALSA). ALSA is an alternative to the main NAAL for those with very low scores on seven core screening questions. NAAL assesses literacy directly through the completion of tasks that covered quantitative literacy, document literacy, and prose literacy. Results were reported using the following achievement levels: Below Basic, Basic, Intermediate, and Proficient.

Results from NAAL and NALS can be compared. NALS offers a snapshot of the condition of literacy of the U.S.

population as a whole and among key population subgroups in 1992. NAAL provides a picture of adult literacy skills in 2003, revealing changes in literacy over the intervening decade.

Further information on NAAL may be obtained from

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# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to assess the educational achievement of U.S. students and monitor changes in those achievements. In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessment is based on frameworks developed by the National Assessment Governing Board (NAGB). It includes both multiple-choice items and constructed-response items (those requiring written answers). Results are reported in two ways: by average score and by achievement level. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. Percentages of students performing at or above three achievement levels (Basic, Proficient, and Advanced) are also reported for these groups.

#### Main NAEP Assessments

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate. In 2002, under the provisions of the No Child Left Behind Act of 2001, all states began to participate in main NAEP, and an aggregate of all state samples replaced the separate national sample. (School district-level assessments—under the Trial Urban District Assessment [TUDA] program—also began in 2002.)

Results are available for the mathematics assessments administered in 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019. In 2005, NAGB called for the development of a new mathematics framework. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students at each grade level.

The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways

of knowing and doing mathematics.

Since the 2005 changes to the mathematics framework were minimal for grades 4 and 8, comparisons over time can be made between assessments conducted before and after the framework's implementation for these grades. The changes that the 2005 framework made to the grade 12 assessment, however, were too drastic to allow grade 12 results from before and after implementation to be directly compared. These changes included adding more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework; merging the measurement and geometry content areas; and changing the reporting scale from 0–500 to 0–300. For more information regarding the 2005 mathematics framework revisions, see <a href="https://nces.ed.gov/nationsreportcard/mathematics/frameworkcomparison.asp">https://nces.ed.gov/nationsreportcard/mathematics/frameworkcomparison.asp</a>.

Results are available for the reading assessments administered in 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments.

Both a content alignment study and a reading trend, or bridge, study were conducted to determine whether the new reading assessment was comparable to the prior assessment. Overall, the results of the special analyses suggested that the assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. Thus, it was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see <a href="https://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp">https://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp</a>.

In spring 2013, NAEP released results from the NAEP 2012 economics assessment in *The Nation's Report Card: Economics 2012* (NCES 2013-453). First administered in 2006, the NAEP economics assessment measures 12th-graders' understanding of a wide range of topics in three main content areas: market economy, national economy, and international economy. The 2012 assessment is based on a nationally representative sample of nearly 11,000 students in the 12th grade.

In *The Nation's Report Card: A First Look*—2013 Mathematics and Reading (NCES 2014-451), NAEP released the results of the 2013 mathematics and reading assessments. Results can also be accessed using the interactive graphics and downloadable data available at the online Nation's Report Card website (https://nationsreportcard.gov/reading math 2013/).

The Nation's Report Card: A First Look—2013 Mathematics and Reading Trial Urban District Assessment (NCES 2014-466) provides the results of the 2013 mathematics and reading TUDA, which measured the reading and mathematics progress of 4th- and 8th-graders from 21 urban school districts. Results from the 2013 mathematics and reading

TUDA can also be accessed using the interactive graphics and downloadable data available at the online TUDA website (https://nationsreportcard.gov/reading\_math\_tuda\_2013/).

The online interactive report *The Nation's Report Card:* 2014 U.S. History, Geography, and Civics at Grade 8 (NCES 2015-112) provides grade 8 results for the 2014 NAEP U.S. history, geography, and civics assessments. Trend results for previous assessment years in these three subjects, as well as information on school and student participation rates and sample tasks and student responses, are also presented.

In 2014, the first administration of the NAEP Technology and Engineering Literacy (TEL) Assessment asked 8th-graders to respond to questions aimed at assessing their knowledge and skill in understanding technological principles, solving technology and engineering-related problems, and using technology to communicate and collaborate. The online report *The Nation's Report Card: Technology and Engineering Literacy* (NCES 2016-119) presents national results for 8th-graders on the TEL assessment.

The Nation's Report Card: 2015 Mathematics and Reading Assessments (NCES 2015-136) is an online interactive report that presents national and state results for 4th-and 8th-graders on the NAEP 2015 mathematics and reading assessments. The report also presents TUDA results in mathematics and reading for 4th- and 8th-graders. The online interactive report The Nation's Report Card: 2015 Mathematics and Reading at Grade 12 (NCES 2016-018) presents grade 12 results from the NAEP 2015 mathematics and reading assessments.

Results from the 2015 NAEP science assessment are presented in the online report The Nation's Report Card: 2015 Science at Grades 4, 8, and 12 (NCES 2016-162). The assessment measures the knowledge of 4th-, 8th-, and 12th-graders in the content areas of physical science, life science, and Earth and space sciences, as well as their understanding of four science practices (identifying science principles, using science principles, using scientific inquiry, and using technological design). National results are reported for grades 4, 8, and 12, and results from 46 participating states and one jurisdiction are reported for grades 4 and 8. Since a new NAEP science framework was introduced in 2009, results from the 2015 science assessment can be compared to results from the 2009 and 2011 science assessments, but cannot be compared to the science assessments conducted prior to 2009.

As a consequence of NAEP's transition from paper-based assessments to technology-based assessments, data were needed regarding students' access to and familiarity with technology, at home and at school. The Computer Access and Familiarity Study (CAFS) was designed to fulfill this need. CAFS was conducted as part of the main administration of the 2015 NAEP. A subset of the grade 4, 8, and 12 students who took the main NAEP were chosen to take the additional CAFS questionnaire. The main 2015 NAEP was administered in a paper-and-pencil format to some students

and a digital-based format to others, and CAFS participants were given questionnaires in the same format as their NAEP questionnaires.

The online Highlights report 2017 NAEP Mathematics and Reading Assessments: Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts (NCES 2018-037) presents an overview of results from the NAEP 2017 mathematics and reading reports. Highlighted results include key findings for the nation, states/jurisdictions, and 27 districts that participated in the Trial Urban District Assessment (TUDA) in mathematics and reading at grades 4 and 8.

Results from the NAEP 2018 TEL Assessment are contained in the online report *The Nation's Report Card: Highlighted Results for the 2018 Technology and Engineering Literacy (TEL) Assessment at Grade 8* (NCES 2019-068). The digitally based assessment (participants took the assessment via laptop) was taken by approximately 15,400 eighth-graders from about 600 schools across the nation. Results were reported in terms of average scale scores (on a 0 to 300 scale) and in relation to the NAEP achievement levels NAEP Basic, NAEP Proficient, and NAEP Advanced.

The online reports 2019 NAEP Reading Assessment: Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts and 2019 NAEP Mathematics Assessment: Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts (NCES 2020-012) present overviews of results from the NAEP 2019 reading and mathematics reports. Highlighted results include key findings for the nation, states/jurisdictions, and 27 districts that participated in the Trial Urban District Assessment (TUDA) in mathematics and reading at grades 4 and 8.

#### NAEP Long-Term Trend Assessments

In addition to conducting the main assessments, NAEP also conducts the long-term trend assessments. Long-term trend assessments provide an opportunity to observe educational progress in reading and mathematics of 9-, 13-, and 17-year-olds since the early 1970s. The long-term trend reading assessment measures students' reading comprehension skills using an array of passages that vary by text types and length. The assessment was designed to measure students' ability to locate specific information in the text provided; make inferences across a passage to provide an explanation; and identify the main idea in the text.

The NAEP long-term trend assessment in mathematics measures knowledge of mathematical facts; ability to carry out computations using paper and pencil; knowledge of basic formulas, such as those applied in geometric settings; and ability to apply mathematics to skills of daily life, such as those involving time and money.

The Nation's Report Card: Trends in Academic Progress 2012 (NCES 2013-456) provides the results of 12 long-term trend reading assessments dating back to 1971 and 11 long-term trend mathematics assessments dating back to 1973.

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# National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) was the third major secondary school student longitudinal study conducted by NCES. The two studies that preceded NELS:88—the National Longitudinal Study of the High School Class of 1972 (NLS:72) and the High School and Beyond Longitudinal Study (HS&B) in 1980surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 began with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Follow-ups were conducted in 1990 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then 2 years after their scheduled high school graduation, in 1994. A fourth follow-up was conducted in 2000.

NELS:88 was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 included a multifaceted student questionnaire, four cognitive tests, a parent questionnaire, a teacher questionnaire, and a school questionnaire.

In 1990, when most of the students were in 10th grade, students, their teachers, and their school principals, as well as school dropouts, were surveyed. (Parents were not surveyed in the 1990 follow-up.) In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts was collected. The 1994 survey data were collected when most sample members had completed high school. The primary goals of the 1994 survey were (1) to provide data for trend comparisons with NLS:72 and HS&B; (2) to address issues of employment and postsecondary access and choice; and (3) to ascertain how many dropouts had returned to school and by what route. The 2000 follow-up examined the educational and labor market outcomes of the 1988 cohort at a time of transition. Most had been out of

high school for 8 years; many had completed their postsecondary educations, were embarking on first or even second careers, and were starting families. For those who had attended postsecondary institutions after high school, student transcript data were collected from the institutions attended.

Further information on NELS:88 may be obtained from

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# National Household Education Surveys Program

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. Surveys have been conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, 2007, 2012, and 2016. NHES targets specific populations for detailed data collection. It is intended to provide more detailed data on the topics and populations of interest than are collected through supplements to other household surveys.

The 2007 and earlier administrations of NHES used a random-digit-dial sample of landline phones and computer-assisted telephone interviewing to conduct interviews. However, due to declining response rates for all telephone surveys and the increase in households that only or mostly use a cell phone instead of a landline, the data collection method was changed to an address-based sample survey for NHES:2012. Because of this change in survey mode, readers should use caution when comparing NHES:2012 estimates to those of prior NHES administrations.

The topics addressed by NHES:1991 were early childhood education and adult education. About 60,000 households were screened for NHES:1991. In the Early Childhood Education Survey, about 14,000 parents/guardians of 3- to 8-year-olds completed interviews about their children's early educational experiences. Included in this component were participation in nonparental care/education; care arrangements and school; and family, household, and child characteristics. In the NHES:1991 Adult Education Survey, about 9,800 people 16 years of age and over, identified as having participated in an adult education activity in the previous 12 months, were questioned about their activities. Data were collected on programs and up to four courses, including the subject matter, duration, sponsorship, purpose, and cost. Information on the household and the adult's background and current employment was also collected.

In NHES:1993, nearly 64,000 households were screened. Approximately 11,000 parents of 3- to 7-year-olds completed interviews for the School Readiness Survey. Topics included the developmental characteristics of preschoolers; school adjustment and teacher feedback to parents for kindergartners and primary students; center-based program participation; early school experiences; home activities with family members; and health status. In the School Safety and Discipline Survey, about 12,700 parents of children in grades 3 to 12 and about 6,500 youth in grades 6 to 12 were interviewed about their school experiences. Topics included the school learning environment, discipline policy, safety at school, victimization, the availability and use of alcohol/drugs, and alcohol/drug education. Peer norms for behavior in school and substance use were also included in this topical component. Extensive family and household background information was collected, as well as characteristics of the school attended by the child.

In NHES:1995, the Early Childhood Program Participation Survey and the Adult Education Survey were similar to those fielded in 1991. In the Early Childhood component, about 14,000 parents of children from birth to 3rd grade were interviewed out of 16,000 sampled, for a completion rate of 90.4 percent. In the Adult Education Survey, about 24,000 adults were sampled and 82.3 percent (20,000) completed the interview.

NHES:1996 covered parent and family involvement in education and civic involvement. Data on homeschooling and school choice also were collected. The 1996 survey screened about 56,000 households. For the Parent and Family Involvement in Education Survey, nearly 21,000 parents of children in grades 3 to 12 were interviewed. For the Civic Involvement Survey, about 8,000 youth in grades 6 to 12, about 9,000 parents, and about 2,000 adults were interviewed. The 1996 survey also addressed public library use. Adults in almost 55,000 households were interviewed to support state-level estimates of household public library use.

NHES:1999 collected end-of-decade estimates of key indicators from the surveys conducted throughout the 1990s. Approximately 60,000 households were screened for a total of about 31,000 interviews with parents of children from birth through grade 12 (including about 6,900 infants, toddlers, and preschoolers) and adults age 16 or older not enrolled in grade 12 or below. Key indicators included participation of children in nonparental care and early child-hood programs, school experiences, parent/family involvement in education at home and at school, youth community service activities, plans for future education, and adult participation in educational activities and community service.

NHES:2001 included two surveys that were largely repeats of similar surveys included in earlier NHES collections. The Early Childhood Program Participation Survey was similar in content to the Early Childhood Program Participation Survey fielded as part of NHES:1995, and the

Adult Education and Lifelong Learning Survey was similar in content to the Adult Education Survey of NHES:1995. The Before- and After-School Programs and Activities Survey, while containing items fielded in earlier NHES collections, had a number of new items that collected information about what school-age children were doing during the time they spent in child care or in other activities, what parents were looking for in care arrangements and activities, and parent evaluations of care arrangements and activities. Parents of approximately 6,700 children from birth through age 6 who were not yet in kindergarten completed Early Childhood Program Participation Survey interviews. Nearly 10,900 adults completed Adult Education and Lifelong Learning Survey interviews, and parents of nearly 9,600 children in kindergarten through grade 8 completed Beforeand After-School Programs and Activities Survey interviews.

NHES:2003 included two surveys: the Parent and Family Involvement in Education Survey and the Adult Education for Work-Related Reasons Survey (the first administration). Whereas previous adult education surveys were more general in scope, this survey had a narrower focus on occupation-related adult education programs. It collected in-depth information about training and education in which adults participated specifically for work-related reasons, either to prepare for work or a career or to maintain or improve work-related skills and knowledge they already had. The Parent and Family Involvement Survey expanded on the first survey fielded on this topic in 1996. In 2003, screeners were completed with 32,050 households. About 12,700 of the 16,000 sampled adults completed the Adult Education for Work-Related Reasons Survey, for a weighted response rate of 76 percent. For the Parent and Family Involvement in Education Survey, interviews were completed by the parents of about 12,400 of the 14,900 sampled children in kindergarten through grade 12, yielding a weighted unit response rate of 83 percent.

NHES:2005 included surveys that covered adult education, early childhood program participation, and after-school programs and activities. Data were collected from about 8,900 adults for the Adult Education Survey, from parents of about 7,200 children for the Early Childhood Program Participation Survey, and from parents of nearly 11,700 children for the After-School Programs and Activities Survey. These surveys were substantially similar to the surveys conducted in 2001, with the exceptions that the Adult Education Survey addressed a new topic—informal learning activities for personal interest—and the Early Childhood Program Participation Survey and After-School Programs and Activities Survey did not collect information about before-school care for school-age children.

NHES:2007 fielded the Parent and Family Involvement in Education Survey and the School Readiness Survey. These surveys were similar in design and content to surveys included in the 2003 and 1993 collections, respectively. New features added to the Parent and Family Involvement

Survey were questions about supplemental education services provided by schools and school districts (including use of and satisfaction with such services), as well as questions that would efficiently identify the school attended by the sampled students. New features added to the School Readiness Survey were questions that collected details about TV programs watched by the sampled children. For the Parent and Family Involvement Survey, interviews were completed with parents of 10,680 sampled children in kindergarten through grade 12, including 10,370 students enrolled in public or private schools and 310 homeschooled children. For the School Readiness Survey, interviews were completed with parents of 2,630 sampled children ages 3 to 6 and not yet in kindergarten. Parents who were interviewed about children in kindergarten through 2nd grade for the Parent and Family Involvement Survey were also asked some questions about these children's school readiness.

NHES:2012 included the Parent and Family Involvement in Education Survey and the Early Childhood Program Participation Survey. The Parent and Family Involvement in Education Survey gathered data on students age 20 or younger who were enrolled in kindergarten through grade 12 or who were homeschooled at equivalent grade levels. Survey questions that pertained to students enrolled in kindergarten through grade 12 requested information on various aspects of parent involvement in education (such as help with homework, family activities, and parent involvement at school) and survey questions pertaining to homeschooled students requested information on the student's homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling.

The 2012 Parent and Family Involvement in Education Survey questionnaires were completed for 17,563 (397 homeschooled and 17,166 enrolled) children, for a weighted unit response rate of 78.4 percent. The overall estimated unit response rate (the product of the screener unit response rate of 73.8 percent and the Parent and Family Involvement in Education Survey unit response rate) was 57.8 percent.

The 2012 Early Childhood Program Participation Survey collected data on the early care and education arrangements and early learning of children from birth through the age of 5 who were not yet enrolled in kindergarten. Questionnaires were completed for 7,893 children, for a weighted unit response rate of 78.7 percent. The overall estimated weighted unit response rate (the product of the screener weighted unit response rate of 73.8 percent and the Early Childhood Program Participation Survey unit weighted response rate) was 58.1 percent.

NHES:2016 used a nationally representative address-based sample covering the 50 states and the District of Columbia. The 2016 administration of NHES included a screener survey and three topical surveys: The Parent and Family Involvement in Education Survey, the Early Childhood Program Participation Survey, and the Adult Training and Education Survey. The screener survey questionnaire identified households with children under age 20 and adults ages 16 to 65. A total of 206,000 households were selected based on this screener, and the screener response rate was

66.4 percent. All sampled households received initial contact by mail. Although the majority of respondents completed paper questionnaires, a small sample of cases was part of a web experiment with mailed invitations to complete the survey online.

The 2016 Parent and Family Involvement in Education Survey, like its predecessor in 2012, gathered data about students age 20 or under who were enrolled in kindergarten through grade 12 or who were being homeschooled for the equivalent grades. The 2016 survey's questions also covered aspects of parental involvement in education similar to those in the 2012 survey. The total number of completed questionnaires in the 2016 survey was 14,075 (13,523 enrolled and 552 homeschooled children), representing a population of 53.2 million students either homeschooled or enrolled in a public or private school in 2015–16. The survey's weighted unit response rate was 74.3 percent, and the overall response rate was 49.3 percent.

The 2016 Early Childhood Program Participation Survey collected data about children from birth through age 6 who were not yet enrolled in kindergarten. The survey asked about children's participation in relative care, nonrelative care, and center-based care arrangements. It also requested information such as the main reason for choosing care, factors that were important to parents when choosing a care arrangement, the primary barriers to finding satisfactory care, activities the family does with the child, and what the child is learning. Questionnaires were completed for 5,844 children, representing a population of 21.4 million children from birth through age 6 who were not yet enrolled in kindergarten. The Early Childhood Program Participation Survey weighted unit response rate was 73.4 percent and the overall estimated weighted unit response rate (the product of the screener weighted unit response rate and the Early Childhood Program Participation Survey weighted unit response rate) was 48.7 percent.

The third topical survey of NHES:2016 was a new NHES survey, the Adult Training and Education Survey. The survey collected information from noninstitutionalized adults ages 16 to 65 not enrolled in high school—it also collected information from adults living at residential addresses associated with educational institutions such as colleges (thus, it collected information from enrolled college students). One of the main goals of the Adult Training and Education Survey is to capture the prevalence of nondegree credentials, including estimates of adults with occupational certifications or licenses, as well as to capture the prevalence of postsecondary educational certificates. A further goal is to learn more about work experience programs. The survey's data, when weighted, were nationally representative of noninstitutionalized adults ages 16 to 65, not enrolled in grades 12 or below. The total number of completed questionnaires was 47,744, representing a population of 196.3 million. The survey had a weighted response rate of 73.1 percent and an overall response rate of 48.5 percent.

Data for the three topical surveys in the 2016 administration of NHES are available in *Parent and Family*  Involvement in Education: Results From the National Household Education Surveys Program of 2016 (NCES 2017-102); Early Childhood Program Participation, Results From the National Household Education Surveys Program of 2016 (NCES 2017-101); and Adult Training and Education: Results From the National Household Education Surveys Program of 2016 (NCES 2017-103rev). In addition, public-use data for the three 2016 surveys are available at <a href="https://nces.ed.gov/nhes/dataproducts.asp">https://nces.ed.gov/nhes/dataproducts.asp</a>.

Further information on NHES may be obtained from

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# National Longitudinal Study of the High School Class of 1972

The National Longitudinal Study of the High School Class of 1972 (NLS:72) began with the collection of base-year survey data from a sample of about 19,000 high school seniors in the spring of 1972. In each of the years 1973, 1974, 1976, 1979, and 1986, a follow-up survey of these students was conducted. NLS:72 was designed to provide the education community with information on the transitions of young adults from high school through postsecondary education and the workplace.

In addition to the follow-ups, a number of supplemental data collection efforts were made. For example, a Post-secondary Education Transcript Study (PETS) was conducted in 1984; in 1986, the fifth follow-up included a supplement for those who became teachers.

The sample design for NLS:72 was a stratified, two-stage probability sample of 12th-grade students from all schools, public and private, in the 50 states and the District of Columbia during the 1971–72 school year. During the first stage of sampling, about 1,070 schools were selected for participation in the base-year survey. As many as 18 students were selected at random from each of the sample schools. The sizes of both the school and student samples were increased during the first follow-up survey. Beginning with the first follow-up and continuing through the fourth follow-up, about 1,300 schools participated in the survey and slightly fewer than 23,500 students were sampled. The unweighted response rates for each of the different rounds of data collection were 80 percent or higher.

Sample retention rates across the survey years were quite high. For example, of the individuals responding to the base-year questionnaire, the percentages who responded to the first, second, third, and fourth follow-up questionnaires were about 94, 93, 89, and 83 percent, respectively. The fifth

follow-up took its sample from students who had participated in at least one of the prior surveys. In all, 91.7 percent of participants had responded to at least five of the six surveys, and 62.1 percent had responded to all six.

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# National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. Data gathered from the study are used to help guide future federal student financial aid policy. The study is conducted with nationally representative samples of undergraduates, graduates, and first-professional students in the 50 states, the District of Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, and 4-year colleges and universities. Participants include both students who receive financial aid and those who do not. Since NPSAS identifies nationally representative samples of student subpopulations of interest to policymakers and obtains baseline data for longitudinal study of these subpopulations, data from the study provide the baseyear sample for the Beginning Postsecondary Students Longitudinal Study (BPS) and the Baccalaureate and Beyond Longitudinal Study (B&B).

Originally, NPSAS was conducted every 3 years. Beginning with the 1999–2000 study (NPSAS:2000), NPSAS has been conducted every 4 years. NPSAS:08 included a new set of instrument items to obtain baseline measures of the awareness of two new federal grants introduced in 2006: the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant.

The first NPSAS (NPSAS:87) was conducted during the 1986–87 school year. Data were gathered from about 1,100 colleges, universities, and other postsecondary institutions; 60,000 students; and 14,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

NPSAS:90 included a stratified sample of approximately 69,000 eligible students (about 47,000 of whom were undergraduates) from about 1,100 institutions. For each of the students included in the NPSAS sample, there were up to three sources of data. First, institution registration and financial aid records were extracted. Second, a Computer Assisted

Telephone Interview (CATI) designed for each student was conducted. Finally, a CATI designed for the parents or guardians of a subsample of students was conducted. The purpose of the parent survey was to obtain detailed information on the family and economic characteristics of dependent students who did not receive financial aid, especially first-time, first-year students. In keeping with this purpose, parents of financially independent students who were over 30 years of age and parents of graduate/first-professional students were excluded from the sample. Data from these three sources were synthesized into a single system with an overall response rate of 89 percent.

For NPSAS:93, information on 77,000 undergraduates and graduate students enrolled during the school year was collected at 1,000 postsecondary institutions. The sample included students who were enrolled at any time between July 1, 1992, and June 30, 1993. About 66,000 students and a subsample of their parents were interviewed by telephone. NPSAS:96 contained information on more than 48,000 undergraduate and graduate students from about 1,000 postsecondary institutions who were enrolled at any time during the 1995-96 school year. NPSAS:2000 included nearly 62,000 students (50,000 undergraduates and almost 12,000 graduate students) from 1,000 postsecondary institutions. NPSAS:04 collected data on about 80,000 undergraduates and 11,000 graduate students from 1,400 postsecondary institutions. For NPSAS:08, about 114,000 undergraduate students and 14,000 graduate students who were enrolled in postsecondary education during the 2007-08 school year were selected from more than 1,730 postsecondary institutions.

NPSAS:12 sampled about 95,000 undergraduates and 16,000 graduate students from approximately 1,500 post-secondary institutions.

NPSAS:16 sampled about 89,000 undergraduate and 24,000 graduate students attending approximately 1,800 Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. The sample represents approximately 20 million undergraduate and 4 million graduate students enrolled in postsecondary education at Title IV eligible institutions at any time between July 1, 2015, and June 30, 2016. Public access to the data is available online through PowerStats (<a href="http://nces.ed.gov/datalab/">http://nces.ed.gov/datalab/</a>).

Further information on NPSAS may be obtained from

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## National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF) was designed to provide data about faculty to postsecondary researchers, planners, and policymakers. NSOPF is the most comprehensive study of faculty in postsecondary education institutions ever undertaken.

The first cycle of NSOPF (NSOPF:88) was conducted by NCES with support from the National Endowment for the Humanities (NEH) in 1987-88 with a sample of 480 colleges and universities, over 3,000 department chairpersons, and over 11,000 instructional faculty. The second cycle of NSOPF (NSOPF:93) was conducted by NCES with support from NEH and the National Science Foundation in 1992-93. NSOPF:93 was limited to surveys of institutions and faculty, but with a substantially expanded sample of 970 colleges and universities and 31,350 faculty and instructional staff. The third cycle, NSPOF:99, included 960 degree-granting postsecondary institutions and approximately 18,000 faculty and instructional staff. The fourth cycle of NSOPF was conducted in 2003-04 and included 1,080 degree-granting postsecondary institutions and approximately 26,000 faculty and instructional staff.

There are no plans to repeat the study. Rather, NCES plans to provide technical assistance to state postsecondary data systems and to encourage the development of robust connections between faculty and student data systems so that key questions concerning faculty, instruction, and student outcomes—such as persistence and completion—can be addressed.

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# National Teacher and Principal Survey

The National Teacher and Principal Survey (NTPS) is a set of related questionnaires that collect descriptive data on the context of elementary and secondary education. Data reported by schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The NTPS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, general conditions in schools, and basic characteristics of the student population.

The NTPS is a redesign of the Schools and Staffing Survey (SASS), which was conducted from the 1987–88

school year to the 2011–12 school year. Although the NTPS maintains the SASS survey's focus on schools, teachers, and administrators, the NTPS has a different structure and sample than SASS. In addition, whereas SASS operated on a 4-year survey cycle, the NTPS operates on a 2- or 3-year survey cycle. The NTPS universe of schools is confined to the 50 states plus the District of Columbia. It excludes the Department of Defense dependents schools overseas, schools in U.S. territories overseas, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. Bureau of Indian Education schools are included in the NTPS universe, but these schools were not oversampled and the data do not support separate BIE estimates.

The NTPS includes three key components: school questionnaires, principal questionnaires, and teacher questionnaires. NTPS data are collected by the U.S. Census Bureau through mail and online questionnaires with telephone and in-person field follow-up. The school and principal questionnaires were sent to sampled schools, and the teacher questionnaire was sent to a sample of teachers working at sampled schools.

The school questionnaire asks knowledgeable school staff members about grades offered, student attendance and enrollment, staffing patterns, teaching vacancies, programs and services offered, curriculum, and community service requirements. In addition, basic information is collected about the school year, including the beginning time of students' school days and the length of the school year.

The principal questionnaire collects information about principal/school head demographic characteristics, training, experience, salary, goals for the school, and judgments about school working conditions and climate. Information is also obtained on professional development opportunities for teachers and principals, teacher performance, barriers to dismissal of underperforming teachers, school climate and safety, parent/guardian participation in school events, and attitudes about educational goals and school governance.

The teacher questionnaire collects data from teachers about their current teaching assignment, workload, education history, and perceptions and attitudes about teaching. Questions are also asked about teacher preparation, induction, organization of classes, computers, and professional development.

The NTPS was first conducted during the 2015–16 school year. The school sample for the 2015–16 NTPS was based on an adjusted public school universe file from the 2013–14 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. Schools outside of the United States, schools that teach only prekindergarten, kindergarten, or postsecondary students, and administrative units that do not offer teacher-provided classroom instruction were deleted from the CCD frame prior to sampling for NTPS. Public schools that closed in school year 2013–14 or were not yet opened were not included. Prior to stratification and sampling, CCD schools were collapsed to match the

NTPS definition of a school. (The NTPS definition of a school is the same as the SASS definition of a school—an institution or part of an institution that provides classroom instruction to students, has one or more teachers to provide instruction, serves students in one or more of grades 1–12 or the ungraded equivalent, and is located in one or more buildings apart from a private home.)

In the 2015–16 NTPS, the school sample consisted of about 8,300 public schools; the principal sample consisted of about 8,300 public school principals; and the teacher sample consisted of about 50,000 public school teachers. Weighted unit response rates were 72.5 percent for the school survey, 71.8 percent for the principal survey, and 67.8 percent for the teacher survey.

Whereas the 2015–16 NTPS covered only schools, teachers, and principals in the public sector, the 2017–18 NTPS covered schools, teachers, and principals in both the public and private sectors. In the 2017–18 NTPS, all principals associated with sampled public and private schools were also included in the sample. Teachers associated with a selected school were sampled from a list of teachers that was provided by the school, collected from school websites, or purchased from a vendor. The selected samples included about 10,600 traditional and charter public schools and their principals, 60,000 public school teachers, 4,000 private schools and their principals, and 9,600 private school teachers.

Weighted unit response rates for the 2017–18 NTPS were 72.5 percent for the public school survey and 64.5 percent for the private school survey, 70.2 percent for the public school principal survey and 62.6 percent for the private school principal survey, and 76.9 percent for the public school teacher survey and 75.9 percent for the private school teacher survey.

General information on NTPS and electronic copies of the questionnaires are available at the NTPS home page (<a href="https://">https://</a> nces.ed.gov/surveys/ntps).

For additional information about the NTPS program, please contact

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### Principal Follow-Up Survey

The Principal Follow-up Survey (PFS), originally a component of the Schools and Staffing Survey (SASS) and currently a component of the National Teacher and Principal Survey (NTPS), was created in order to provide attrition rates for principals in K–12 schools. It assesses, from one year to the year following, how many principals are principals at the same school, how many are principals at a

different school, and how many are no longer working as principals.

The 2012–13 PFS sample consisted of schools who had returned a completed 2011–12 SASS principal questionnaire. Schools that had returned the completed SASS questionnaire were mailed the 2012–13 PFS form in March 2013. The 2012–13 PFS sample included about 7,500 public schools and 1,700 private schools; it was made up of only one survey item and had a response rate of nearly 100 percent.

The 2016–17 PFS sample consisted of schools who had returned a completed 2015–16 NTPS principal questionnaire. Schools that had returned the completed NTPS questionnaire were mailed the 2016–17 PFS form in March 2017. The 2016–17 PFS sample included about 5,700 public schools. (The 2016–17 PFS did not include private schools because these schools were not included in the 2015–16 NTPS.) The survey was made up of only one item and had a response rate of about 95 percent.

Further information on the PFS may be obtained from

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#### Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Since its inception in 1989, the survey has been conducted every 2 years. Selected findings from the 2017–18 PSS are presented in the First Look report *Characteristics of Private Schools in the United States: Results From the 2017–18 Private School Universe Survey* (NCES 2019-071).

The PSS produces data similar to that of the Common Core of Data for public schools, and can be used for public-private comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is

not administered by a public agency, and is not operated in a private home).

The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989–90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Of the 40,302 schools included in the 2009–10 sample, 10,229 were considered as out-of-scope (not eligible for the PSS). Those not responding numbered 1,856, and those responding numbered 28,217. The unweighted response rate for the 2009–10 PSS survey was 93.8 percent.

Of the 39,325 schools included in the 2011–12 sample, 10,030 cases were considered as out-of-scope (not eligible for the PSS). A total of 26,983 private schools completed a PSS interview (15.8 percent completed online), while 2,312 schools refused to participate, resulting in an unweighted response rate of 92.1 percent.

There were 40,298 schools in the 2013–14 sample; of these, 10,659 were considered as out-of-scope (not eligible for the PSS). A total of 24,566 private schools completed a PSS interview (34.1 percent completed online), while 5,073 schools refused to participate, resulting in an unweighted response rate of 82.9 percent.

The 2015–16 PSS included 42,389 schools, of which 12,754 were considered as out-of-scope (not eligible for the PSS). A total of 22,428 private schools completed a PSS interview and 7,207 schools failed to respond, which resulted in an unweighted response rate of 75.7 percent.

Of the 43,384 schools included in the 2017–18 sample, 15,272 cases were considered as out-of-scope (not eligible for the PSS). A total of 22,895 private schools completed a PSS interview, while 5,217 schools refused to participate, resulting in an unweighted response rate of 81.4 percent.

Further information on the PSS may be obtained from

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#### Projections of Education Statistics

Since 1964, NCES has published projections of key statistics for elementary and secondary schools and higher education institutions. The latest report is *Projections of Education Statistics to 2028* (NCES 2020-024). The *Projections of Education Statistics* series provides national data

for elementary and secondary enrollment, high school graduates, elementary and secondary teachers, expenditures for public elementary and secondary education, enrollment in postsecondary degree-granting institutions, and postsecondary degrees conferred. The report also provides statelevel projections for public elementary and secondary enrollment and public high school graduates. These models are described in the report's appendix on projection methodology.

Differences between the reported and projected values are, of course, almost inevitable. In Projections of Education Statistics to 2028, an evaluation of past projections revealed that, at the elementary and secondary levels, projections of public school enrollments have been quite accurate: mean absolute percentage differences for enrollment in public schools ranged from 0.3 to 1.2 percent for projections from 1 to 5 years in the future, while those for teachers in public schools were 3.0 percent or less. At the higher education level, projections of enrollment have been fairly accurate: mean absolute percentage differences were reported as 5.9 percent or less for projections from 1 to 5 years into the future in Projections of Education Statistics to 2026 (NCES 2018-019). (Projections of Education Statistics to 2027 and Projections of Education Statistics to 2028 did not report mean absolute percentage errors for institutions at the higher educational level because enrollment projections were calculated using a new model.)

Further information on *Projections of Education Statistics* may be obtained from

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#### Recent College Graduates Study

Between 1976 and 1991, NCES conducted periodic surveys of baccalaureate and master's degree recipients 1 year after graduation with the Recent College Graduates (RCG) Study. The RCG Study—which was replaced by the Baccalaureate and Beyond Longitudinal Study (B&B) in 1993 (see listing above)—concentrated on those graduates entering the teaching profession. The study linked respondents' major field of study with outcomes such as whether the respondent entered the labor force or was seeking additional education. Labor force data collected included employment status (unemployed, employed part time, or employed full time), occupation, salary, career potential, relation to major field of study, and need for a college degree. To obtain accurate results on teachers, NCES oversampled graduates with a major in education. The last two studies oversampled education majors and increased the sampling of graduates with majors in other fields.

For each of the selected institutions, a list of graduates by major field of study was obtained, and a sample of graduates was drawn by major field of study. Graduates in certain major fields of study (e.g., education, mathematics, and physical sciences) were sampled at higher rates than were graduates in other fields. Roughly 1 year after graduation, the sample of graduates was located, contacted by mail or telephone, and asked to respond to the questionnaire.

The locating process was more detailed than that in most surveys. Nonresponse rates were directly related to the time, effort, and resources used in locating graduates, rather than to graduates' refusals to participate. Despite the difficulties in locating graduates, RCG response rates are comparable to studies that do not face problems locating their sample membership.

The 1976 study of 1974–75 college graduates was the first, and smallest, of the series. The sample consisted of about 210 institutions, of which 200 (96 percent) responded. Of the approximately 5,850 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 study was somewhat larger than the 1976 study, covering about 300 institutions and 15,850 graduates. Responses were obtained from 280 institutions, for an institutional response rate of 95 percent, and from 9,310 graduates (about 720 others were found not to meet eligibility requirements), for a response rate of 74 percent.

The 1985 study sampled about 400 colleges and 18,740 graduates, of whom 17,850 were found to be eligible. Responses were obtained from 13,200 graduates, for a response rate of 78 percent. The response rate for colleges was 98 percent. The 1987 study sampled 21,960 graduates. Responses were received from 16,880, for a response rate of nearly 80 percent.

The 1991 study sampled about 18,140 graduates of 400 bachelor's and master's degree-granting institutions, including 16,170 bachelor's degree recipients and 1,960 master's degree recipients receiving diplomas between July 1, 1989, and June 30, 1990. Random samples of graduates were selected from lists stratified by field of study. Graduates in education, mathematics, and the physical sciences were sampled at a higher rate, as were graduates of various racial/ethnic groups, to provide a sufficient number of these graduates for analysis purposes. The graduates included in the sample were selected in proportion to the institution's number of graduates. The unweighted institutional response rate was 95 percent, and the unweighted graduate response rate was 83 percent.

Further information on the RCG Study may be obtained from

Aurora D'Amico Longitudinal Surveys Branch Sample Surveys Division National Center for Education Statistics 550 12th Street SW Washington, DC 20202 aurora.damico@ed.gov https://nces.ed.gov/surveys/b&b/

### School Survey on Crime and Safety

The School Survey on Crime and Safety (SSOCS) is the only recurring federal survey that collects detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel, as well as other indicators of school safety from the schools' perspective. SSOCS is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education and collected by the U.S. Census Bureau. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary, middle, high, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, and 2017-18.

The sampling frame for SSOCS:2018 was constructed using the 2014–15 CCD Public Elementary/Secondary School Universe data file. The sampling frame was restricted to regular public schools, charter schools, and schools with partial or total magnet programs in the 50 states and the District of Columbia. It excluded special education schools, vocational schools, alternative schools, virtual schools, newly closed schools, home schools, ungraded schools, schools with a highest grade of kindergarten or lower, Department of Defense Education Activity schools, and Bureau of Indian Education schools, as well as schools in Puerto Rico, American Samoa, the Northern Marianas, Guam, and the U.S. Virgin Islands.

The SSOCS:2018 universe totaled 82,300 schools. The SSOCS:2018 findings were based on a nationally representative, stratified, random sample of 4,803 U.S. public schools. Data collection for SSOCS:2018 began on February 20, 2018, and continued through July 18, 2018. Although SSOCS has historically been conducted by mail with telephone and e-mail follow-up, the 2018 survey administration experimented with an online questionnaire. The survey also experimented with offering a \$10 cash incentive to a subset of sampled schools. A total of 2,762 primary, middle, high, and combined schools provided complete SSOCS:2018 questionnaires, yielding a weighted response rate of 62 percent.

Further information about SSOCS may be obtained from

Rachel Hansen Cross-Sectional Surveys Branch Sample Surveys Division National Center for Education Statistics 550 12th Street SW Washington, DC 20202 rachel.hansen@ed.gov https://nces.ed.gov/surveys/ssocs/

### Schools and Staffing Survey

The Schools and Staffing Survey (SASS) was a set of related questionnaires that collected descriptive data on the context of public and private elementary and secondary education. Data reported by districts, schools, principals, and teachers provided a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The SASS system covered a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data were collected through a mail questionnaire with telephone and in-person field follow-up. SASS was conducted by the Census Bureau for NCES beginning with the first administration of the survey, which was conducted during the 1987–88 school year. Subsequent SASS administrations were conducted in 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12. It was succeeded by the National Teacher and Principal Survey (NTPS), which was first conducted in the 2015–16 school year.

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supported national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS had four core components: school questionnaires, teacher questionnaires, principal questionnaires, and school district (prior to 1999–2000, "teacher demand and shortage") questionnaires. A fifth component, school library media center questionnaires, was introduced in the 1993–94 administration and was included in every subsequent administration of SASS. School library data were also collected in the 1990–91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS included the Public and Private School Questionnaires; teacher questionnaires included the Public and Private School Teacher Questionnaires; principal questionnaires included the Public and Private School Principal (or School Administrator) Questionnaires; and school district questionnaires included the School District (or Teacher Demand and Shortage) Questionnaires.

Although the four core questionnaires and the school library media questionnaires remained relatively stable over the various administrations of SASS, the survey was changed to accommodate emerging issues in elementary and secondary education. Some questionnaire items were added, some were deleted, and some were reworded.

During the 1990–91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007–08. The Indian School Questionnaire explored the same school-level issues that the Public and Private School Questionnaires explored, allowing comparisons among the three types of schools. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011–12 administration did not obtain BIE data. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993-94 and 1999-2000 SASS. During the 2003-04 administration of SASS, only library media centers in public schools were surveyed, and in 2007-08 only library media centers in public schools and BIE and BIE-funded schools were surveyed. The 2011-12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993-94.

As part of the 1999–2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998–99. In 2003–04 and in subsequent administrations of SASS, there was no separate questionnaire for charter schools—charter schools were included in the public school sample instead. Another change in the 2003–04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collected information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience, average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also asked for information on teacher opinions regarding the school and teaching environment. In 1993-94, about 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999-2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003-04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007–08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011–12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011–12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focused on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced price lunch. In 2003-04, about 10,200 public school principals were sampled, and in 2007-08, about 9,800 public school principals were sampled. In 2011-12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011-12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011–12 sample of schools was confined to the 50 states and the District of Columbia and excluded the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that did not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. The SASS 2011–12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011–12 SASS was based on an adjusted public school universe file from the 2009–10 Common Core of Data, a database of all the nation's public school districts and public schools. The private school sample for the 2011–12 SASS was selected from the 2009–10 Private School Universe Survey (PSS), as updated for the 2011–12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection.

The NCES data product 2011–12 Schools and Staffing Survey (SASS) Restricted-Use Data Files (NCES 2014-356) contains eight files (Public School District, Public School Principal, Public School, Public School Teacher, Public School Library Media Center, Private School Principal, Private School, and Private School Teacher) in multiple formats. It also contains a six-volume User's Manual, which includes a codebook for each file. (Information on how to obtain a restricted-use data license is located at https://nces.ed.gov/pubsearch/licenses.asp.)

Further information on SASS may be obtained from

Maura Spiegelman Cross-Sectional Surveys Branch Sample Surveys Division National Center for Education Statistics 550 12th Street SW Washington, DC 20202 maura.spiegelman@ed.gov https://nces.ed.gov/surveys/sass/

### Teacher Follow-Up Survey

The Teacher Follow-Up Survey (TFS) is a follow-up survey of selected elementary and secondary school teachers who participate in the NCES Schools and Staffing Survey (SASS). Its purpose is to determine how many teachers remain at the same school, move to another school, or leave the profession in the year following a SASS administration. It is administered to elementary and secondary teachers in the 50 states and the District of Columbia. The TFS uses two questionnaires, one for teachers who left teaching since the previous SASS administration and another for those who are still teaching either in the same school as last year or in a different school. The objective of the TFS is to focus on the characteristics of each group in order to answer questions about teacher mobility and attrition.

The 2008–09 TFS is different from any previous TFS administration in that it also serves as the second wave of a longitudinal study of first-year teachers. Because of this, the 2008–09 TFS consists of four questionnaires. Two are for respondents who were first-year public school teachers in the 2007–08 SASS and two are for the remainder of the sample.

The 2012–13 TFS sample was made up of teachers who had taken the 2011–12 SASS survey. The 2012–13 TFS sample contained about 5,800 public school teachers and 1,200 private school teachers. The weighted overall response rate using the initial basic weight for private school teachers was notably low (39.7 percent), resulting in a decision to exclude private school teachers from the 2012–13 TFS data files. The weighted overall response rate for public school teachers was 49.9 percent (50.3 percent for current and 45.6 percent for former teachers). Additional information about the 2012–13 TFS, including the analysis of unit nonresponse bias, is available in the First Look report *Teacher Attrition and Mobility: Results From the 2012–13 Teacher Follow-up Survey* (NCES 2014-077).

Further information on the TFS may be obtained from

Julia Merlin Cross-Sectional Surveys Branch Sample Surveys Division National Center for Education Statistics 550 12th Street SW Washington, DC 20202 julia.merlin@ed.gov https://nces.ed.gov/surveys/sass/

# Other U.S. Department of Education Agencies and Programs

#### **ED***Facts* Data Governance Board

#### The EDFacts Initiative

EDFacts is a centralized data collection through which state education agencies (SEAs) submit PK-12 education data to the U.S. Department of Education (ED). All data in EDFacts are organized into "data groups" and reported to ED using defined file specifications. Depending on the data group, SEAs may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. EDFacts does not collect student-level records. The entities that are required to report EDFacts data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about EDFacts file specifications and data groups can be found at https://www2. ed.gov/about/inits/ed/edfacts/index.html.

EDFacts is a universe collection and is not subject to sampling error, although nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of EDFacts data across states and across time. To build EDFacts files, SEAs rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state.

In some cases, EDFacts data may not align with data reported on SEA websites. States may update their websites on schedules different from those they use to report data to ED. Furthermore, ED may use methods for protecting the privacy of individuals represented within the data that could be different from the methods used by an individual state.

EDFacts data on homeless students enrolled in public schools are collected in data group 655 within file 118. EDFacts data on English language learners enrolled in public schools are collected in data group 678 within file 141. EDFacts four-year adjusted cohort graduation rate (ACGR) data are collected in data group 696 within file 151. EDFacts data on students in incidents involving firearms are collected in data group 596 within file 086. EDFacts data on students being removed from school due to disciplinary action are collected in data group 523 within file 030. EDFacts collects these data groups on behalf of the Office of Elementary and Secondary Education.

For more information about EDFacts, please contact

Ross Santy
Administrative Data Division
National Center for Education Statistics
U.S. Department of Education
550 12th Street SW
Washington, DC 20202
ross.santy@ed.gov
https://www2.ed.gov/about/inits/ed/edfacts/index.html

# National Center for Special Education Research

The National Center for Special Education Research (NCSER) was created as part of the reauthorization of the Individuals with Disabilities Education Act (IDEA). NCSER sponsors a program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with disabilities. NCSER funds programs of research that address its mission. In order to determine which programs work, as well as how, why, and in what settings they work, NCSER sponsors research on the needs of infants, toddlers, and children with disabilities and evaluates the effectiveness of services provided through IDEA.

Further information on NCSER may be obtained from

Joan McLaughlin Commissioner National Center for Special Education Research 550 12th Street SW Washington, DC 20202 joan.mclaughlin@ed.gov https://ies.ed.gov/ncser/

# The National Longitudinal Transition Study-2

Funded by NCSER, the National Longitudinal Transition Study-2 (NLTS-2) was a follow-up of the original National Longitudinal Transition Study conducted from 1985 through 1993. NLTS-2 began in 2001 with a sample of students who received special education services, were ages 13 through 16, and were in at least 7th grade on December 1, 2000. The study was designed to provide a national picture of these youths' experiences and achievements as they transition into adulthood. Data were collected from parents, youth, and schools by survey, telephone interviews, student assessments, and transcripts.

NLTS-2 was designed to align with the original NLTS by including many of the same questions and data items, thus allowing comparisons between the NLTS and NLTS-2 youths' experiences. NLTS-2 also included items that have been collected in other national databases to permit comparisons between NLTS-2 youth and the general youth population. Information was collected over five waves, beginning in 2001 and ending in 2009.

Further information on NLTS-2 may be obtained from

Jacquelyn Buckley
Office of the Commissioner
National Center for Special Education Research
550 12th Street SW
Washington, DC 20202
jacquelyn.buckley@ed.gov
https://nlts2.sri.com/

## Office for Civil Rights

### Civil Rights Data Collection

The U.S. Department of Education's Office for Civil Rights (OCR) has surveyed the nation's public elementary and secondary schools since 1968. The survey was first known as the OCR Elementary and Secondary School (E&S) Survey; in 2004, it was renamed the Civil Rights Data Collection (CRDC). The survey collects data on school discipline, access to and participation in high-level mathematics and science courses, teacher characteristics, school finances, and other school characteristics. These data are reported by race/ethnicity, sex, and disability.

Data in the survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the U.S. Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate national and state data.

The CRDC has generally been conducted biennially in each of the 50 states plus the District of Columbia. The 2009–10 CRDC was collected from a sample of approximately 7,000 school districts and over 72,000 schools in those districts. It was made up of two parts: part 1 contained beginning-of-year "snapshot" data and part 2 contained cumulative, or end-of-year, data.

The 2011–12, 2013–14, and 2015–16 CRDC were surveys of all public school schools and school districts in the nation. The 2011–12 survey collected data from approximately 16,500 school districts and 97,000 schools, the 2013–14 survey collected data from approximately 16,800 school districts and 95,500 schools, and the 2015–16 survey collected data from 17,400 school districts and 96,400 schools.

The CRDC web page (<a href="https://www2.ed.gov/about/offices/list/ocr/data.html">https://www2.ed.gov/about/offices/list/ocr/data.html</a>) contains, among other information, survey forms, lists of data elements, and lists of questions and answers pertaining to the 2009–10 through 2015–16 CRDC surveys.

Further information on the Civil Rights Data Collection may be obtained from

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
OCR@ed.gov
https://www2.ed.gov/about/offices/list/ocr/data.html

#### Office of Federal Student Aid

#### Cohort Default Rate Database

A school's cohort default rate is the percentage of the school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) program or William D. Ford Federal Direct Loan (Direct Loan) program loans during a particular federal fiscal year and default within the cohort default period. The 2-year cohort default period is the period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the following fiscal year. The 3-year cohort default period is the period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of second fiscal year following the fiscal year in which the borrower entered repayment.

The Office of Federal Student Aid's cohort default rate database can be accessed at <a href="https://nslds.ed.gov/nslds/nslds\_SA/defaultmanagement/search\_cohortCY2016.cfm">https://nslds.ed.gov/nslds/nslds\_SA/defaultmanagement/search\_cohortCY2016.cfm</a>.

Further information about cohort default rates produced by the Office of Federal Student Aid may be obtained from

https://www2.ed.gov/offices/OSFAP/defaultmanagement/schooltyperates.pdf

https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

https://ifap.ed.gov/dm/finalcdrg

# Office of Special Education Programs

# Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.9 million eligible infants, toddlers, children, and youth with disabilities.

IDEA, formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit, on an annual basis, a report to Congress describing the progress made in serving the nation's children with disabilities. This annual report contains information on children served

by public schools under the provisions of Part B of IDEA and on children served in state-operated programs for persons with disabilities under Chapter I of the Elementary and Secondary Education Act.

Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education Programs (OSEP) by the 50 states, the District of Columbia, the Bureau of Indian Education schools, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, Palau, and the Marshall Islands. The child count information is based on the number of children with disabilities receiving special education and related services on December 1 of each year. Count information is available from https://ideadata.org/.

Since all participants in programs for persons with disabilities are reported to OSEP, the data are not subject to sampling error. However, nonsampling error can arise from a variety of sources. Some states only produce counts of students receiving special education services by disability category because Part B of the IDEA requires it. In those states that typically produce counts of students receiving special education services by disability category without regard to IDEA requirements, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
https://www2.ed.gov/about/reports/annual/osep/index.html

https://sites.ed.gov/idea/ https://ideadata.org/

# Office of Career, Technical, and Adult Education, Division of Adult Education and Literacy

# Enrollment Data for State-Administered Adult Education Programs

The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem solving. Each year, DAEL reports enrollment numbers in state-administered adult education programs for these major areas of support for all 50 states,

the District of Columbia, American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

Further information on DAEL may be obtained from

Office of Career, Technical, and Adult Education
Division of Adult Education and Literacy
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
<a href="https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html">https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html</a>
<a href="https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/">https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/</a>

https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/ facts-figures.html

# Other Governmental Agencies and Programs

# **Bureau of Economic Analysis**

#### National Income and Product Accounts

The National Income and Product Accounts (NIPAs), produced by the Bureau of Economic Analysis, are a set of economic accounts that provide information on the value and composition of output produced in the United States during a given period. NIPAs represent measures of economic activity in the United States, including production, income distribution, and personal savings. NIPAs also include data on employee compensation and wages. These estimations were first calculated in the early 1930s to help the government design economic policies to combat the Great Depression. Most of the NIPA series are published quarterly, with annual reviews of estimates from the three most recent years conducted in the summer.

Revisions to the NIPAs have been made over the years to create a more comprehensive economic picture of the United States. For example, in 1976, consumption of fixed capital (CFC) estimates shifted to a current-cost basis. In 1991, NIPAs began to use gross domestic product (GDP) instead of gross national product (GNP) as the primary measure of U.S. production. (At that time, virtually all other countries were already using GDP as their primary measure of production.) In the 2003 comprehensive revision, a more complete and accurate measure of insurance services was adopted. The incorporation of a new classification system for personal consumption expenditures (PCE) was among the changes contained in the 2009 comprehensive revision. The comprehensive revision of 2013 included the treatment of research and development expenditures by business, government, and nonprofit institutions serving households as fixed investment. The 2017 annual update of the NIPA accounts contained estimates that reflected the incorporation of newly available and revised source data and the adoption of improved

estimating methods. Information on the 2018 comprehensive update of the NIPA accounts and the 2019 annual update of the NIPA accounts can be accessed at <a href="https://www.bea.gov/information-previous-updates-nipa-accounts">https://www.bea.gov/information-previous-updates-nipa-accounts</a>.

NIPAs are slowly being integrated with other federal account systems, such as the federal account system of the Bureau of Labor Statistics.

Further information on NIPAs may be obtained from

U.S. Department of Commerce Bureau of Economic Analysis https://www.bea.gov/

#### **Bureau of Labor Statistics**

#### **Consumer Price Indexes**

The Consumer Price Index (CPI) represents changes in prices of all goods and services purchased for consumption by urban households. Indexes are available for two population groups: a CPI for All Urban Consumers (CPI-U) and a CPI for Urban Wage Earners and Clerical Workers (CPI-W). Unless otherwise specified, data in this report are adjusted for inflation using the CPI-U. These values are generally adjusted to a school-year basis by averaging the July through June figures. Price indexes are available for the United States, the 4 Census regions, 9 Census divisions, 2 size of city classes, cross-classifications of regions and size-classes, and 23 local areas. The major uses of the CPI include as an economic indicator, as a deflator of other economic series, and as a means of adjusting income.

Also available is the Consumer Price Index research series using current methods (CPI-U-RS), which presents an estimate of the CPI-U from 1978 to the present that incorporates most of the improvements that the Bureau of Labor Statistics has made over that time span into the entire series. The historical price index series of the CPI-U does not reflect these changes, though these changes do make the present and future CPI more accurate. The limitations of the CPI-U-RS include considerable uncertainty surrounding the magnitude of the adjustments and the several improvements in the CPI that have not been incorporated into the CPI-U-RS for various reasons. Nonetheless, the CPI-U-RS can serve as a valuable proxy for researchers needing a historical estimate of inflation using current methods. This series has not been used in NCES tables.

Further information on consumer price indexes may be obtained from

Bureau of Labor Statistics U.S. Department of Labor 2 Massachusetts Avenue NE Washington, DC 20212 https://www.bls.gov/cpi/

### **Employment and Unemployment Surveys**

Statistics on the employment and unemployment status of the population and related data are compiled by the Bureau of Labor Statistics (BLS) using data from the Current Population Survey (CPS) (see below) and other surveys. The CPS, a monthly household survey conducted by the U.S. Census Bureau for the Bureau of Labor Statistics, provides a comprehensive body of information on the employment and unemployment experience of the nation's population, classified by age, sex, race, and various other characteristics.

Further information on unemployment surveys may be obtained from

Bureau of Labor Statistics
U.S. Department of Labor
2 Massachusetts Avenue NE
Washington, DC 20212
cpsinfo@bls.gov
https://www.bls.gov/bls/employment.htm

#### Census Bureau

#### American Community Survey

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Forms of the Decennial Census up to and including the 2000 long form. Aggregated over time, these data serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2011, the survey has been mailed to approximately 295,000 addresses in the United States and Puerto Rico each month, or about 3.5 million addresses annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active-duty military who are in the United States. In 2006, the ACS began collecting data from the population living in group quarters. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. The ACS produces 1-year estimates for jurisdictions with populations of 65,000 and over and 5-year estimates for jurisdictions with smaller populations. The 1-year estimates for 2018 used data collected between January 1, 2018, and December 31, 2018, and the 5-year estimates for 2014–2018 used data collected between January 1, 2014, and December 31, 2018. The ACS produced 3-year estimates (for jurisdictions with populations of 20,000 or over) for the periods 2005–2007, 2006–2008, 2007–2009, 2008–2010, 2009–2011, 2010–2012, and 2011–2013. Three-year estimates for these periods will continue to be available to data users, but no further 3-year estimates will be produced.

Further information about the ACS is available at <a href="https://www.census.gov/programs-surveys/acs/">https://www.census.gov/programs-surveys/acs/</a>.

# Annual Survey of State and Local Government Finances

The Census Bureau conducts an Annual Survey of State and Local Government Finances as authorized by law under Title 13, United States Code, Section 182. Periodic surveys of government finances have been conducted since 1902 and have been conducted annually since 1952. This survey covers the entire range of government finance activities: revenue, expenditure, debt, and assets. Revenues and expenditures comprise actual receipts and payments of a government and its agencies, including government-operated enterprises, utilities, and public trust funds. The expenditure-reporting categories comprise all amounts of money paid out by a government and its agencies, with the exception of amounts for debt retirement and for loan, investment, agency, and private trust transactions.

State government finances are based primarily on the Census Bureau Annual Survey of State and Local Government Finances. Census Bureau analysts compile figures from official records and reports of the state governments for most of the state financial data. States differ in the ways in which they administer activities; they may fund such activities directly, or they may disburse the money to a lower level government or government agency. Therefore, caution is advised when attempting to make a direct comparison between states regarding their state fiscal aid data.

The sample of local governments is drawn from the periodic Census of Governments (which is conducted in years ending in "2" and "7") and consists of certain local governments sampled with certainty plus a sample below the certainty level. Finance data for all school districts are collected on an annual basis and released through the NCES Common Core of Data system. A new sample is usually selected every 5 years (in years ending in "4" and "9").

The statistics in Government Finances that are based wholly or partly on data from the sample are subject to sampling error. State government finance data are not subject to sampling error. Estimates of major U.S. totals for local governments are subject to a computed sampling variability of less than one-half of 1 percent. The estimates are also subject to the inaccuracies in classification, response, and processing that would occur if a complete census had been conducted under the same conditions as the sample.

Further information on government finances may be obtained from

Governments Division
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
https://www.census.gov/econ/overview/go0400.html

Local government <a href="mailto:ewd.local.finance@census.gov">ewd.local.finance@census.gov</a>

State government govs.statefinance@census.gov https://www.census.gov/govs/

# Census of Population – Education in the United States

Some NCES tables are based on a part of the decennial census that consisted of questions asked of a 1 in 6 sample of people and housing units in the United States. This sample asked more detailed questions about income, occupation, and housing costs, as well as questions about general demographic information. This decennial census "long form" has been discontinued and has been replaced by the American Community Survey (ACS).

School enrollment. People classified as enrolled in school reported attending a "regular" public or private school or college. They were asked whether the institution they attended was public or private and what level of school they were enrolled in.

Educational attainment. Data for educational attainment were tabulated for people ages 15 and over and classified according to the highest grade completed or the highest degree received. Instructions were also given to include the level of the previous grade attended or the highest degree received for people currently enrolled in school.

Poverty status. To determine poverty status, answers to income questions were used to make comparisons to the appropriate poverty threshold. All people except those who were institutionalized, people in military group quarters and college dormitories, and unrelated people under age 15 were considered. If the total income of each family or unrelated individual in the sample was below the corresponding cutoff, that family or individual was classified as "below the poverty level."

Further information on the 1990 and 2000 Census of Population may be obtained from

Population Division
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
<a href="https://www.census.gov/main/www/cen1990.html">https://www.census.gov/main/www/cen1990.html</a>
<a href="https://www.census.gov/main/www/cen2000.html">https://www.census.gov/main/www/cen2000.html</a>

### **Current Population Survey**

The Current Population Survey (CPS) is a monthly survey of about 50,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the primary source of labor force statistics on the U.S. population. In addition, supplemental questionnaires are used to provide further information about the U.S. population. The March supplement (also known as the Annual Social and Economic [ASEC] supplement) contains detailed questions on topics such as income, employment, and educational attainment; additional questions, such as items on disabilities, have also been included. In the July supplement, items on computer and internet use are the principal focus. The October supplement also contains some questions about computer and internet use, but most of its questions relate to school enrollment and school characteristics.

CPS samples are initially selected based on results from the decennial census and are periodically updated to reflect new housing construction. The current sample design for the main CPS, last revised in July 2015, includes about 70,000 households. Each month, about 50,000 of the 70,000 households are interviewed. Information is obtained each month from those in the household who are 15 years of age and over, and demographic data are collected for children 0–14 years of age. In addition, supplemental questions regarding school enrollment are asked about eligible household members age 3 and over in the October CPS supplement.

In January 1992, the CPS educational attainment variable was changed. The "Highest grade attended" and "Year completed" questions were replaced by the question "What is the highest level of school...has completed or the highest degree...has received?" Thus, for example, while the old questions elicited data for those who completed more than 4 years of high school, the new question elicited data for those who were high school completers, i.e., those who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.

A major redesign of the CPS was implemented in January 1994 to improve the quality of the data collected. Survey questions were revised, new questions were added, and computer-assisted interviewing methods were used for the survey data collection. Further information about the

redesign is available in *Current Population Survey, October* 1995: (School Enrollment Supplement) Technical Documentation at <a href="https://www.census.gov/prod/techdoc/cps/cpsoct95.pdf">https://www.census.gov/prod/techdoc/cps/cpsoct95.pdf</a>.

Caution should be used when comparing data from 2012 through 2019 (which reflect 2010 Census-based controls) with data from 2002 through 2011 (which reflect 2000 Census-based controls) and with data from 2001 and earlier (which reflect population controls based on the 1990 and earlier Censuses). Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions; they can, however, have a significant impact on population counts. For example, use of 2010 Census-based controls results in about a 0.2 percent increase from the 2000 Census-based controls in the civilian noninstitutionalized population and in the number of families and households. Thus, estimates of levels for data collected in 2012 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain subpopulation groups than for the total population.

Beginning in 2003, the race/ethnicity questions were expanded. Information on people of Two or more races were included, and the Asian and Pacific Islander race category was split into two categories—Asian and Native Hawaiian or Other Pacific Islander. In addition, questions were reworded to make it clear that self-reported data on race/ethnicity should reflect the race/ethnicity with which the responder identifies, rather than what may be written in official documentation.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Generalized standard error tables are provided in the Current Population Reports; methods for deriving standard errors can be found within the CPS technical documentation at <a href="https://www.census.gov/programs-surveys/cps/technical-documentation/complete.html">https://www.census.gov/programs-surveys/cps/technical-documentation/complete.html</a>. The CPS data are subject to both nonsampling and sampling errors.

Standard errors were estimated using the generalized variance function prior to 2005 for March CPS data and prior to 2010 for October CPS data. The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. Standard errors were estimated using replicate weight methodology beginning in 2005 for March CPS data and beginning in 2010 for October CPS data. Those interested in using CPS household-level supplement replicate weights to calculate variances may refer to *Estimating Current* 

Population Survey (CPS) Household-Level Supplement Variances Using Replicate Weights at <a href="https://www.nber.org/cps/HH-level">https://www.nber.org/cps/HH-level</a> Use of the Public Use Replicate Weight File.doc.

Further information on the CPS may be obtained from

Associate Directorate for Demographic Programs—Survey Operations

Census Bureau U.S. Department of Commerce 4600 Silver Hill Road Washington, DC 20233 (301) 763-3806 dsd.cps@census.gov

https://www.census.gov/programs-surveys/cps.html

### Computer and Internet Use

The Current Population Survey (CPS) has been conducting supplemental data collections regarding computer use since 1984. In 1997, these supplemental data collections were expanded to include data on internet access. More recently, data regarding computer and internet use were collected in October 2010, July 2011, October 2012, July 2013, July 2015, and November 2017.

In the July 2011, 2013, and 2015 supplements, as well as in the November 2017 supplement, the sole focus was on computer and internet use. In the October 2010 and 2012 supplements questions on school enrollment were the principal focus, and questions on computer and internet use were less prominent. Measurable differences in estimates taken from these supplements across years could reflect actual changes in the population; however, differences could also reflect any unknown bias from major changes in the questionnaire over time due to rapidly changing technology. In addition, data may vary slightly due to seasonal variations in data collection between the July, October, and November supplements. Therefore, caution should be used when making year-to-year comparisons of CPS computer and internet use estimates.

The most recent computer and internet use supplement, conducted in November 2017, collected household information from all eligible CPS households, as well as information from individual household members age 3 and over. Information was collected about the household's computer and internet use and the household member's use of the Internet from any location in the past year. Additionally, information was gathered regarding a randomly selected household respondent's use of the Internet.

For the November 2017 basic CPS, the household-level nonresponse rate was 14.3 percent. The person-level nonresponse rate for the computer and internet use supplement was an additional 23.0 percent. Since one rate is a person-level rate and the other a household-level rate, the rates cannot be combined to derive an overall rate.

Further information on the CPS Computer and Internet Use Supplement may be obtained from

Associate Directorate for Demographic Programs—Survey Operations
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
(301) 763-3806
dsd.cps@census.gov
https://www.census.gov/programs-surveys/cps.html

#### **Dropouts**

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population age 3 years and over as part of the monthly basic survey on labor force participation. In addition to gathering the information on school enrollment, with the limitations on accuracy as noted below under "School Enrollment," the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS. Event rates describe the proportion of students who leave school each year without completing a high school program. Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts ages 16 through 24, regardless of when they last attended school.

In addition to other survey limitations, dropout rates may be affected by survey coverage and exclusion of the institutionalized population. The incarcerated population has increased and has a high dropout rate. Dropout rates for the total population might be higher than those for the noninstitutionalized population if the prison and jail populations were included in the dropout rate calculations. On the other hand, if military personnel, who tend to be high school graduates, were included, it might offset some or all of the impact from the theoretical inclusion of the jail and prison populations. Tables on status dropout rates based on the American Community Survey do include the institutionalized population and are also included in the *Digest of Education Statistics*.

Another area of concern with tabulations involving young people in household surveys is the relatively low coverage ratio compared to older age groups. CPS undercoverage results from missed housing units and missed people within sample households. Overall CPS undercoverage for October 2018 is estimated to be about 11 percent.

CPS coverage varies with age, sex, and race. Generally, coverage is larger for females than for males and larger for non-Blacks than for Blacks. This differential coverage is a general problem for most household-based surveys. Further information on CPS methodology may be found in the technical documentation at <a href="https://www.census.gov/programs-surveys/cps/technical-documentation.html">https://www.census.gov/programs-surveys/cps/technical-documentation.html</a>. Tables on status

dropout rates based on the American Community Survey do include the institutionalized population and are also included in the *Digest of Education Statistics*.

Further information on the calculation of dropouts and dropout rates may be obtained from the *Trends in High School Dropout and Completion Rates in the United States* report at <a href="https://nces.ed.gov/programs/dropout/index.asp">https://nces.ed.gov/programs/dropout/index.asp</a> or by contacting

Cristobal de Brey Annual Reports and Information Staff National Center for Education Statistics 550 12th Street SW Washington, DC 20202 cristobal.debrey@ed.gov

#### **Educational Attainment**

Reports documenting educational attainment are produced by the Census Bureau using the March Current Population Survey (CPS) supplement (Annual Social and Economic supplement [ASEC]). Currently, the ASEC supplement consists of approximately 50,000 interviewed households. Both recent and earlier editions of *Educational Attainment in the United States* may be downloaded at <a href="https://www.census.gov/topics/education/educational-attainment/data/tables.All.html">https://www.census.gov/topics/education/educational-attainment/data/tables.All.html</a>.

In 2014, the CPS ASEC included redesigned questions on income (specifically retirement income) and health insurance coverage, which were followed, in the 2015 CPS ASEC, by changes to allow spouses and unmarried partners to specifically identify as opposite- or same-sex. Beginning with the 2019 CPS ASEC, the Census Bureau used a modified processing system that improved procedures for imputing income and health insurance variables. The Census Bureau analyzed the impact of the use of the new processing system by comparing its use with the use of the legacy processing system on income, poverty, and health insurance coverage data from 2017 ASEC files. The Census Bureau found that differences in the overall poverty rate and household income resulting from the use of the new processing system compared to the legacy processing system were not statistically significant, although there were differences for some demographic groups. Use of the new processing system caused the supplemental poverty rate (https://www.census.gov/ topics/income-poverty/supplemental-poverty-measure. html) to decrease overall and for most demographic groups. The Census Bureau attributed the decrease to improvements in the new processing system's imputation of medical-out-of-pocket expenses, housing subsidies, and school lunch receipts. More information on these changes can be found at https://www.census.gov/ newsroom/blogs/research-matters/2019/09/cps-asec.html.

In addition to the general constraints of CPS, some data indicate that the respondents have a tendency to overestimate the educational level of members of their household. Some inaccuracy is due to a lack of the respondent's knowledge of the exact educational attainment of each household member and the hesitancy to acknowledge anything less than a high school education.

Further information on educational attainment data from CPS may be obtained from

Associate Directorate for Demographic Programs—Survey
Operations
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road

Washington, DC 20233 (301) 763-3806

dsd.cps@census.gov
https://www2.census.gov/programs-surveys/cps/techdocs/
cpsmar19.pdf

#### School Enrollment

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population age 3 years and over. Currently, the October supplement consists of approximately 50,000 interviewed households, the same households interviewed in the basic Current Population Survey. The primary sources of nonsampling variability in the responses to the supplement are those inherent in the main survey instrument. The question of current enrollment may not be answered accurately for various reasons. Some respondents may not know current grade information for every student in the household, a problem especially prevalent for households with members in college or in nursery school. Confusion over college credits or hours taken by a student may make it difficult to determine the year in which the student is enrolled. Problems may occur with the definition of nursery school (a group or class organized to provide educational experiences for children) where respondents' interpretations of "educational experiences" vary.

For the October 2018 basic CPS, the household-level nonresponse rate was 15.2 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 9.2 percent. Since the basic CPS nonresponse rate is a household-level rate and the school enrollment supplement nonresponse rate is a person-level rate, these rates cannot be combined to derive an overall nonresponse rate. Nonresponding households may have more or fewer persons than interviewed ones, so combining these rates may lead to an under- or overestimate of the true overall nonresponse rate for persons for the school enrollment supplement.

Although the principal focus of the October supplement is school enrollment, in some years the supplement has included additional questions on other topics. In 2010 and 2012, for example, the October supplement included additional questions on computer and internet use.

Further information on CPS methodology may be obtained from <a href="https://www.census.gov/programs-surveys/cps.html">https://www.census.gov/programs-surveys/cps.html</a>.

Further information on the CPS School Enrollment Supplement may be obtained from

Associate Directorate for Demographic Programs—Survey
Operations
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
(301) 763-3806
dsd.cps@census.gov
https://www.census.gov/programs-surveys/cps.html

# Decennial Census, Population Estimates, and Population Projections

The decennial census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country every 10 years, and it is composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. (Historical data and other information about the annual estimates produced by Census may be found at the Population Estimates Program web page: https://www. census.gov/programs-surveys/popest.html.) The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, the Census Bureau revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. The race questions on the 1990 and 2000 censuses differed in some significant ways. In 1990, the respondent was instructed to select the one race "that the respondent considers himself/herself to be," whereas in 2000, the respondent could select one or more races that the person considered himself or herself to be. American Indian, Eskimo, and Aleut were three separate race categories in 1990; in 2000, the American Indian and Alaska Native categories were combined, with an option to write in a tribal affiliation. This write-in option was provided only for the American Indian category in 1990. There was a combined Asian and Pacific Islander race category in 1990, but the groups were separated into two categories in 2000.

The census question on ethnicity asks whether the respondent is of Hispanic origin, regardless of the race option(s) selected; thus, persons of Hispanic origin may be of any race. In the 2000 census, respondents were first asked, "Is this person Spanish/Hispanic/Latino?" and then given the following options: No, not Spanish/Hispanic/Latino; Yes, Puerto Rican; Yes, Mexican, Mexican American, Chicano; Yes, Cuban; and Yes, other Spanish/Hispanic/Latino (with space to print the specific group). In

the 2010 census, respondents were asked "Is this person of Hispanic, Latino, or Spanish origin?" The options given were No, not of Hispanic, Latino, or Spanish origin; Yes, Mexican, Mexican Am., Chicano; Yes, Puerto Rican; Yes, Cuban; and Yes, another Hispanic, Latino, or Spanish origin—along with instructions to print "Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on" in a specific box.

The 2000 and 2010 censuses each asked the respondent "What is this person's race?" and allowed the respondent to select one or more options. The options provided were largely the same in both the 2000 and 2010 censuses: White; Black, African American, or Negro; American Indian or Alaska Native (with space to print the name of enrolled or principal tribe); Asian Indian; Japanese; Native Hawaiian; Chinese; Korean; Guamanian or Chamorro; Filipino; Vietnamese; Samoan; Other Asian; Other Pacific Islander; and Some other race. The last three options included space to print the specific race. Two significant differences between the 2000 and 2010 census questions on race were that no race examples were provided for the "Other Asian" and "Other Pacific Islander" responses in 2000, whereas the race examples of "Hmong, Laotian, Thai, Pakistani, Cambodian, and so on" and "Fijian, Tongan, and so on," were provided for the "Other Asian" and "Other Pacific Islander" responses, respectively, in 2010.

The census population estimates program modified the enumerated population from the 2010 census to produce the population estimates base for 2010 and onward. As part of the modification, the Census Bureau recoded the "Some other race" responses from the 2010 census to one or more of the five OMB race categories used in the estimates program (for more information, see <a href="https://www.census.gov/programs-surveys/popest/technical-documentation/methodology.html">https://www.census.gov/programs-surveys/popest/technical-documentation/methodology.html</a>).

Further information on the decennial census may be obtained from

https://www.census.gov/.

# Small Area Income and Poverty Estimates

Small Area Income and Poverty Estimates (SAIPE) are produced for school districts, counties, and states. The main objective of this program is to provide updated estimates of income and poverty statistics for the administration of federal programs and the allocation of federal funds to local jurisdictions. Estimates for 2018 were released in December 2019. These estimates combine data from administrative records, postcensal population estimates, and the decennial census with direct estimates from the American Community Survey to provide consistent and reliable single-year estimates. These model-based single-year estimates are more reflective of current conditions than multiyear survey estimates.

Further information on the SAIPE program may be obtained from

Small Area Estimates Branch
Census Bureau
U.S. Department of Commerce
sehsd.saipe@census.gov
https://www.census.gov/programs-surveys/saipe/about/
contact.html

# Centers for Disease Control and Prevention

# Morbidity and Mortality Weekly Report: Summary of Notifiable Diseases

The Summary of Notifiable Diseases, a publication of the Morbidity and Mortality Weekly Report (MMWR), contains the official statistics, in tabular and graphical form, for the reported occurrence of nationally notifiable infectious diseases in the United States. These statistics are collected and compiled from reports sent by U.S. state and territory, New York City, and District of Columbia health departments to the National Notifiable Diseases Surveillance System (NNDSS), which is operated by the Centers for Disease Control and Prevention (CDC) in collaboration with the Council of State and Territorial Epidemiologists.

For more information on the MMWR: Summary of Notifiable Diseases, see https://www.cdc.gov/mmwr/mmwr nd/.

## National Vital Statistics System

The National Vital Statistics System (NVSS) is the method by which data on vital events—births, deaths, marriages, divorces, and fetal deaths—are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). In 1984 and earlier years, the VSCP included varying numbers of states that provided data based on a 100 percent sample of their birth certificates. Data for states not in the VSCP were based on a 50 percent sample of birth certificates filed in those states. Population data used to compile birth rates are based on special estimation procedures and are not actual counts.

Race and Hispanic ethnicity are reported separately in the NVSS. Data are available for non-Hispanic Whites and non-Hispanic Blacks for 1990 and later; however, for 1980 and 1985, data for Whites and Blacks may include persons of Hispanic ethnicity. For all years, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic ethnicity.

For more information on the NCHS and the NVSS, see <a href="https://www.cdc.gov/nchs/nvss/index.htm">https://www.cdc.gov/nchs/nvss/index.htm</a>.

# School-Associated Violent Death Surveillance System

The School-Associated Violent Death Surveillance System (SAVD-SS) was developed by the Centers for Disease Control and Prevention (CDC) in conjunction with the U.S. Department of Education and the U.S. Department of Justice. The system contains descriptive data on all school-associated violent deaths in the United States, including homicides, suicides, and legal intervention deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school; while the victim was on the way to or from regular sessions at such a school; or while attending or on the way to or from an official school-sponsored event. Victims of such incidents include students as well as nonstudents (e.g., students' parents, community residents, and school staff). SAVD-SS includes data on the school, event, victim(s), and offender(s). These data are used to describe the epidemiology of schoolassociated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent deaths in the United States, and identify potential risk factors for these deaths. The CDC has collected SAVD-SS data from July 1, 1992, to the present.

SAVD-SS uses a three-step process to identify and collect data on school-associated violent deaths. First, cases are identified through a systematic search of the LexisNexis newspaper and media database. Second, law enforcement officials from the office that investigated the death(s) are contacted to confirm the details of the case and to determine if the event meets the case definition. Third, once a case is confirmed, a copy of the full law enforcement report is requested for each case. Finally, in previous data years whenever possible, interviews were conducted with law enforcement and/or school officials familiar with cases to obtain contextual information about the incidents. However, interviews are no longer conducted as a part of SAVD-SS protocol. Information regarding the fatal incident is abstracted from law enforcement reports and includes the location of injury, context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and relationship, school, and community circumstances that may have been related to the incident (e.g., relationship problems with family members, school disciplinary issues, gang-related activity in the community). Information obtained on victim(s) and offender(s) includes demographics, contextual information about the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors. For specific SAVD studies, school-level data for schools where incidents occur are obtained through the Common Core of Data survey of the National Center for Education Statistics and include school demographics,

locale (e.g., urban, suburban, rural), grade levels offered by the school, Title I eligibility, and percentage of students eligible for free/reduced-price lunch, among other variables.

All data years are flagged as preliminary. For some recent cases, the law enforcement reports have not yet been received. The details learned during data abstraction from law enforcement reports can occasionally change the classification of a case. Also, new cases may be identified because of the expansion of the scope of the media files used for case identification. However, cases not identified during earlier data years may be discovered at a later date as a result of newly published media articles describing the incident. Finally, other cases may occasionally be identified while the law enforcement and school interviews are being conducted to verify known cases.

Further information on SAVD-SS may be obtained from

#### Kristin Holland

Principal Investigator and Lead Behavioral Scientist School-Associated Violent Death Surveillance System Division of Violence Prevention National Center for Injury Control and Prevention Centers for Disease Control and Prevention 1600 Clifton Road Atlanta, GA 30329 kholland@cdc.gov

# Web-Based Injury Statistics Query and Reporting System Fatal

Web-Based Injury Statistics Query and Reporting System (WISQARS) Fatal is an interactive online database that provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention (CDC). Data include causes of death reported by attending physicians, medical examiners, and coroners and demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies, and prepares these data for release to the public. The data provide information about unintentional injury, homicide, and suicide as leading causes of death, how common these causes of death are, and whom they affect. These data are intended for a broad audience—the public, the media, public health practitioners and researchers, and public health officials—to increase their knowledge of

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings.

Further information on WISQARS Fatal may be obtained from

National Center for Injury Prevention and Control Centers for Disease Control and Prevention 1600 Clifton Road Atlanta, GA 30329 <a href="https://wwwn.cdc.gov/dcs/ContactUs/Form">https://wwwn.cdc.gov/dcs/ContactUs/Form</a> <a href="https://www.cdc.gov/injury/wisqars/fatal\_help/data\_sources.html">https://www.cdc.gov/injury/wisqars/fatal\_help/data\_sources.html</a>

### Youth Risk Behavior Surveillance System

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS), as well as surveys conducted in states, territories, tribes, and large urban school districts.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. In each survey, the target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes are eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of Black or Hispanic enrollment. In 2013, 2015, and 2017, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey; 10,900 students participated in 1995; 16,300 students participated in 1997; 15,300 students participated in 1999; 13,600 students participated in 2001; 15,200 students participated in 2003; 13,900 participated in 2005; 14,000 participated in 2007; 16,400 participated in 2009; 15,400 participated in 2011; 13,600 participated in 2013; 15,600 participated in 2015; and 14,800 participated in 2017.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent in 1999, 63 percent in 2001, 67 percent in 2003, 67 percent in 2005, 68 percent in 2007, 71 percent in 2009, 71 percent in 2011, 68 percent in 2013, 60 percent in 2015, and 60 percent in 2017. NCES standards call for response rates of 85 percent or greater for crosssectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. A school nonresponse bias analysis, however, was done for the 2017 survey. This analysis found some evidence of potential bias by school type and school poverty level, but concluded that the bias had little impact on the overall estimates and would be further reduced by weight adjustment. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State-level data were downloaded from the Youth Online: Comprehensive Results web page (<a href="https://nccd.cdc.gov/Youthonline/App/Default.aspx">https://nccd.cdc.gov/Youthonline/App/Default.aspx</a>). Each state and district school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades 9–12 in their jurisdiction. All except one state sample (South Dakota), and all district samples, include only public schools, and each district sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9-12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In the 2017 YRBS, 39 states and 21 large urban districts had weighted data. It should be noted that not all of the districts that had weighted data were located in a state that had weighted data. For example, Georgia was not one of the 39 states that had weighted data, but the state contained one of the 21 districts that did (DeKalb County, GA). (For information on the location of the districts, please see <a href="https://www.cdc.gov/healthyyouth/data/yrbs/participation.htm">https://www.cdc.gov/healthyyouth/data/yrbs/participation.htm</a>.) In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 805 to 51,807. School response rates ranged from 68 to 100 percent, student response rates ranged from 67 to 90 percent, and overall response rates ranged from 60 to 89 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages for which the denominator includes fewer than 100 unweighted cases.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was

How do you describe yourself?

- a. White—not Hispanic
- b. Black—not Hispanic
- c. Hispanic or Latino
- d. Asian or Pacific Islander
- e. American Indian or Alaska Native
- f. Other

The version used in 1999, 2001, and 2003, as well as in the 2005 state and local district surveys was

How do you describe yourself? (Select one or more responses.)

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic or Latino
- e. Native Hawaiian or Other Pacific Islander
- f. White

In the 2005 national survey and in all 2007, 2009, 2011, 2013, 2015, and 2017 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "Yes" and "No"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students

were classified as "Hispanic" if they answered "Yes" to the first question, regardless of how they answered the second question. Students who answered "No" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "No" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "No" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (*Public Opinion Quarterly*, 67:227–226, 2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton, Brener, Kann, and Pittman (*Journal of Adolescent Health, 41*: 488–494, 2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used.

Further information on the YRBSS may be obtained from

Nancy Brener
Division of Adolescent and School Health
National Center for HIV/AIDS, Viral Hepatitis, STD, and
TB Prevention
Centers for Disease Control and Prevention
1600 Clifton Road
Atlanta, GA 30329
nad1@cdc.gov
http://www.cdc.gov/yrbs

## **Department of Defense**

### Defense Manpower Data Center

The Statistical Information Analysis Division of the Defense Manpower Data Center (DMDC) maintains the largest archive of personnel, manpower, and training data in the Department of Defense (DoD). The DMDC's statistical activities include the personnel survey program, an enlistment testing program to support screening of military applicants, and a client support program to provide statistical support to the Office of the Secretary of Defense. The DMDC collects DoD contract information in support of national economic tables and the Small Business Competitiveness Demonstration Program; it also produces statistics on DoD purchases from educational and nonprofit institutions and from state and local governments.

For more information on the DMDC, see <a href="https://www.dmdc.osd.mil/appj/dwp/index.jsp">https://www.dmdc.osd.mil/appj/dwp/index.jsp</a>.

## **Department of Justice**

#### Bureau of Justice Statistics

A division of the U.S. Department of Justice Office of Justice Programs, the Bureau of Justice Statistics (BJS) collects, analyzes, publishes, and disseminates statistical information on crime, criminal offenders, victims of crime, and the operations of the justice system at all levels of government and internationally. It also provides technical and financial support to state governments for development of criminal justice statistics and information systems on crime and justice.

For information on the BJS, see <a href="https://www.bjs.gov/">https://www.bjs.gov/</a>.

#### National Crime Victimization Survey

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics (BJS) by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992 and 2016, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and American households each year. The survey measures both crimes reported to the police and crimes not reported to the police.

NCVS estimates presented may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included using a new counting strategy. High-frequency repeat victimizations, or series victimizations, are six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization. Including series victimizations results in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimizations occurred over the past 6 months, capping the number of victimizations within each series at a maximum of 10. This strategy for counting series victimizations balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see Methods for Counting High-Frequency Repeat Victimizations in the National Crime Victimization Survey at https://www.bjs.gov/ content/pub/pdf/mchfrv.pdf.

Readers should note that in 2003, in accordance with changes to the Office of Management and Budget's standards

for the classification of federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is now followed by a new question on race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander. An analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new race question had very little impact on the aggregate racial distribution of the NCVS respondents, with one exception: There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

Every 10 years, the NCVS sample is redesigned to reflect changes in the population. In the 2006 NCVS, changes in the sample design and survey methodology affected the survey's estimates. Caution should be used when comparing the 2006 estimates to estimates of other years. For more information on the 2006 NCVS data, see *Criminal Victimization*, 2006, at <a href="https://www.bjs.gov/content/pub/pdf/cv06.pdf">https://www.bjs.gov/content/pub/pdf/cv06.pdf</a>; the NCVS 2006 technical notes, at <a href="https://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf">https://bjs.ojp.usdoj.gov/content/pub/pdf/cv06.pdf</a>; and <a href="https://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf">Criminal Victimization</a>, 2007, at <a href="https://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf">https://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf</a>. Due to a sample increase and redesign in 2016, victimization estimates among youth were not comparable to estimates for other years and are not available in this report. For more information on the redesign, see <a href="https://www.bjs.gov/content/pub/pdf/cv16re.pdf">https://www.bjs.gov/content/pub/pdf/cv16re.pdf</a>.

The number of NCVS-eligible households in the 2018 sample was approximately 208,000. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a selfweighting sample. The final sample was augmented to account for households constructed after the decennial census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and over to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. All persons age 12 and older are interviewed every 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh

time, it is replaced by a new sample household. In 2018, the household response rate was about 73 percent, and the completion rate for persons within households was about 82 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information on the 2018 NCVS, see <a href="https://www.bjs.gov/content/pub/pdf/cv18.pdf">https://www.bjs.gov/content/pub/pdf/cv18.pdf</a>.

Further information on the NCVS may be obtained from

Barbara A. Oudekerk Victimization Statistics Branch Bureau of Justice Statistics barbara.a.oudekerk@usdoj.gov https://www.bjs.gov/

#### School Crime Supplement

Created as a supplement to the NCVS and codesigned by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about schoolrelated victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not homeschooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first

or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used in the SCS to classify student victimizations into the categories "serious violent," "violent," and "theft." The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified. In 1995 and 1999, "at school" had been defined for respondents as meaning in the school building, on the school grounds, or on a school bus. In 2001, the definition of at "school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. The change to the definition of "at school" in the 2001 questionnaire was made in order to render the definition there consistent with the definition as it is constructed in the NCVS. This change to the definition of "at school" has been retained in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

Shown in table H, below, are the number of students participating, household completion rates, student completion rates, and overall unit response rates in the SCS from 1995 to 2017:

Table H. Student participation in the School Crime Supplement (SCS) by number participating, household completion rate, student completion rate, and overall unit response rate: Selected years, 1995 to 2017

SCS collection year	Number participating	Household completion rate (percent)	Student completion rate (percent)	Overall unit response rate (percent) <sup>1</sup>
1995	9,700	95	78	74
1999	8,400	94	78	73
2001	8,400	93	77	72
2003	7,200	92	70	64
2005	6,300	91	62	56
2007	5,600	90	58	53
2009	5,000	92	56	51
2011	6,500	91	63	57
2013	5,700	86	60	51
2015	5,500	82	58	48
2017	7,100	76	52	40

The overall unit response rate is calculated by multiplying the household completion rate by the student completion rate. Prior to 2011, overall SCS unit response rates were unweighted; starting in 2011, overall SCS unit response rates are weighted.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey. 1995 through 2017.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (NCES Statistical

Standards, 2002, at <a href="https://nces.ed.gov/statprog/2002/">https://nces.ed.gov/statprog/2002/</a> std4 4.asp). Due to the low unit response rate in 2005, 2007, 2009, 2011, 2013, 2015, and 2017, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has several key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, age, race/ethnicity, household income, region, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (non-Hispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of \$35,000–\$49,999 and \$50,000 or more had higher response rates than those from households with incomes of less than \$7,500, \$7,500–\$14,999, \$15,000–\$24,999, and \$25,000–\$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than respondents of other races/ethnicities. Respondents from households with an income of \$25,000 or more had higher response rates than those from households with incomes of less than \$25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and

urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-year-old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age, region, and Hispanic origin variables in the NCVS interview response. Within the SCS portion of the data, only the age and region variables showed significant unit nonresponse bias. Further analysis indicated that only the age 14 and the west region categories showed positive response biases that were significantly different from some of the other categories within the age and region variables. Based on the analysis, nonresponse bias seems to have little impact on the SCS results. In 2015, the analysis of unit nonresponse bias found evidence of potential bias for age, race, Hispanic origin, urbanicity, and region in the NCVS interview response. For the SCS interview, the age, race, urbanicity, and region variables showed significant unit nonresponse bias. The age 14 group and rural areas showed positive response biases that were significantly different from other categories within the age and urbanicity variables. The northeast region and Asian race group showed negative response biases that were significantly different from other categories within the region and race variables. These results provide evidence that these subgroups may have a nonresponse bias associated with them. In 2017, the analysis of unit nonresponse bias found that the race/ethnicity and census region variables showed significant differences in response rates between different race/ethnicity and census region subgroups. Respondent and nonrespondent distributions were significantly different for the race/ethnicity subgroup only. However, after using weights adjusted for person nonresponse, there was no evidence that these response differences introduced nonresponse bias in the final victimization estimates. Response rates for SCS survey items in all survey years were high-typically over 95 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years.

Further information about the SCS may be obtained from

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### Federal Bureau of Investigation

The Federal Bureau of Investigation (FBI) collects statistics on crimes from law enforcement agencies throughout the country through the Uniform Crime Reporting (UCR) Program. The UCR Program was conceived in 1929 by the International Association of Chiefs of Police to meet a need for reliable, uniform crime statistics for the nation. In 1930, the FBI was tasked with collecting, publishing, and archiving those statistics. Today, several annual statistical publications, such as the comprehensive Crime in the United States (CIUS), are produced from data provided by over 18,000 law enforcement agencies across the United States. CIUS is an annual publication in which the FBI compiles the volume and rate of crime offenses for the nation, the states, and individual agencies. This report also includes arrest, clearance, and law enforcement employee data.

For more information on the UCR Program, see <a href="https://ucr.fbi.gov/ucr">https://ucr.fbi.gov/ucr</a>.

#### Studies of Active Shooter Incidents

The Investigative Assistance for Violent Crimes Act of 2012, which was signed into law in 2013, authorizes the attorney general, upon the request of an appropriate state or local law enforcement official, to "assist in the investigation of violent acts and shootings occurring in a place of public use and in the investigation of mass killings and attempted mass killings." The attorney general delegated this responsibility to the FBI.

In 2014, the FBI initiated studies of active shooter incidents in order to advance the understanding of these incidents and provide law enforcement agencies with data that can inform efforts toward preventing, preparing for, responding to, and recovering from them.

Data on active shooter incidents at educational institutions come from FBI reports. Recent reports include Active Shooter Incidents in the United States in 2016 and 2017, Active Shooter Incidents in the United States in 2018, and Active Shooter Incidents in the United States in 2019, which can be accessed at <a href="https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources">https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources</a>.

Further information about FBI resources on active shooter incidents may be obtained from

Active Shooter Resources
Office of Partner Engagement
Federal Bureau of Investigation
U.S. Department of Justice
935 Pennsylvania Avenue NW
Washington, DC 20535
<a href="https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources">https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources</a>

#### Supplementary Homicide Reports

Supplementary Homicide Reports (SHR) are a part of the Uniform Crime Reporting (UCR) program of the Federal Bureau of Investigation (FBI). These reports provide incident-level information on criminal homicides, including situation type (e.g., number of victims, number of offenders, and whether offenders are known); the age, sex, and race of victims and offenders; the weapon used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the FBI by local law enforcement agencies participating in the UCR program. The data include murders and nonnegligent manslaughters in the United States; thus, negligent manslaughters and justifiable homicides have been eliminated from the data.

About 90 percent of homicides are included in the SHR program. However, adjustments can be made to the weights to correct for missing victim reports. Estimates from the SHR program used in this report were generated by the Bureau of Justice Statistics (BJS).

Further information on the SHR program may be obtained from

Criminal Justice Information Services Division Federal Bureau of Investigation Module D3 1000 Custer Hollow Road Clarksburg, WV 26306 (304) 625-4995 crimestatsinfo@fbi.gov

# Institute of Museum and Library Services

On October 1, 2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred from the National Center for Education Statistics to the Institute of Museum and Library Services (IMLS).

### **IMLS Library Statistics**

Public library statistics are collected annually using the PLS and disseminated annually through the Federal-State Cooperative System (FSCS) for Public Library Data. Descriptive statistics are produced for over 9,000 public libraries. The PLS includes information about staffing; operating income and expenditures; type of governance; type of administrative structure; size of collection; and service measures such as reference transactions, public service hours, interlibrary loans, circulation, and library visits. In the FSCS, respondents supply the information electronically, and data are edited and tabulated in machine-readable form.

PLS respondents are public libraries identified by state administrative library agencies in the 50 states, the District of Columbia, and certain U.S. territories. At the state level, FSCS is administered by State Data Coordinators, who are appointed by the chief officer of each state library agency. The State Data Coordinator collects the requested data from local public libraries. The 50 states, District of Columbia, and territories submit data for individual public libraries, which are aggregated to state and national levels.

Further information on these library surveys can be obtained from

Institute of Museum and Library Services
955 L'Enfant Plaza North SW
Washington, DC 20024-2135
<a href="https://www.imls.gov/">https://www.imls.gov/</a>
<a href="https://www.imls.gov/research-evaluation/data-collection/">https://www.imls.gov/research-evaluation/data-collection/</a>
<a href="public-libraries-survey">public-libraries-survey</a>

# **National Institute on Drug Abuse**

### Monitoring the Future survey

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term national study "Monitoring the Future: A Continuing Study of American Youth," conducted by the University of Michigan Institute for Social Research. One component of this national sample survey deals with student drug abuse, and its results have been published annually since 1975.

In this study, 8th-, 10th-, and 12th-graders complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel (12th-graders have participated since the beginning of the study, and 8th- and 10th-graders began participating in 1991). The 8th- and 10th-grade surveys are anonymous, while the 12th-grade survey is confidential. In addition, beginning with the class of 1976, a randomly selected sample from each senior class has been followed in the years after high school on a continuing basis.

The annual sample for each grade is made up of roughly 16,000 students in 133 public and private schools, for a total of about 50,000 students in 420 public and private secondary schools. In 2019, the survey involved about 42,500 8th-, 10th-, and 12th-graders in 396 public and private secondary schools nationwide.

Understandably, there is some reluctance to admit illegal activities. In addition, students who are out of school on the day of the survey are nonrespondents, and the survey does not include high school dropouts. The inclusion of absentees and dropouts would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of absentees could increase some of the drug usage estimates by as much as 2.7 percentage points. (Details on that study and its methodology were published in *Drug Use Among American High School Students, College Students, and Other Young Adults*, by L.D. Johnston, P.M. O'Malley, and J.G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

The first published results of the 2019 survey were presented in *Monitoring the Future, National Results on Drug Use, 1975–2019: Overview, Key Findings on Adolescent Drug Use,* at <a href="https://www.drugabuse.gov/drug-topics/trends-statistics/monitoring-future">https://www.drugabuse.gov/drug-topics/trends-statistics/monitoring-future</a>.

Further information on the Monitoring the Future drug abuse survey may be obtained from

National Institute on Drug Abuse
Division of Epidemiology, Services and Prevention
Research
6001 Executive Boulevard
Rockville, MD 20852
mtfinformation@umich.edu
https://www.drugabuse.gov/drug-topics/trends-statistics/
monitoring-future

#### **National Science Foundation**

# Survey of Federal Funds for Research and Development

The annual Survey of Federal Funds for Research and Development is the primary source of information about federal funding for research and development in the United States. It is used by policymakers in the executive and legislative branches of the federal government in determining policies, laws, and regulations affecting science; it is also used by those who follow science trends in every sector of the economy, including university administrators and professors, economic and political analysts, research and development managers inside and outside the government, the science press, and leading members of the science community in the United States and around the world.

The survey's target population consists of the federal agencies that conduct research and development programs, excluding the CIA. The federal agencies in the sampling frame are those identified from information in the President's budget submitted to Congress.

In the survey cycle for fiscal years 2018–19, a total of 32 federal agencies (15 federal departments and 17 independent agencies) reported research and development data. Because multiple subdivisions of some federal departments completed the survey, there were 82 agency-level respondents: 5 federal departments, 60 agencies within another 10 federal departments, and 17 independent agencies.

Federal funds data are for the fiscal year just completed and the current fiscal year. Actual data are collected for the year just completed; estimates are obtained for the current fiscal year.

The data are collected and managed online; this system was designed to help improve survey reporting by offering respondents direct online reporting and editing.

There is no known unit or item nonresponse, so no weighting or imputation methods are used; NCES assumes a blank field is zero for estimation purposes. The information included in this survey has been stable since fiscal year 1973, when federal obligations for research to universities and colleges by agency and detailed science and engineering fields were added to the survey.

Further information on federal funds for research and development may be obtained from

Christopher Pece
Project Officer
Research and Development Statistics Program
National Center for Science and Engineering Statistics
National Science Foundation
2415 Eisenhower Avenue
Alexandria, VA 22314
cpece@nsf.gov
https://www.nsf.gov/statistics/srvyfedfunds/

### Survey of Earned Doctorates

The Survey of Earned Doctorates (SED) has collected basic statistics from the universe of doctoral recipients in the United States each year since 1957. It is sponsored by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF) and by three other federal agencies: the National Institutes of Health, U.S. Department of Education, and National Endowment for the Humanities.

With the assistance of institutional coordinators at each doctorate-awarding institution, a survey form or web link is distributed to each person completing the requirements for a research doctorate. Of the 55,195 persons granted a research doctorate in 2018, 92.1 percent completed the survey. The survey questionnaire obtained information on sex, race/ethnicity, marital status, citizenship, disabilities, specialty field of doctorate, educational institutions attended, financial support, education debt, postgraduation plans, and educational attainment of parents.

Further information on the Survey of Earned Doctorates may be obtained from

Kelly Kang
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Human Resources Statistics Program
National Center for Science and Engineering Statistics
National Science Foundation
2415 Eisenhower Avenue
Alexandria, VA 22314
kkang@nsf.gov
https://www.nsf.gov/statistics/srvydoctorates/

### Survey of Graduate Students and Postdoctorates in Science and Engineering

The Survey of Graduate Students and Postdoctorates in Science and Engineering, also known as the graduate student survey (GSS), is an annual survey of all U.S. academic institutions granting research-based master's degrees or doctorates in science, engineering, or selected health fields. Sponsored by the National Science Foundation and the National Institutes of Health, the survey collects counts of enrolled graduate students, postdoctoral researchers, and other doctorate-holding nonfaculty researchers at these institutions by demographics and other characteristics, such as source of financial support. Results are used to assess shifts in graduate enrollment, shifts in postdoctoral researcher and nonfaculty researcher appointments, and trends in financial support.

Data collection for the 2018 GSS began in fall 2018. The 2018 survey universe included 19,592 units at 715 academic institutions in the United States that granted research-based master's degrees or doctorates in science, engineering, or selected health fields.

New procedures to improve coverage of GSS-eligible units were introduced in the 2007 survey cycle and were continued in subsequent cycles. Increased emphasis was given to updating the unit list by providing an exhaustive list of GSS-eligible programs within existing GSS fields. In previous years, only a representative list was provided for each GSS field, which may have resulted in not reporting all eligible units. The set of GSS-eligible fields was also modified. Due to these changes, data for 2007 and later years are not directly comparable with data from previous years.

More recently, the survey universe was modified in 2014 to include 151 new institutions and exclude 2 for-profit institutions; these changes were the result of a comprehensive frame evaluation study conducted from 2010 to 2013 and the annual frame evaluation conducted in the 2013–14 cycle. In 2015 and 2016, some institutions became newly eligible for GSS, some became ineligible, some changed GSS degree-granting status, and some merged. As a result of these changes, the total number of institutions included

in the GSS increased from 706 in 2014 to 714 in 2016. And although it decreased to 703 in 2017 (due to the fact that institutions that became ineligible that year outnumbered institutions that were added) the number of institutions included in the GSS reached 715 in 2018.

Further information on the Survey of Graduate Students and Postdoctorates in Science and Engineering may be obtained from

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myamaner@nsf.gov
https://www.nsf.gov/statistics/srvygradpostdoc/

# Substance Abuse and Mental Health Services Administration

### National Survey on Drug Use and Health

Conducted by the federal government since 1971 (and annually since 1991), the National Survey on Drug Use and Health (NSDUH) is a survey of the civilian, noninstitutionalized population of the United States age 12 or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug use and abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999, the NSDUH interview has been carried out using computer-assisted interviewing). NSDUH collects information from residents of households, noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

Prior to 2002, the survey was called the National Household Survey on Drug Abuse (NHSDA). The 2002 update of the survey's name coincided with improvements to the survey. In light of these improvements, NSDUH data from 2002 and later should not be compared with NHSDA data from 2001 and earlier as a method of assessing changes in substance use over time.

The 2005 NSDUH was the first in a coordinated 5-year sample design providing estimates for all 50 states and the District of Columbia for the years 2005 through 2009. Because the 2005 design enables estimates to be developed by state, states may be viewed as the first level of stratification, as well as a reporting variable.

In the 2018 NSDUH, screening was completed at 141,879 addresses, and 67,791 completed interviews were obtained: 16,852 interviews from adolescents ages 12 to 17 and 50,939 interviews from adults age 18 and over. Weighted response rates for household screening and for interviewing were 73.3 and 66.6 percent, respectively, for an overall response rate of 48.8 percent for persons age 12 and over. The weighted interview response rates were 73.9 percent for adolescents and 65.8 percent for adults.

Further information on the NSDUH may be obtained from

**SAMHSA** 

Center for Behavioral Health Statistics and Quality 5600 Fishers Lane Rockville, MD 20857 https://www.samhsa.gov/data/

# Other Organization Sources

#### **ACT**

#### ACT assessment

The ACT assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The assessment is taken by college-bound high school students. The test results are used to predict how well students might perform in college.

Prior to the 1984–85 school year, national norms were based on a 10 percent sample of the students taking the test. Since then, national norms have been based on the test scores of all students taking the test. Beginning with 1984–85, these norms have been based on the most recent ACT scores available from students scheduled to graduate in the spring of the year. Duplicate test records are no longer used to produce national figures.

Separate ACT standard scores are computed for English, mathematics, science reasoning, and, as of October 1989, reading. ACT standard scores are reported for each subject area on a scale from 1 to 36. In 2019, the national composite score (the simple average of the four ACT standard scores) was 20.7, with a standard deviation of 5.9. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

Further information on the ACT may be obtained from

ACT 500 ACT Drive Iowa City, IA 52243 (319) 337-1270 https://www.act.org/

### The College Board

#### Advanced Placement Exam

The Advanced Placement (AP) program is a curriculum sponsored by the College Board that offers high school students the opportunity to take college-level courses in a high school setting. A student taking an AP course in high school can earn college credit for participation by attaining a certain minimum score on the AP exam in that subject area.

The AP program offers 38 courses and exams. In most cases, the College Board does not require students to take an AP course before taking an AP exam. AP exams are given in the first two weeks in May. Most of the exams take 2 to 3 hours to complete. The scores for all AP exams range from 1 to 5, with 5 being the highest score.

#### SAT

The Admissions Testing Program of the College Board is made up of a number of college admissions tests, including the Preliminary Scholastic Assessment Test (PSAT) and the Scholastic Assessment Test, now known as the SAT. High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these three years. If they have taken the tests more than once, only the most recent scores are tabulated. The PSAT and SAT report subscores in the areas of mathematics and verbal ability.

Each year, approximately 2 million students take the SAT examination. The current version of the SAT, which includes an optional writing component among other content, format, and scoring changes, was first administered in March 2016.

Further information on AP and the SAT may be obtained from

The College Board National Office 250 Vesey Street New York, NY 10281 https://www.collegeboard.org/

#### **Commonfund Institute**

#### Higher Education Price Index

Commonfund Institute took over management of the Higher Education Price Index (HEPI) in 2005 from Research Associates of Washington, which originated the index in 1961. HEPI is an inflation index designed specifically to track the main cost drivers in higher education. It measures the average relative level of prices in a fixed basket of goods and services purchased each year by colleges and universities through current fund educational and general expenditures, excluding research.

The main components of HEPI are faculty salaries; administrative salaries; clerical salaries; service employee salaries; fringe benefits; miscellaneous services; supplies and materials; and utilities. These represent the major items purchased for current operations by colleges and universities. Prices for these items are obtained from salary surveys conducted by the American Association of University Professors, the College and University Professional Association for Human Resources, and the Bureau of Labor Statistics (BLS), as well as from price series for components of BLS's Consumer Price Index (CPI), Employment Cost Index (ECI), and Producer Price Index (PPI).

HEPI measures price levels from a designated reference year in which budget weights are assigned. This base year is FY 1983 and is assigned a price value of 100.0 for index compilation. An index value of 115.0, for example, represents a 15 percent price increase over 1983 values.

Further information on HEPI may be obtained from

Commonfund Institute 15 Old Danbury Road Wilton, CT 06897 https://www.commonfund.org/institute

# Council for Advancement and Support of Education

### Voluntary Support of Education survey

The Voluntary Support of Education (VSE) survey has collected data on fundraising at public and private colleges and universities (as well as a sample of precollege institutions) in the United States since 1957. The Council for Aid to Education (CAE) managed the survey from 1957 to 2017. The Council for Advancement and Support of Education (CASE) currently manages the survey, after having acquired it from CAE in 2018. CASE is a global nonprofit membership association of educational institutions that helps develop the communities of professional practice that build institutional resilience and success in challenging times. The communities include staff engaged in alumni relations, advancement services, communications, fundraising, government relations, marketing, and student recruitment.

The VSE survey is conducted online, and all accredited higher education institutions are eligible to participate. The number of U.S. higher education participants in 2018 was 929, a number that represented about one-fourth of colleges and universities in the United States but raised about 80 percent of total voluntary support of U.S. higher education institutions in the 2017–18 academic fiscal year.

The "Voluntary Support of Education Data & Research Findings" page (<a href="https://www.case.org/resources/voluntary-support-education-data-research-findings">https://www.case.org/resources/voluntary-support-education-data-research-findings</a>) on the CASE website provides information and the latest research briefs on the VSE survey. The AMAtlas Data Miner (<a href="https://www.case.org/resources/amatlas-data-miner">https://www.case.org/resources/amatlas-data-miner</a>) makes available, by subscription, 20 years of VSE survey data from approximately 1,000 public and private U.S. higher education institutions and a select group of private precollege institutions.

Further information on the VSE survey may be obtained from

Council for Advancement and Support of Education 1307 New York Avenue NW Suite 100 Washington, DC 20005-4701 <a href="https://www.case.org/resources/voluntary-support-education-data-research-findings">https://www.case.org/resources/voluntary-support-education-data-research-findings</a>

#### **Council of Chief State School Officers**

### State Education Indicators

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of the public officials who head departments of public education in the 50 states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The CCSSO State Education Indicators project (http://programs.ccsso. org/projects/State Education Indicators/) provides leadership in developing a system of state-by-state indicators of the condition of K-12 education. Indicator activities include collecting and reporting statistical indicators by state, tracking state policy changes, assisting with accountability systems, and conducting analysis of trends in education. Key State Education Policies on PK-12 Education is one of the publications issued by the State Education Indicators project. It is intended to inform policymakers and educators about the current status of key education policies that define and shape elementary and secondary education in the nation's public schools. State education staff reported on current policies through a survey, and CCSSO staff collected additional assessment information through state websites.

Further information on CCSSO publications may be obtained from

State Education Indicators Program
Standards, Assessment, and Accountability
Council of Chief State School Officers
1 Massachusetts Avenue NW
Suite 700
Washington, DC 20001
https://ccsso.org/

### **Editorial Projects in Education**

#### **Education Week**

Editorial Projects in Education is an independent, nonprofit publisher of *Education Week* and other print and online products on K–12 education.

Further information on Editorial Projects in Education publications may be obtained from

Editorial Projects in Education 6935 Arlington Road Bethesda, MD 20814 https://www.edweek.org/info/about/

#### **Education Commission of the States**

#### **StateNotes**

Education Commission of the States (ECS) regularly issues compilations, comparisons, and summaries of state policies—enacted or pending—on a number of education issues, including high school graduation requirements and school term information. ECS monitors state education activities for changes in education policies and updates ECS state information accordingly.

Further information on ECS StateNotes may be obtained from

Education Commission of the States 700 Broadway, #810 Denver, CO 80203 ecs@ecs.org https://www.ecs.org/

# **GED Testing Service**

GED Testing Service is a joint venture, begun in 2011, between the American Council on Education (ACE) and Pearson. A GED credential documents high school-level academic skills. The test was first administered to World War II veterans in 1942 and was subsequently administered to civilians beginning in 1947. The first four generations of the GED test were the original GED test released in 1942, the 1978 series, the 1988 series, and the 2002 series. In 2014, a new test was implemented. A comparison of the 2014 GED test and the 2002 series test is available at <a href="https://files.eric.ed.gov/fulltext/ED578900.pdf">https://files.eric.ed.gov/fulltext/ED578900.pdf</a>. Additional information about the various GED test series is available at <a href="https://ged.com/score-scale/">https://ged.com/score-scale/</a>.

It is important to note that attempting to make comparisons in GED testing across jurisdictions is problematic, since each jurisdiction manages its own GED testing program. Thus, each jurisdiction develops its own policies, and these policies are reflected in a jurisdiction's testing program outcomes (its pass rates, for instance).

Further information on the GED may be obtained from

GED Testing Service 1850 M Street NW Washington, DC 20036 https://ged.com/

#### **Graduate Record Examinations Board**

#### GRE tests

Graduate Record Examinations (GRE) tests are taken by individuals applying to graduate or professional school. GRE offers two types of tests, the GRE General Test and Subject Tests. The GRE General Test, which is mainly taken via computer, measures verbal, quantitative, and analytical writing skills. The analytical writing section (which replaced the analytical reasoning section on the GRE General Test in 2002) consists of two analytical writing tasks. The Subject Tests measure achievement in biochemistry, cell and molecular biology, biology, chemistry, literature in English, mathematics, physics, and psychology. Each graduate institution (or institution division) determines which GRE tests are required for admission.

Individuals may take GRE tests more than once. Score reports only reflect scores earned within the past 5-year period.

Further information on the GRE may be obtained from

GRE-ETS Educational Testing Service P.O. Box 6000 Princeton, NJ 08541 https://www.ets.org/gre

#### Institute of International Education

#### **Open Doors**

Each year, the Institute of International Education (IIE) conducts a survey of the number of foreign students studying in American colleges and universities and U.S. students studying abroad. The results of these surveys are reported in the publication *Open Doors*. All of the regionally accredited institutions in NCES's Integrated Postsecondary Education Data System (IPEDS) are surveyed by IIE. The foreign student enrollment data presented in the *Digest of Education Statistics* are drawn from IIE surveys that ask U.S. institutions for information on enrollment of foreign students, as well as student characteristics such as country of origin. For the 2017–18 survey, 62 percent of the 2,812 institutions surveyed reported data. For 2018–19, 61 percent of the 2,796 institutions surveyed reported data.

Surveys on the flows of U.S. college students studying abroad have been conducted since 1985–86. Surveys are sent to U.S. institutions asking them to provide information

on the number and characteristics of the students to whom they awarded credit for study abroad during the previous academic year. For the 2016–17 academic year, data were obtained from 1,242, or 68 percent, of the 1,830 institutions surveyed; for the 2017–18 academic year, data were obtained from 1,218, or 67 percent, of the 1,828 institutions surveyed.

Additional information may be obtained from the publication *Open Doors* or by contacting

Institute of International Education 809 United Nations Plaza New York, NY 10017 (212) 883-8200 opendoors@iie.org

https://www.iie.org/en/Research-and-Insights/Open-Doors

# International Association for the Evaluation of Educational Achievement

The International Association for the Evaluation of Educational Achievement (IEA) is composed of governmental research centers and national research institutions around the world whose aim is to investigate education problems common among countries. Since its inception in 1958, the IEA has conducted more than 30 research studies of cross-national achievement. The regular cycle of studies encompasses learning in basic school subjects. Examples are the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). IEA projects also include studies of particular interest to IEA members, such as the TIMSS 1999 Video Study of Mathematics and Science Teaching, the Civic Education Study, and studies on information technology in education.

The international bodies that coordinate international assessments vary in the labels they apply to participating education systems, most of which are countries. IEA differentiates between IEA members, which IEA refers to as "countries" in all cases, and "benchmarking participants." IEA members include countries such as the United States and Ireland, as well as subnational entities such as England and Scotland (which are both part of the United Kingdom), the Flemish community of Belgium, and Hong Kong (a Special Administrative Region of China). IEA benchmarking participants are all subnational entities and include Canadian provinces, U.S. states, and Dubai in the United Arab Emirates (among others). Benchmarking participants, like the participating countries, are given the opportunity to assess the comparative international standing of their students' achievement and to view their curriculum and instruction in an international context.

Some IEA studies, such as TIMSS and PIRLS, include an assessment portion, as well as contextual questionnaires for collecting information about students' home and school experiences. The TIMSS and PIRLS scales, including the scale averages and standard deviations, are designed to remain constant from assessment to assessment so that education systems (including countries and subnational education systems) can compare their scores over time as well as compare their scores directly with the scores of other education systems. Although each scale was created to have a mean of 500 and a standard deviation of 100, the subject matter and the level of difficulty of items necessarily differ by grade, subject, and domain/dimension. Therefore, direct comparisons between scores across grades, subjects, and different domain/dimension types should not be made.

Further information on the International Association for the Evaluation of Educational Achievement may be obtained from <a href="https://www.iea.nl/">https://www.iea.nl/</a>.

# Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) provides data on the mathematics and science achievement of U.S. 4th- and 8th-graders compared with that of their peers in other countries. TIMSS collects information through mathematics and science assessments and questionnaires. The questionnaires request information to help provide a context for student performance. They focus on such topics as students' attitudes and beliefs about learning mathematics and science, what students do as part of their mathematics and science lessons, students' completion of homework, and their lives both in and outside of school; teachers' perceptions of their preparedness for teaching mathematics and science, teaching assignments, class size and organization, instructional content and practices, collaboration with other teachers, and participation in professional development activities; and principals' viewpoints on policy and budget responsibilities, curriculum and instruction issues, and student behavior. The questionnaires also elicit information on the organization of schools and courses. The assessments and questionnaires are designed to specifications in a guiding framework. The TIMSS framework describes the mathematics and science content to be assessed and provides grade-specific objectives, an overview of the assessment design, and guidelines for item development.

TIMSS is on a 4-year cycle. Data collections occurred in 1995, 1999 (8th grade only), 2003, 2007, 2011, and 2015. TIMSS 2015 consisted of assessments in 4th-grade mathematics; numeracy (a less difficult version of 4th-grade mathematics, newly developed for 2015); 8th-grade mathematics; 4th-grade science; and 8th-grade science. Students in Bahrain, Indonesia, Iran, Kuwait, Jordan, Morocco, and South Africa as well as Buenos Aires participated in the 4th-grade mathematics assessment through the numeracy assessment. In addition, TIMSS 2015 included the third administration of TIMSS Advanced since 1995. TIMSS

Advanced is an international comparative study that measures the advanced mathematics and physics achievement of students in their final year of secondary school (the equivalent of 12th grade in the United States) who are taking or have taken advanced courses. The TIMSS 2015 survey also collected policy-relevant information about students, curriculum emphasis, technology use, and teacher preparation and training.

# Progress in International Reading Literacy Study

The Progress in International Reading Literacy Study (PIRLS) provides data on the reading literacy of U.S. 4th-graders compared with that of their peers in other countries. PIRLS is on a 5-year cycle: PIRLS data collections have been conducted in 2001, 2006, 2011, and 2016. In 2016, a total of 58 education systems, including both IEA members and IEA benchmarking participants, participated in the survey. Sixteen of the education systems participating in PIRLS also participated in ePIRLS, an innovative, computer-based assessment of online reading designed to measure students' approaches to informational reading in an online environment.

PIRLS collects information through a reading literacy assessment and questionnaires that help to provide a context for student performance. Questionnaires are administered to collect information about students' home and school experiences in learning to read. A student questionnaire addresses students' attitudes toward reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals in order to gather information about students' school experiences in developing reading literacy. In countries other than the United States, a parent questionnaire is also administered. The assessments and questionnaires are designed to specifications in a guiding framework. The PIRLS framework describes the reading content to be assessed and provides objectives specific to 4th grade, an overview of the assessment design, and guidelines for item development.

# TIMSS and PIRLS Sampling and Response Rates

#### **2016 PIRLS**

As is done in all participating countries and other education systems, representative samples of students in the United States are selected. The sample design that was employed by PIRLS in 2016 is generally referred to as a two-stage stratified cluster sample. In the first stage of sampling, individual schools were selected with a probability proportionate to size (PPS) approach, which means that the probability is proportional to the estimated number of students enrolled in the target grade. In the second stage of sampling, intact classrooms were selected within sampled schools.

PIRLS guidelines call for a minimum of 150 schools to be sampled, with a minimum of 4,000 students assessed for each participating education system. The basic sample design of one classroom per school was designed to yield a total sample of approximately 4,500 students per population. About 4,400 U.S. students participated in PIRLS in 2016, joining 319,000 other student participants around the world. Accommodations were not provided for students with disabilities or students who were unable to read or speak the language of the test. These students were excluded from the sample. The IEA requirement is that the overall exclusion rate, of which exclusions of schools and students are a part, should not exceed more than 5 percent of the national desired target population.

In order to minimize the potential for response biases, the IEA developed participation or response rate standards that apply to all participating education systems and govern whether or not an education system's data are included in the TIMSS or PIRLS international datasets and the way in which its statistics are presented in the international reports. These standards were set using composites of response rates at the school, classroom, and student and teacher levels. Response rates were calculated with and without the inclusion of substitute schools that were selected to replace schools refusing to participate. In the 2016 PIRLS administered in the United States, the unweighted school response rate was 76 percent, and the weighted school response rate was 75 percent. All schools selected for PIRLS were also asked to participate in ePIRLS. The unweighted school response rate for ePIRLS in the final sample with replacement schools was 89.0 percent and the weighted response rate was 89.1 percent. The weighted and unweighted student response rates for PIRLS were both 94 percent. The weighted and unweighted student response rates for ePIRLS were both 90 percent.

#### 2015 TIMSS and TIMSS Advanced

TIMSS 2015 was administered between March and May of 2015 in the United States. The U.S. sample was randomly selected and weighted to be representative of the nation. In order to reliably and accurately represent the performance of each country, international guidelines required that countries sample at least 150 schools and at least 4,000 students per grade (countries with small class sizes of fewer than 30 students per school were directed to consider sampling more schools, more classrooms per school, or both, to meet the minimum target of 4,000 tested students). In the United States, a total of 250 schools and 10,029 students participated in the grade 4 TIMSS survey, and 246 schools and 10,221 students participated in the grade 8 TIMSS (these figures do not include the participation of the state of Florida as a subnational education system, which was separate from and additional to its participation in the U.S. national sample).

TIMSS Advanced, also administered between March and May of 2015 in the United States, required participating

countries and other education systems to draw probability samples of students in their final year of secondary school—ISCED Level 3—who were taking or had taken courses in advanced mathematics or who were taking or had taken courses in physics. International guidelines for TIMSS Advanced called for a minimum of 120 schools to be sampled, with a minimum of 3,600 students assessed per subject. In the United States, a total of 241 schools and 2,954 students participated in advanced mathematics, and 165 schools and 2,932 students participated in physics.

In TIMSS 2015, the weighted school response rate for the United States was 77 percent for grade 4 before the use of substitute schools (schools substituted for originally sampled schools that refused to participate) and 85 percent with the inclusion of substitute schools. For grade 8, the weighted school response rate before the use of substitute schools was 78 percent, and it was 84 percent with the inclusion of substitute schools. The weighted student response rate was 96 percent for grade 4 and 94 percent for grade 8.

In TIMSS Advanced 2015, the weighted school response rate for the United States for advanced mathematics was 72 percent before the use of substitute schools and 76 percent with the inclusion of substitute schools. The weighted school response rate for the United States for physics was 65 percent before the use of substitute schools and 68 percent with the inclusion of substitute schools. The weighted student response rate was 87 percent for advanced mathematics and 85 percent for physics. Student response rates are based on a combined total of students from both sampled and substitute schools.

Further information on the TIMSS study may be obtained from

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550 12th Street SW
Washington, DC 20202
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<a href="mailto:stephen.provasnik@ed.gov">stephen.provasnik@ed.gov</a>
<a href="https://nces.ed.gov/timss/">https://nces.ed.gov/timss/</a>
<a href="https://www.iea.nl/studies/iea/timss">https://www.iea.nl/studies/iea/timss</a>

Further information on the PIRLS study may be obtained from

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https://nces.ed.gov/surveys/pirls/
https://www.iea.nl/studies/iea/pirls

## National Association of State Directors of Teacher Education and Certification

### NASDTEC Manual/KnowledgeBase

The National Association of State Directors of Teacher Education and Certification (NASDTEC) was organized in 1928 to represent professional standards boards and commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel. Currently, NASDTEC's membership includes all 50 states, the District of Columbia, the U.S. Department of Defense Education Activity, U.S. territories, and Canadian provinces and territories.

The NASDTEC Manual on the Preparation and Certification of Educational Personnel was printed between 1984 and 2004, when it was replaced by an online publication, KnowledgeBase (<a href="https://www.nasdtec.net/page/AdditionalMaps?&hhsearchterms=%22knowledge-base%22">https://www.nasdtec.net/page/AdditionalMaps?&hhsearchterms=%22knowledge-base%22</a>). KnowledgeBase is an expanded version of the Manual and is recognized as a comprehensive source of state-by-state information pertaining to the preparation, certification, and fitness of teachers and other school personnel in the United States and Canada.

Further information on KnowledgeBase may be obtained from

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https://www.nasdtec.net/default.aspx

# National Catholic Educational Association

# The United States Catholic Elementary and Secondary Schools

The National Catholic Educational Association (NCEA) has been providing leadership and service to Catholic education since 1904. NCEA began to publish *United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment and Staffing* in 1970 in order to fill a need for educational data on the private sector. The report is based on data gathered by all of the archdiocesan and diocesan offices of education in the United States. These data enable NCEA to present information on school enrollment patterns, regional geographic trends, types and locations of schools, student and staffing demographic characteristics, and student participation in selected education programs.

Further information on *United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment, and Staffing* may be obtained from

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#### **National Education Association**

#### Estimates of School Statistics

The National Education Association (NEA) publishes Estimates of School Statistics annually as part of the report Rankings of the States & Estimates of School Statistics. Estimates of School Statistics presents projections of public school enrollment, employment and personnel compensation, and finances, as reported by individual state departments of education. The state-level data in these estimates allow broad assessments of trends in the above areas. These data should be looked at with the understanding that the state-level data do not necessarily reflect the varying conditions within a state on education issues.

Data in *Estimates of School Statistics* are provided by state and District of Columbia departments of education and by other, mostly governmental, sources. Surveys are sent to state departments of education requesting estimated data for the current year and revisions to 4 years of historical data, as necessary. NEA submits current-year estimates of education statistics to each state's department of education for verification or revision each year. Estimates are also generated using regression analyses; these regression-generated figures are only used in the report in cases where a state does not provide current data.

Further information on *Estimates of School Statistics* may be obtained from

NEA Rankings & Estimates Team—NEA Research 1201 16th Street NW Washington, DC 20036 http://www.nea.org

# Organization for Economic Cooperation and Development

The Organization for Economic Cooperation and Development (OECD) publishes analyses of national policies and survey data in education, training, and economics in OECD and partner countries. Newer studies include student survey data on financial literacy and on digital literacy.

#### Education at a Glance

To highlight current education issues and create a set of comparative education indicators that represent key features of education systems, OECD initiated the Indicators of Education Systems (INES) project and charged the Centre for Educational Research and Innovation (CERI) with developing the cross-national indicators for it. The development of these indicators involved representatives of the OECD countries and the OECD Secretariat. Improvements in data quality and comparability among OECD countries have resulted from the country-to-country interaction sponsored through the INES project. The most recent publication in this series is *Education at a Glance 2020: OECD Indicators*.

Education at a Glance 2020 features data on the 37 OECD countries (Australia, Austria, Belgium, Canada, Chile, Colombia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, the Republic of Korea, Latvia, Lithuania, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States) and a number of partner countries, including Argentina, Brazil, China, Costa Rica, India, Indonesia, the Russian Federation, Saudi Arabia, and South Africa.

The OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (https://www.oecd.org/publications/oecd-handbook-for-internationally-comparative-education-statistics-9789264279889-en.htm) provides countries with specific guidance on how to prepare information for OECD education surveys; facilitates countries' understanding of OECD indicators and their use in policy analysis; and provides a reference for collecting and assimilating educational data. Chapter 6 of the OECD Handbook for Internationally Comparative Education Statistics contains a discussion of data quality issues. Users should examine footnotes carefully to recognize some of the data limitations.

Further information on international education statistics may be obtained from

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### Online Education Database (OECD.Stat)

The statistical online platform of the OECD, OECD.Stat, allows users to access OECD's databases for OECD member countries and selected nonmember economies. A user can build tables using selected variables and customizable table layouts, extract and download data, and view metadata on methodology and sources.

Data for educational attainment in this report are pulled directly from OECD.Stat. (Information on these data can be found in chapter A, indicator A1, of annex 3 in Education at a Glance 2019 and accessed at https://read.oecd-ilibrary. org/education/education-at-a-glance-2019\_d138983den#page1.) However, to support statistical testing for NCES publications, standard errors for some countries had to be estimated and therefore may not be included on OECD. Stat. Standard errors for 2017 and 2018 for Poland, Turkey, and the Republic of Korea; for 2017 for the Netherlands and Slovenia; and for the 2017 and 2018 postsecondary data for Japan were estimated by NCES using a simple random sample assumption. These standard errors are likely to be lower than standard errors that take into account complex sample designs. Lastly, NCES estimated the standard errors for the OECD average using the sum of squares technique.

OECD.Stat can be accessed at <a href="https://stats.oecd.org/">https://stats.oecd.org/</a>. A user's guide for OECD.Stat can be accessed at <a href="https://stats.oecd.org/Content/themes/OECD/static/help/WBOS%20">https://stats.oecd.org/Content/themes/OECD/static/help/WBOS%20</a> User%20Guide%20(EN).pdf.

# Program for International Student Assessment

The Program for International Student Assessment (PISA) is a system of international assessments organized by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries, that focuses on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

PISA is a 2-hour exam. Assessment items include a combination of multiple-choice questions and open-ended questions that require students to develop their own response. PISA scores are reported on a scale that ranges from 0 to 1,000, with the OECD mean set at 500 and a standard deviation set at 100. In each education system, the assessment is translated into the primary language of instruction; in the United States, all materials are written in English.

Forty-three education systems participated in the 2000 PISA; 41 education systems participated in 2003; 57 (30 OECD member countries and 27 nonmember countries or education systems) participated in 2006; and 65 (34 OECD member countries and 31 nonmember countries or education systems) participated in 2009. (An additional nine education systems administered the 2009 PISA in 2010.) In PISA 2012, 65 education systems (34 OECD member countries and 31 nonmember countries or education systems), as well as the states of Connecticut, Florida, and Massachusetts, participated. In the 2015 PISA, 70 education systems (35 OECD member countries and 35 nonmember countries or education systems), as well as the states of Massachusetts and North Carolina and the territory of Puerto Rico, participated. In PISA 2018, 79 education systems (37 OECD member countries and 42 nonmember countries or education systems) participated.

To implement PISA, each of the participating education systems scientifically draws a nationally representative sample of 15-year-olds, regardless of grade level. In the 2018 PISA, there were 162 participating schools and 4,811 participating students. The overall weighted school response rate was 76 percent, and the overall weighted student response rate was 85 percent.

The intent of PISA reporting is to provide an overall description of performance in reading literacy, mathematics literacy, and science literacy every 3 years, and to provide a more detailed look at each domain in the years when it is the major focus. These cycles will allow education systems to compare changes in trends for each of the three subject areas over time. In the first cycle, PISA 2000, reading literacy was the major focus, occupying roughly two-thirds of assessment time. For 2003, PISA focused on mathematics literacy as well as the ability of students to solve problems in real-life settings. In 2006, PISA focused on science literacy; in 2009, it focused on reading literacy again; and in 2012, it focused on mathematics literacy. PISA 2015 focused on science, as it did in 2006. PISA 2018 focused on reading, as it did in 2009; it also offered an optional assessment of financial literacy, administered by the United States.

Further information on PISA may be obtained from

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https://nces.ed.gov/surveys/pisa/

# Program for the International Assessment of Adult Competencies

The Program for the International Assessment of Adult Competencies (PIAAC) is a cyclical, large-scale study that aims to assess and compare the broad range of basic skills and competencies of adults around the world. Developed under the auspices of the Organization for Economic Cooperation and Development (OECD), it is the most comprehensive international survey of adult skills ever undertaken. Adults were surveyed in 24 participating countries in 2012 and in an additional 9 countries in 2014.

PIAAC focuses on what are deemed basic cognitive and workplace skills necessary to adults' successful participation in 21st-century society and in the global economy. Skills assessed include literacy, numeracy, problem solving in technology-rich environments, and basic reading skills. PIAAC measures the relationships between these skills and other characteristics such as individuals' educational background, workplace experiences, and occupational attainment. PIAAC was administered on laptop computers or in paper-and-pencil format. In the United States, the background questionnaire was administered in both English and Spanish, and the cognitive assessment was administered only in English.

The 2012 PIAAC assessment for the United States included a nationally representative probability sample of households. This household sample was selected on the basis of a four-stage, stratified area sample: (1) primary sampling units (PSUs) consisting of counties or groups of contiguous counties; (2) secondary sampling units (referred to as segments) consisting of area blocks; (3) housing units containing households; and (4) eligible persons within households. Person-level data were collected through a screener, a background questionnaire, and the assessment.

Based on the screener data, 6,100 U.S. respondents ages 16 to 65 were selected to complete the 2012 background questionnaire and the assessment; 4,898 actually completed the background questionnaire. Of the 1,202 respondents who did not complete the background questionnaire, 112 were unable to do so because of a literacy-related barrier either the inability to communicate in English or Spanish or a mental disability. Twenty others were unable to complete the questionnaire due to technical problems. The final response rate for the background questionnaire, which included respondents who completed it and respondents who were unable to complete it because of a language problem or mental disability, was 82.2 percent weighted. The overall person-weighted response rate for the household sample—the product of the component response rates was 70.3 percent.

The 2014 PIAAC supplement repeated the 2012 administration of PIAAC to an additional sample of U.S. adults in

order to enhance the 2012 sample. It included a sample of participants from different households in the PSUs from the 2012 sample.

In the U.S. PIAAC 2017 assessment, the sample design had two core objectives: (i) to ensure a nationally representative sample of the U.S. adult population 16 to 74 years old, and (ii) to have coverage of different types of counties that would be sufficient, when combined with previous samples, to produce indirect small area county-level estimates and state-level estimates. This was accomplished through a four-stage area sample, consisting of 80 primary sampling units, 698 secondary sampling units, 8,576 dwelling units, and 4,769 sampled persons, resulting in 3,660 respondents to the survey. The final response rate for the background questionnaire was 76.3 percent weighted. The overall person-weighted response rate for the household sample was 56.0 percent.

Key to PIAAC's value is its collaborative and international nature. In the United States, NCES has consulted extensively with the Department of Labor in the development of the survey, and staff from both agencies are co-representatives of the United States in PIAAC's international governing body. Internationally, PIAAC has been developed through the collaboration of OECD staff and participating countries' representatives from their ministries or departments of education and labor. Through this cooperative effort, all participating countries follow the quality assurance guidelines set by the OECD consortium and closely follow all agreed-upon standards set for survey design, assessment implementation, and reporting of results.

Further information on PIAAC may be obtained from

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holly.xie@ed.gov
https://nces.ed.gov/surveys/piaac/
https://www.oecd.org/skills/piaac/

## United Nations Educational, Scientific, and Cultural Organization

### Statistical Yearbook and Global Education Digest

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) conducts annual surveys of education statistics of its member countries. Data from official surveys are supplemented by information obtained by UNESCO through other publications and sources. Each year, more than 200 countries reply to the UNESCO surveys. In some cases, estimates are made by UNESCO for particular items, such as world and continent totals. While great efforts are made to make them as comparable as possible, the data still reflect the vast differences among the countries of the world in the structure of education. While there is some agreement about the reporting of primary and secondary data, tertiary-level data (i.e., postsecondary education data) present numerous substantive problems. Some countries report only university enrollment, while other countries report all postsecondary enrollment, including enrollment in vocational and technical schools and correspondence programs. A very high proportion of some countries' tertiary-level students attend institutions in other countries. The member countries that provide data to UNESCO are responsible for their validity. Thus, data for particular countries are subject to nonsampling error as well as possible sampling error. Users should examine footnotes carefully to recognize some of the data limitations. UNESCO publishes the data in reports such as the Statistical Yearbook and the Global Education Digest.

Further information on the *Statistical Yearbook* and the *Global Education Digest* may be obtained from

UNESCO Institute for Statistics
C.P. 6128 Succursale Centre-Ville
Montreal, Quebec, H3C 3J7
Canada
<a href="http://uis.unesco.org/">http://uis.unesco.org/</a>
<a href="https://en.unesco.org/">https://en.unesco.org/</a>
<a href="http://www.ungei.org/resources/1612">http://www.ungei.org/resources/1612</a> 2645.html



# APPENDIX B Definitions

Academic support This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. It also includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Achievement gap See Gap.

Achievement levels, NAEP Specific achievement levels for each subject area and grade to provide a context for interpreting student performance. At this time they are being used on a trial basis.

**NAEP Basic**—denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.

*NAEP Proficient*—represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

*NAEP Advanced*—signifies superior performance.

Achievement test An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

ACT The ACT (formerly the American College Testing Program) assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Adjusted Cohort Graduation Rate (ACGR) The number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.

Administrative support staff Staff whose activities are concerned with support of teaching and administrative duties of the office of the principal or department chairpersons, including clerical staff and secretaries.

**Advanced Placement** (**AP**) A program of tertiary-level courses and examinations, taught by specially qualified teachers, that provides opportunities for secondary school students to earn undergraduate credits for university courses. The schools and teachers offering AP programs must meet College Board requirements and are monitored by the College Board.

**Agriculture** Courses designed to improve competencies in agricultural occupations. Included is the study of agricultural production, supplies, mechanization and products, agricultural science, forestry, and related services.

Alternative school A public elementary/secondary school that serves students whose needs cannot be met in a regular, special education, or vocational school; may provide nontraditional education; and may serve as an adjunct to a regular school. Although alternative schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems.

**Appropriation** (federal funds) Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriation (institutional revenues) An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Associate's degree A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Autism See Disabilities, children with.

**Autocorrelation** Correlation of the error terms from different observations of the same variable. Also called Serial correlation.

Auxiliary enterprises This category includes those essentially self-supporting operations which exist to furnish a service to students, faculty, or staff, and which charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics.

Average daily attendance (ADA) The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

Average daily membership (ADM) The aggregate membership of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The ADM for groups of schools having varying lengths of terms is the average of the ADMs obtained for the individual schools. Membership includes all pupils who are enrolled, even if they do not actually attend.

Averaged freshman graduation rate (AFGR) A measure of the percentage of the incoming high school freshman class that graduates 4 years later. It is calculated by taking the number of graduates with a regular diploma and dividing that number by the estimated count of incoming freshman 4 years earlier, as reported through the NCES Common Core of Data (CCD). The estimated count of incoming freshman is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current seniors were freshman), and the number of 10th-graders 3 years earlier, divided by 3. The purpose of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Ungraded students are allocated to individual grades proportional to each state's enrollment in those grades. The AFGR treats students who transfer out of a school or district in the same way as it treats students from that school or district who drop out.

**Bachelor's degree** A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time collegelevel study. This includes degrees granted in a cooperative or work-study program.

**Books** Nonperiodical printed publications bound in hard or soft covers, or in loose-leaf format, of at least 49 pages, exclusive of the cover pages; juvenile nonperiodical publications of any length found in hard or soft covers.

**Breusch-Godfrey serial correlation LM test** A statistic testing the independence of errors in least-squares regression against alternatives of first-order and higher degrees of serial correlation. The test belongs to a class of asymptotic tests known as the Lagrange multiplier (LM) tests.

**Budget authority** (BA) Authority provided by law to enter into obligations that will result in immediate or future outlays. It may be classified by the period of availability (1-year, multiple-year, no-year), by the timing of congressional action (current or permanent), or by the manner of determining the amount available (definite or indefinite).

**Business** Program of instruction that prepares individuals for a variety of activities in planning, organizing, directing, and controlling business office systems and procedures.

Capital outlay Funds for the acquisition of land and buildings; building construction, remodeling, and additions; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Career/technical education (CTE) In high school, encompasses occupational education, which teaches skills required in specific occupations or occupational clusters, as well as nonoccupational CTE, which includes family and consumer sciences education (i.e., courses that prepare students for roles outside the paid labor market) and general labor market preparation (i.e., courses that teach general employment skills such as word processing and introductory technology skills).

*Carnegie unit* The number of credits a secondary student received for a course taken every day, one period per day, for a full year; a factor used to standardize all credits indicated on secondary school transcripts across studies.

*Catholic school* A private school over which a Roman Catholic church group exercises some control or provides some form of subsidy. Catholic schools for the most part include those operated or supported by a parish, a group of parishes, a diocese, or a Catholic religious order.

*Central cities* The largest cities, with 50,000 or more inhabitants, in a Metropolitan Statistical Area (MSA). Additional cities within the metropolitan area can also be classified as "central cities" if they meet certain employment, population, and employment/residence ratio requirements.

**Certificate** A formal award certifying the satisfactory completion of a postsecondary education program. Certificates can be awarded at any level of postsecondary education and include awards below the associate's degree level.

Charter school See Public charter school.

City location See Locale codes.

*Class size* The membership of a class at a given date.

Classification of Instructional Programs (CIP) The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate NCES's collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. It was originally published in 1980 and was revised in 1985, 1990, 2000, and 2010.

Classification of Secondary School Courses (CSSC) A modification of the Classification of Instructional Programs used for classifying high school courses. The CSSC contains over 2,200 course codes that help compare the thousands of high school transcripts collected from different schools.

**Classroom teacher** A staff member assigned the professional activities of instructing pupils in self-contained classes or courses, or in classroom situations; usually expressed in full-time equivalents.

Coefficient of variation (CV) Represents the ratio of the standard error to the estimate. For example, a CV of 30 percent indicates that the standard error of the estimate is equal to 30 percent of the estimate's value. The CV is used to compare the amount of variation relative to the magnitude of the estimate. A CV of 30 percent or greater indicates that an estimate should be interpreted with caution. A CV of 50 percent or greater should result in the estimate being suppressed. For a discussion of standard errors, see Appendix A: Guide to Sources.

**Cohort** A group of individuals who have a statistical factor in common, for example, year of birth.

**Cohort-component method** A method for estimating and projecting a population that is distinguished by its ability to preserve knowledge of an age distribution of a population (which may be of a single sex, race, and Hispanic origin) over time.

**College** A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, or doctor's degree. Junior colleges and community colleges are included under this terminology.

**Combined school** A school that encompasses instruction at both the elementary and the secondary levels; includes schools starting with grade 6 or below and ending with grade 9 or above.

Combined school (2007-08 and 2011-12 Schools and Staffing Survey; 2015-16 and 2017-18 National Teacher and Principal Survey) A school with at least one grade

lower than 7 and at least one grade higher than 8; schools with only ungraded classes are included with combined schools.

Combined Statistical Area (CSA) A combination of Core Based Statistical Areas (see below), each of which contains a core with a substantial population nucleus as well as adjacent communities having a high degree of economic and social integration with that core. A CSA is a region with social and economic ties as measured by commuting, but at lower levels than are found within each component area. CSAs represent larger regions that reflect broader social and economic interactions, such as wholesaling, commodity distribution, and weekend recreation activities.

**Computer science** A group of instructional programs that describes computer and information sciences, including computer programming, data processing, and information systems.

**Constant dollars** Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer Price Index (CPI) This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: (1) all urban consumers and urban wage earners and (2) clerical workers. CPIs are calculated for both the calendar year and the school year using the U.S. All Items CPI for All Urban Consumers (CPI-U). The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12.

**Consumption** That portion of income that is spent on the purchase of goods and services rather than being saved.

**Control of institutions** A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials and derives its primary support from public funds (public control) or is operated by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core Based Statistical Area (CBSA) A population nucleus and the nearby communities having a high degree of economic and social integration with that nucleus. Each CBSA includes at least one urban area of 10,000 or more

people and one or more counties. In addition to a "central county" (or counties), additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties.

*Credit* The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as "Carnegie units," "semester credit hours," and "quarter credit hours."

*Current dollars* Dollar amounts that have not been adjusted to compensate for inflation.

Current expenditures (elementary/secondary) The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, benefits, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

Instruction expenditures Includes expenditures for activities related to the interaction between teacher and students. Includes salaries and benefits for teachers and instructional aides, textbooks, supplies, and purchased services such as instruction via television, webinars, and other online instruction. Also included are tuition expenditures to other local education agencies.

Administration expenditures Includes expenditures for school administration (i.e., the office of the principal, full-time department chairpersons, and graduation expenses), general administration (the superintendent and board of education and their immediate staff), and other support services expenditures.

*Transportation* Includes expenditures for vehicle operation, monitoring, and vehicle servicing and maintenance.

**Food services** Includes all expenditures associated with providing food to students and staff in a school or school district. The services include preparing and serving regular and incidental meals or snacks in connection with school activities, as well as the delivery of food to schools.

*Enterprise operations* Includes expenditures for activities that are financed, at least in part, by user charges, similar to a private business. These include operations funded by sales of products or services, together with amounts for direct program support made by state education agencies for local school districts.

Current expenditures per pupil in average daily attendance Current expenditures for the regular school term divided by the average daily attendance of full-time pupils (or full-time equivalency of pupils) during the term. See also Current expenditures and Average daily attendance.

Current-fund expenditures (postsecondary education) Money spent to meet current operating costs, including salaries, wages, utilities, student services, public services, research libraries, scholarships and fellowships, auxiliary enterprises, hospitals, and independent operations; excludes loans, capital expenditures, and investments.

*Current-fund revenues (postsecondary education)* Money received during the current fiscal year from revenue that can be used to pay obligations currently due, and surpluses reappropriated for the current.

*Deaf-blindness* See Disabilities, children with.

Default rate The percentage of loans that are in delinquency and have not been repaid according to the terms of the loan. According to the federal government, a federal student loan is in default if there has been no payment on the loan in 270 days. The U.S. Department of Education calculates a 3-year cohort default rate, which is the percentage of students who entered repayment in a given fiscal year (from October 1 to September 30) and then defaulted within the following 2 fiscal years. For example, the 3-year cohort default rate for fiscal year (FY) 2009 is the percentage of borrowers who entered repayment during FY 2009 (any time from October 1, 2008, through September 30, 2009) and who defaulted by the end of FY 2011 (September 30, 2011).

**Degree** An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. Refers specifically to associate's or higher degrees conferred by degree-granting institutions. See also Associate's degree, Bachelor's degree, Master's degree, and Doctor's degree.

**Degree/certificate-seeking student** A student enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking. See also Degree and Certificate.

**Degree-granting institutions** Postsecondary institutions that are eligible for Title IV federal financial aid programs and grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs, it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department.

**Degrees of freedom** The number of free or linearly independent sample observations used in the calculation of a statistic. In a time series regression with t time periods and k independent variables including a constant term, there would be t minus k degrees of freedom.

**Department of Defense (DoD) dependents schools** Schools that are operated by the Department of Defense Education Activity (a civilian agency of the U.S. Department of Defense) and provide comprehensive prekindergarten through 12th-grade educational programs on military installations both within the United States and overseas.

Dependency status A designation of whether postsecondary students are financially dependent on their parents or financially independent of their parents. Undergraduates are assumed to be dependent unless they meet one of the following criteria: are age 24 or older, are married or have legal dependents other than a spouse, are veterans, are orphans or wards of the court, or provide documentation that they self-supporting.

**Dependent variable** A mathematical variable whose value is determined by that of one or more other variables in a function. In regression analysis, when a random variable, y, is expressed as a function of variables x1, x2, ...xk, plus a stochastic term, then y is known as the "dependent variable."

Developmental delay See Disabilities, children with.

*Direct Loan Program* The William D. Ford Federal Direct Loan (Direct Loan) Program, established in 2010, is the largest federal student loan program. Direct Loans can be awarded to undergraduate students, with either the interest subsidized (based on need) or unsubsidized; to parents of undergraduate students; or to graduate students. The U.S. Department of Education is the lender for these loans.

Disabilities, children with Those children evaluated as having any of the following impairments and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. There are local variations in the determination of disability conditions, and not all states use all reporting categories.

Autism Having a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child is not considered autistic if the child's educational performance is adversely affected primarily because of an emotional disturbance.

**Deaf-blindness** Having concomitant hearing and visual impairments that cause such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.

**Developmental delay** Having developmental delays, as defined at the state level, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Applies only to 3- through 9-year-old children.

Emotional disturbance Exhibiting one or more of the following characteristics over a long period of time, to a marked degree, and adversely affecting educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. This term does not include children who are socially maladjusted, unless they also display one or more of the listed characteristics.

**Hearing impairment** Having a hearing impairment, whether permanent or fluctuating, that adversely affects the student's educational performance. Also reported in this category is deafness, a hearing impairment so severe that the student is impaired in processing linguistic information through hearing (with or without amplification).

*Intellectual disability* Having significantly subaverage general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, that adversely affects the child's educational performance.

Multiple disabilities Having concomitant impairments (such as intellectually disabled-blind, intellectually disabled-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blind students.

**Orthopedic impairment** Having a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairment resulting from congenital anomaly, disease, or other causes.

*Other health impairment* Having limited strength, vitality, or alertness due to chronic or acute health problems—such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes—that adversely affect the student's educational performance.

Specific learning disability Having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, motor, or intellectual disabilities, or of environmental, cultural, or economic disadvantage.

**Speech or language impairment** Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects the student's educational performance.

Traumatic brain injury Having an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

*Visual impairment* Having a visual impairment that, even with correction, adversely affects the student's educational performance. The term includes partially seeing and blind children.

**Discipline divisions** Degree programs that include breakouts to the 6-digit level of the Classification of Instructional Programs (CIP). See also Fields of study.

*Disposable personal income* Current income received by people less their contributions for social insurance, personal tax, and nontax payments. It is the income available to people for spending and saving. Nontax payments include passport fees, fines and penalties, donations, and tuitions and fees paid to schools and hospitals operated mainly by the government. See also Personal income.

Distance education Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, and satellite or wireless communication devices; audio conferencing; and DVDs and CD-ROMs, if used in a course in conjunction with the technologies listed above.

**Doctor's degree** (also referred to as doctoral degree) The highest award a student can earn for graduate study. Includes such degrees as the Doctor of Education (Ed.D.); Doctor of Juridical Science (S.J.D.); Doctor of Public Health (Dr.P.H.);

and Doctor of Philosophy (Ph.D.) in any field, such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. The doctor's degree classification encompasses three main subcategories—research/scholarship degrees, professional practice degrees, and other degrees—which are described below.

**Doctor's degree—research/scholarship** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Examples of this type of degree may include the following and others, as designated by the awarding institution: the Ed.D. (in education), D.M.A. (in musical arts), D.B.A. (in business administration), D.Sc. (in science), D.A. (in arts), or D.M (in medicine).

Doctor's degree—professional practice A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals at least 6 full-time-equivalent academic years. Some doctor's degrees of this type were formerly classified as firstprofessional degrees. Examples of this type of degree may include the following and others, as designated by the awarding institution: the D.C. or D.C.M. (in chiropractic); D.D.S. or D.M.D. (in dentistry); L.L.B. or J.D. (in law); M.D. (in medicine); O.D. (in optometry); D.O. (in osteopathic medicine); Pharm.D. (in pharmacy); D.P.M., Pod.D., or D.P. (in podiatry); or D.V.M. (in veterinary medicine).

**Doctor's degree—other** A doctor's degree that does not meet the definition of either a doctor's degree—research/scholarship or a doctor's degree—professional practice.

**Double exponential smoothing** A method that takes a single smoothed average component of demand and smoothes it a second time to allow for estimation of a trend effect.

**Dropout** The term is used to describe both the event of leaving school before completing high school and the status of an individual who is not in school and who is not a high school completer. High school completers include both graduates of school programs as well as those completing high school through equivalency programs such as the GED program. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. Measures to describe these behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

**Durbin-Watson statistic** A statistic testing the independence of errors in least squares regression against the alternative of first-order serial correlation. The statistic is a simple linear transformation of the first-order serial correlation of residuals and, although its distribution is unknown, it is tested by bounding statistics that follow R. L. Anderson's distribution.

*Early childhood school* Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or prefirst) grade.

**Econometrics** The quantitative examination of economic trends and relationships using statistical techniques, and the development, examination, and refinement of those techniques.

**Education specialist/professional diploma** A certificate of advanced graduate studies that advance educators in their instructional and leadership skills beyond a master's degree level of competence.

Educational and general expenditures The sum of current funds expenditures on instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and awards from restricted and unrestricted funds.

*Educational attainment* The highest grade of regular school attended and completed.

Educational attainment (Current Population Survey) This measure uses March CPS data to estimate the percentage of civilian, noninstitutionalized people who have achieved certain levels of educational attainment. Estimates of educational attainment do not differentiate between those who graduated from public schools, those who graduated from private schools, and those who earned a GED; these estimates also include individuals who earned their credential or completed their highest level of education outside of the United States.

1972–1991 During this period, an individual's educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years of schooling were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years of schooling were counted as college graduates.

1992–present Beginning in 1992, CPS asked respondents to report their highest level of school completed or their highest degree received. This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward and that care

must be taken when making comparisons across years. The revised survey question emphasizes credentials received rather than the last grade level attended or completed. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program (e.g., A.A., A.S., A.A.S.)
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctor's degree (e.g., Ph.D., Ed.D.)

Elementary education/programs Learning experiences concerned with the knowledge, skills, appreciations, attitudes, and behavioral characteristics that are considered to be needed by all pupils in terms of their awareness of life within our culture and the world of work, and that normally may be achieved during the elementary school years (usually kindergarten through grade 8 or kindergarten through grade 6), as defined by applicable state laws and regulations.

**Elementary school** A school classified as elementary by state and local practice and composed of any span of grades not above grade 8.

*Elementary/secondary school* Includes only schools that are part of state and local school systems, and also most nonprofit private elementary/secondary schools, both religiously affiliated and nonsectarian. Includes regular, alternative, vocational, and special education schools. U.S. totals exclude federal schools for American Indians, and federal schools on military posts and other federal installations.

Emotional disturbance See Disabilities, children with.

*Employees in degree-granting institutions* Persons employed by degree-granting institutions, who are classified into the following occupational categories in this publication:

Executive/administrative/managerial staff Employees whose assignments require management of the institution or of a customarily recognized department or subdivision thereof. These employees perform work that is directly related to management policies or general business operations and that requires them to exercise discretion and independent judgment.

Faculty (instruction/research/public service) Employees whose principal activities are for the purpose of providing instruction or teaching, research, or public service. These employees may hold such titles as professor, associate professor, assistant professor, instructor, or lecturer. Graduate assistants are not included in this category. The aggregated "faculty (instruction/research/public service)" category includes faculty reported in four separate Integrated Postsecondary Education System (IPEDS) occupational categories: "primarily instruction," "research," "public service," and "instruction combined with research and/or public service." These categories are based on the types of assignments that employees formally spend the majority of their time doing. "Instruction combined with research and/or public service" includes those who provide instruction but "for whom it is not possible to differentiate between instruction or teaching, research, and public service because each of these functions is an integral component of their regular assignment." For purposes of presentation in the Digest of Education Statistics, "instruction" faculty include those reported in the "instruction combined with research and/or public service" category as well as those reported in the "primarily instruction" category.

*Graduate assistants* Graduate-level students who are employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research.

**Nonprofessional staff** Employees whose primary activities can be classified as one of the following: technical and paraprofessional work (which generally requires less formal training and experience than required for professional status); clerical and secretarial work; skilled crafts work; or service/maintenance work.

Other professional staff Employees who perform academic support, student service, and institutional support and who need either a degree at the bachelor's or higher level or experience of such kind and amount as to provide a comparable background.

**Professional staff** Employees who are classified as executive/administrative/managerial staff, faculty, graduate assistants, or other professional staff.

**Employment** Includes civilian, noninstitutional people who (1) worked during any part of the survey week as paid employees; worked in their own business, profession, or farm; or worked 15 hours or more as unpaid workers in a family-owned enterprise; or (2) were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons whether or not they were seeking another job.

*Employment (Current Population Survey)* According to the October Current Population Survey (CPS), employed persons are persons age 16 or older who, during the reference

week, (1) did any work at all (at least 1 hour) as paid employees or (2) were not working but had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

**Employment status** A classification of individuals as employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

**Endowment** A trust fund set aside to provide a perpetual source of revenue from the proceeds of the endowment investments. Endowment funds are often created by donations from benefactors of an institution, who may designate the use of the endowment revenue. Normally, institutions or their representatives manage the investments, but they are not permitted to spend the endowment fund itself, only the proceeds from the investments. Typical uses of endowments would be an endowed chair for a particular department or for a scholarship fund. Endowment totals tabulated in this book also include funds functioning as endowments, such as funds left over from the previous year and placed with the endowment investments by the institution. These funds may be withdrawn by the institution and spent as current funds at any time. Endowments are evaluated by two different measures, book value and market value. Book value is the purchase price of the endowment investment. Market value is the current worth of the endowment investment. Thus, the book value of a stock held in an endowment fund would be the purchase price of the stock. The market value of the stock would be its selling price as of a given day.

**Engineering** Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to utilize the materials and forces of nature economically. Includes programs that prepare individuals to support and assist engineers and similar professionals.

**English** A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

English language learner (ELL) An individual who, due to any of the reasons listed below, has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in the larger U.S. society. Such an individual (1) was not born in the United States or has a native language other than English; (2) comes from environments where a language other than English is dominant; or (3) is an American Indian or Alaska Native and comes from environments where a language other than English

has had a significant impact on the individual's level of English language proficiency.

**Enrollment** The total number of students registered in a given school unit at a given time, generally in the fall of a year. At the postsecondary level, separate counts are also available for full-time and part-time students, as well as full-time-equivalent enrollment. See also Full-time enrollment, Full-time-equivalent (FTE) enrollment, and Part-time enrollment.

**Estimate** A numerical value obtained from a statistical sample and assigned to a population parameter. The particular value yielded by an estimator in a given set of circumstances or the rule by which such particular values are calculated.

**Estimating equation** An equation involving observed quantities and an unknown that serves to estimate the latter.

**Estimation** Estimation is concerned with inference about the numerical value of unknown population values from incomplete data, such as a sample. If a single figure is calculated for each unknown parameter, the process is called point estimation. If an interval is calculated within which the parameter is likely, in some sense, to lie, the process is called interval estimation.

*Executive/administrative/managerial staff* See Employees in degree-granting institutions.

Expenditures, Total For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For degree-granting institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Government expenditures include only external transactions, such as the provision of perquisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

**Expenditures per pupil** Charges incurred for a particular period of time divided by a student unit of measure, such as average daily attendance or fall enrollment.

**Exponential smoothing** A method used in time series analysis to smooth or to predict a series. There are various forms, but all are based on the supposition that more remote history has less importance than more recent history.

**Expulsion** Removing a student from his or her regular school for an extended length of time or permanently for disciplinary purposes.

*Extracurricular activities* Activities that are not part of the required curriculum and that take place outside of the regular course of study. They include both school-sponsored (e.g., varsity athletics, drama, and debate clubs) and community-sponsored (e.g., hobby clubs and youth organizations like the Junior Chamber of Commerce or Boy Scouts) activities.

*Faculty (instruction/research/public service)* See Employees in degree-granting institutions.

**Family** A group of two or more people (one of whom is the householder) related by birth, marriage, or adoption and residing together. All such people (including related subfamily members) are considered as members of one family.

Family income Includes all monetary income from all sources (including jobs, businesses, interest, rent, and Social Security payments) over a 12-month period. The income of nonrelatives living in the household is excluded, but the income of all family members age 15 or older (age 14 or older in years prior to 1989), including those temporarily living outside of the household, is included. In the October Current Population Survey, family income is determined from a single question asked of the household respondent.

Federal funds Amounts collected and used by the federal government for the general purposes of the government. The major federal fund is the general fund, which is derived from general taxes and borrowing. Other types of federal fund accounts include special funds (earmarked for a specific purpose other than a business-like activity), public enterprise funds (earmarked for a business-like activity conducted primarily with the public), and intragovernmental funds (earmarked for a business-like activity conducted primarily within the government).

Federal sources (postsecondary degree-granting institutions) Includes federal appropriations, grants, and contracts, and federally funded research and development centers (FFRDCs). Federally subsidized student loans are not included.

*Fields of study* The primary field of concentration in post-secondary certificates and degrees. In the Integrated Postsecondary Education Data System (IPEDS), refers to degree programs that are broken out only to the 2-digit level of the Classification of Instructional Programs (CIP). See also Discipline divisions.

*Financial aid* Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than from relatives or friends) provided to students to help them meet expenses. Except where designated, includes Title IV subsidized and unsubsidized loans made directly to students.

*First-order serial correlation* When errors in one time period are correlated directly with errors in the ensuing time period.

First-professional degree NCES no longer uses this classification. Most degrees formerly classified as first-professional (such as M.D., D.D.S., Pharm.D., D.V.M., and J.D.) are now classified as doctor's degrees—professional practice. However, master's of divinity degrees are now classified as master's degrees.

First-time student (undergraduate) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Fiscal year A period of 12 months for which accounting records are compiled. Institutions and states may designate their own accounting period, though most states use a July 1 through June 30 accounting year. The yearly accounting period for the federal government begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; e.g., fiscal year 2006 begins on October 1, 2005, and ends on September 30, 2006. (From fiscal year 1844 to fiscal year 1976, the federal fiscal year began on July 1 and ended on the following June 30.)

**Forecast** An estimate of the future based on rational study and analysis of available pertinent data, as opposed to subjective prediction.

**Forecasting** Assessing the magnitude that a quantity will assume at some future point in time, as distinct from "estimation," which attempts to assess the magnitude of an already existent quantity.

Foreign languages A group of instructional programs that describes the structure and use of language that is common or indigenous to people of a given community or nation, geographical area, or set of cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

**For-profit institution** A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

*Free or reduced-price lunch* See National School Lunch Program.

*Full-time enrollment* The number of students enrolled in postsecondary education courses with total credit load equal

to at least 75 percent of the normal full-time course load. At the undergraduate level, full-time enrollment typically includes students who have a credit load of 12 or more semester or quarter credits. At the postbaccalaureate level, full-time enrollment includes students who typically have a credit load of 9 or more semester or quarter credits, as well as other students who are considered full time by their institutions.

Full-time-equivalent (FTE) enrollment For postsecondary institutions, enrollment of full-time students, plus the full-time equivalent of part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the type and control of institution and level of student.

*Full-time-equivalent (FTE) staff* Full-time staff, plus the full-time equivalent of the part-time staff.

Full-time-equivalent teacher See Instructional staff.

Full-time instructional faculty Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full-time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale than civilian employees; those academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

*Full-time worker* In educational institutions, an employee whose position requires being on the job on school days throughout the school year for at least the number of hours the schools are in session. For higher education, a member of an educational institution's staff who is employed full time, as defined by the institution.

**Function** A mathematical correspondence that assigns exactly one element of one set to each element of the same or another set. A variable that depends on and varies with another.

**Functional form** A mathematical statement of the relationship among the variables in a model.

*Gap* Occurs when an outcome—for example, average test score or level of educational attainment—is higher for one group than for another group, and the difference between the two groups' outcomes is statistically significant.

GED certificate An award that is received following successful completion of the GED test. The GED program—sponsored by the GED Testing Service (a joint venture of the American Council on Education and Pearson)—enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

*GED program* Academic instruction to prepare people to take the high school equivalency examination. Formerly known as the General Educational Development program. See also GED recipient.

**GED recipient** A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

General administration support services Includes salary, benefits, supplies, and contractual fees for boards of education staff and executive administration. Excludes state administration.

**General program** A program of studies designed to prepare students for the common activities of a citizen, family member, and worker. A general program of studies may include instruction in both academic and vocational areas.

*Geographic region* One of the four regions of the United States used by the U.S. Census Bureau, as follows:

Northeast

Midwest

Connecticut (CT) Maine (ME) Massachusetts (MA) New Hampshire (NH) New Jersey (NJ) New York (NY) Pennsylvania (PA) Rhode Island (RI) Vermont (VT)	Illinois (IL) Indiana (IN) Iowa (IA) Kansas (KS) Michigan (MI) Minnesota (MN) Missouri (MO) Nebraska (NE) North Dakota (ND) Ohio (OH) South Dakota (SD) Wisconsin (WI)
Alabama (AL) Arkansas (AR) Delaware (DE) District of Columbia (DC) Florida (FL) Georgia (GA) Kentucky (KY) Louisiana (LA) Maryland (MD) Mississippi (MS) North Carolina (NC) Oklahoma (OK) South Carolina (SC) Tennessee (TN) Texas (TX) Virginia (VA) West Virginia (WV)	West Alaska (AK) Arizona (AZ) California (CA) Colorado (CO) Hawaii (HI) Idaho (ID) Montana (MT) Nevada (NV) New Mexico (NM) Oregon (OR) Utah (UT) Washington (WA) Wyoming (WY)

Government appropriation An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government grant or contract Revenues received by a postsecondary institution from a government agency for a specific research project or other program. Examples are research projects, training programs, and student financial assistance.

*Graduate* An individual who has received formal recognition for the successful completion of a prescribed program of studies.

*Graduate assistants* See Employees in degree-granting institutions.

*Graduate enrollment* The number of students who are working toward a master's or doctor's degree and students who are in postbaccalaureate classes but not in degree programs.

Graduate Record Examination (GRE) Multiple-choice examinations administered by the Educational Testing Service and taken by college students who intend to attend certain graduate schools. There are two types of testing available: (1) the general exam which measures critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills, and (2) the subject test which is offered in eight specific subjects and gauges undergraduate achievement in a specific field. The subject tests are intended for those who have majored in or have extensive background in that specific area.

*Graduation* Formal recognition given to an individual for the successful completion of a prescribed program of studies.

Gross domestic product (GDP) The total national output of goods and services valued at market prices. GDP can be viewed in terms of expenditure categories that include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

Group quarters Living arrangements where people live or stay in a group situation that is owned or managed by an entity or organization providing housing and/or services for the residents. Group quarters include such places as college residence halls, residential treatment centers, skilled nursing facilities, group homes, military barracks, correctional facilities, and workers' dormitories.

**Noninstitutionalized group quarters** Include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

*Institutionalized group quarters* Include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

*Handicapped* See Disabilities, children with.

**Head Start** A local public or private nonprofit or for-profit entity authorized by the Department of Health and Human Services' Administration for Children and Families to operate a Head Start program to serve children age 3 to compulsory school age, pursuant to section 641(b) and (d) of the Head Start Act.

Hearing impairment See Disabilities, children with.

*High school* A secondary school offering the final years of high school work necessary for graduation. A high school is usually either a 3-year school that includes grades 10, 11, and 12 or a 4-year school that includes grades 9, 10, 11, and 12.

*High school (2007–08 Schools and Staffing Survey)* A school with no grade lower than 7 and at least one grade higher than 8.

*High school completer* An individual who has been awarded a high school diploma or an equivalent credential, including a GED certificate.

*High school diploma* A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the GED test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service (a joint venture of the American Council on Education and Pearson).

High school program A program of studies designed to prepare students for employment and postsecondary education. Three types of programs are often distinguished—academic, vocational, and general. An academic program is designed to prepare students for continued study at a college or university. A vocational program is designed to prepare students for employment in one or more semiskilled, skilled, or technical occupations. A general program is designed to provide students with the understanding and competence to function effectively in a free society and usually represents a mixture of academic and vocational components.

*Higher education* Study beyond secondary school at an institution that offers programs terminating in an associate's, bachelor's, or higher degree.

Higher education institutions (basic classification and Carnegie classification) See Postsecondary institutions (basic classification by level) and Postsecondary institutions (Carnegie classification of degree-granting institutions).

**Higher Education Price Index** A price index that measures average changes in the prices of goods and services purchased by colleges and universities through current-fund education and general expenditures (excluding expenditures for sponsored research and auxiliary enterprises).

Historically black colleges and universities Accredited higher education institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations (20 USC 1061 (2)) allow for certain exceptions of the founding date.

*Hours worked per week* According to the October Current Population Survey, the number of hours a respondent worked in all jobs in the week prior to the survey interview.

**Household** All the people who occupy a housing unit. A house, an apartment, a mobile home, a group of rooms, or a single room is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters, that is, when the occupants do not live and eat with any other people in the structure, and there is direct access from the outside or through a common hall.

*Housing unit* A house, an apartment, a mobile home, a group of rooms, or a single room that is occupied as separate living quarters.

**Income tax** Taxes levied on net income, that is, on gross income less certain deductions permitted by law. These taxes can be levied on individuals or on corporations or unincorporated businesses where the income is taxed distinctly from individual income.

*Independent operations* A group of self-supporting activities under control of a college or university. For purposes of financial surveys conducted by the National Center for Education Statistics, this category is composed principally of federally funded research and development centers (FFRDC).

**Independent variable** In regression analysis, a random variable, y, is expressed as a function of variables x1, x2, ... xk, plus a stochastic term; the x's are known as "independent variables."

Individuals with Disabilities Education Act (IDEA) IDEA is a federal law enacted in 1990 and reauthorized in 1997 and 2004. IDEA requires services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with

disabilities (birth–age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3–21) receive special education and related services under IDEA, Part B.

*Inflation* A rise in the general level of prices of goods and services in an economy over a period of time, which generally corresponds to a decline in the real value of money or a loss of purchasing power. See also Constant dollars and Purchasing Power Parity indexes.

*Institutional support* The category of higher education expenditures that includes day-to-day operational support for colleges, excluding expenditures for physical plant operations. Examples of institutional support include general administrative services, executive direction and planning, legal and fiscal operations, and community relations.

Instruction (colleges and universities) That functional category including expenditures of the colleges, schools, departments, and other instructional divisions of higher education institutions and expenditures for departmental research and public service that are not separately budgeted; includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

Instruction (elementary and secondary) Instruction encompasses all activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. Instruction may be provided through some other approved medium, such as the Internet, television, radio, telephone, and correspondence.

Instructional staff Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation; includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff, and excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

*Instructional support services* Includes salary, benefits, supplies, and contractual fees for staff providing instructional improvement, educational media (library and audiovisual), and other instructional support services.

Intellectual disability See Disabilities, children with.

*Interest on debt* Includes expenditures for long-term debt service interest payments (i.e., those longer than 1 year).

International baccalaureate (IB) A recognized international program of primary, middle, and secondary studies leading to the International Baccalaureate (IB) Diploma. This diploma (or certificate) is recognized in Europe and elsewhere as qualifying holders for direct access to university studies. Schools offering the IB program are approved by the International Baccalaureate Organization (IBO) and their regional office and may use IBO instructional materials, local school materials, or a combination.

International finance data Include data on public and private expenditures for educational institutions. Educational institutions directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions that provide short-term courses of training or instruction to individuals on a "one-to-one" basis are not included. Where noted, international finance data may also include publicly subsidized spending on education-related purchases, such as school books, living costs, and transportation.

Public expenditures Corresponds to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., cultures, sports, youth activities) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions (e.g., Health and Agriculture) are included. Public subsidies for students' living expenses are excluded to ensure international comparability of the data.

Private expenditures Refers to expenditures funded by private sources (i.e., households and other private entities). "Households" means students and their families. "Other private entities" includes private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures are composed of school fees, the cost of materials (such as textbooks and teaching equipment), transportation costs (if organized by the school), the cost of meals (if provided by the school), boarding fees, and expenditures by employers on initial vocational training.

*Current expenditures* Includes final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures); property income paid; subsidies; and other current transfers paid.

**Capital expenditures** Includes spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, as well as spending to finance net capital transfers.

*International Standard Classification of Education* (*ISCED*) Used to compare educational systems in different countries. ISCED is the standard used by many countries to report education statistics to the United Nations Educational,

Scientific, and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Development (OECD). ISCED was revised in 2011.

**ISCED 2011** ISCED 2011 divides educational systems into the following nine categories, based on eight levels of education.

**ISCED Level 0** Education preceding the first level (early childhood education) includes early childhood programs that target children below the age of entry into primary education.

**ISCED Level 01** Early childhood educational development programs are generally designed for children younger than 3 years.

**ISCED Level 02** Preprimary education preceding the first level usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.

**ISCED Level 1** Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

ISCED Level 3 Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a

higher-level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools. Includes programs designed to review the content of third level programs, such as preparatory courses for tertiary education entrance examinations, and programs leading to a qualification equivalent to upper secondary general education.

ISCED Level 4 Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.

ISCED Level 5 Education at the fifth level (short-cycle tertiary education) is noticeably more complex than in upper secondary programs giving access to this level. Programs at the fifth level typically provide practically based, occupationally specific content and prepare students to enter the labor market. However, the fifth level may also provide a pathway to other tertiary education programs (the sixth or seventh level). Short cycle-tertiary programs last for at least 2 years, and usually for no more than 3. In the United States, this level includes associate's degrees.

ISCED Level 6 Education at the sixth level (bachelor's or equivalent level) is longer and usually more theoretically oriented than programs at the fifth level, but may include practical components. Entry into these programs normally requires the completion of a third or fourth level program. They typically have a duration of 3 to 4 years of full-time study. Programs at the sixth level do not necessarily require the preparation of a substantive thesis or dissertation.

ISCED Level 7 Education at the seventh level (master's or equivalent level) has significantly more complex and specialized content than programs at the sixth level. The content at the seventh level is often designed to provide participants with advanced academic and/or professional knowledge, skills, and competencies, leading to a second degree or

equivalent qualification. Programs at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. In the United States, this level includes professional degrees such as J.D., M.D., and D.D.S., as well as master's degrees.

ISCED Level 8 Education at the eighth level (doctoral or equivalent level) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at the tertiary level), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

**ISCED 1997** ISCED 1997 divides educational systems into the following seven categories, based on six levels of education.

**ISCED Level 0** Education preceding the first level (early childhood education) usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.

**ISCED Level 1** Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subjectoriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

**ISCED Level 3** Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United

States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subjectmatter lines, in contrast to the lower secondary level, and teachers typically must have a higher-level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.

ISCED Level 4 Education at the fourth level (post-secondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.

ISCED Level 5 Education at the fifth level (first stage of tertiary education) includes programs with more advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels.

**ISCED Level 5A** Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last approximately 4 years and lead to the award of a bachelor's degree and second university programs that lead to a master's degree or a first-professional degree such as an M.D., a J.D., or a D.V.M.

**ISCED Level 5B** Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration

of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.

ISCED Level 6 Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

*Interpolation* See Linear interpolation.

**Junior high school** A separately organized and administered secondary school intermediate between the elementary and senior high schools. A junior high school is usually either a 3-year school that includes grades 7, 8, and 9 or a 2-year school that includes grades 7 and 8.

**Labor force** People employed (either full time or part time) as civilians, unemployed but looking for work, or in the armed services during the survey week. The "civilian labor force" comprises all civilians classified as employed or unemployed. See also Unemployed.

**Lag** An event occurring at time t + k (k > 0) is said to lag behind an event occurring at time t, the extent of the lag being k. An event occurring k time periods before another may be regarded as having a negative lag.

Land-grant colleges The First Morrill Act of 1862 facilitated the establishment of colleges through grants of land or funds in lieu of land. The Second Morrill Act in 1890 provided for money grants and for the establishment of land-grant colleges and universities for Black Americans in those states with dual systems of higher education.

**Lead time** When forecasting a statistic, the number of time periods since the last time period of actual data for that statistic used in producing the forecast.

**Level of school** A classification of elementary/secondary schools by instructional level. Includes elementary schools, secondary schools, and combined elementary and secondary schools. See also Elementary school, Secondary school, and Combined school.

*Limited English proficient* Refers to an individual who was not born in the United States and whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language

proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the Every Student Succeeds Act (2015), the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. See also English language learner.

**Linear interpolation** A method that allows the prediction of an unknown value if any two particular values on the same scale are known and the rate of change is assumed constant.

Local basic administrative unit See School district.

Local education agency (LEA) See School district.

Locale codes A classification system to describe a type of location. The "Metro-Centric" locale codes, developed in the 1980s, classified locations based on their proximity to a Metropolitan Statistical Area (MSA) and their population size and density. In 2006, the "Urban-Centric" locale codes were introduced. These locale codes are based on an address's proximity to an urbanized area. For more information, see <a href="https://nces.ed.gov/ccd/CCDLocaleCodeDistrict.asp">https://nces.ed.gov/ccd/CCDLocaleCodeDistrict.asp</a>.

**Pre-2006 Metro-Centric Locale Codes** (used in *Digest of Education Statistics* tables that reference "urbanicity"). The eight urbanicity subcategories are often collapsed into three major categories—urban, suburban, and rural—as shown below.

#### Urban

*Large City:* A central city of a consolidated metropolitan statistical area (CMSA) or MSA, with the city having a population greater than or equal to 250,000.

*Mid-size City:* A central city of a CMSA or MSA, with the city having a population less than 250,000.

#### Suburban

*Urban Fringe of a Large City:* Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

*Urban Fringe of a Mid-size City:* Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

#### Rural (not within a CMSA or MSA)

*Large Town:* An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

**Small Town:** An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

**Rural, Outside MSA:** Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

**Rural, Inside MSA:** Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

**2006** Urban-Centric Locale Codes (used in Digest of Education Statistics tables that reference "locale"). The 12 locale subcategories are often collapsed into 4 major categories—city, suburban, town, and rural—as shown below.

#### City

*City, Large:* Territory inside an urbanized area and inside a principal city with population of 250,000 or more

*City, Midsize:* Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

*City, Small:* Territory inside an urbanized area and inside a principal city with population less than 100,000.

#### Suburban

**Suburb**, **Large**: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

*Suburb, Midsize:* Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

*Suburb*, *Small:* Territory outside a principal city and inside an urbanized area with population less than 100,000.

#### Town

*Town, Fringe:* Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

**Town, Distant:** Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

*Town, Remote:* Territory inside an urban cluster that is more than 35 miles from an urbanized area.

#### Rural

**Rural, Fringe:** Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

**Rural, Distant:** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

**Rural, Remote:** Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

**Magnet school or program** A special school or program designed to reduce, prevent, or eliminate racial isolation and/or to provide an academic or social focus on a particular theme.

Mandatory transfer A transfer of current funds that must be made in order to fulfill a binding legal obligation of a post-secondary institution. Included under mandatory transfers are debt service provisions relating to academic and administrative buildings, including (1) amounts set aside for debt retirement and interest and (2) required provisions for renewal and replacement of buildings to the extent these are not financed from other funds.

*Margin of error* The range of potential true or actual values for a sample survey estimate. The margin of error depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of the margin of error is represented by the standard error of the estimate.

Master's degree A degree awarded for successful completion of a program generally requiring 1 or 2 years of fulltime college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. Some master's degrees such as divinity degrees (M.Div. or M.H.L./Rav), which were formerly classified as "first-professional"—may require more than 2 years of full-time study beyond the bachelor's degree.

**Mathematics** A group of instructional programs that describes the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations.

*Mean absolute percentage error (MAPE)* The average value of the absolute value of errors expressed in percentage terms.

**Mean test score** The score obtained by dividing the sum of the scores of all individuals in a group by the number of individuals in that group for which scores are available.

**Median earnings** The amount that divides the income distribution into two equal groups, half having income above that amount and half having income below that amount. Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations.

*Middle school* A school with no grade lower than 5 and no grade higher than 8.

*Migration* Geographic mobility involving a change of usual residence between clearly defined geographic units, that is, between counties, states, or regions.

**Minimum-competency testing** Measuring the acquisition of competence or skills to or beyond a certain specified standard.

**Model** A system of postulates, data, and inferences presented as a mathematical description of a phenomenon, such as an actual system or process. The actual phenomenon is represented by the model in order to explain, predict, and control it.

*Montessori school* A school that provides instruction using Montessori teaching methods.

Multiple disabilities See Disabilities, children with.

National Assessment of Educational Progress (NAEP) See Appendix A: Guide to Sources.

National School Lunch Program Established by President Truman in 1946, the program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the federal poverty guideline.

**Newly qualified teachers** People who (1) first became eligible for a teaching license during the period of the study referenced or who were teaching at the time of survey, but were not certified or eligible for a teaching license; and (2) had never held full-time, regular teaching positions (as opposed to substitute) prior to completing the requirements for the degree that brought them into the survey.

**Non-degree-granting institutions** Postsecondary institutions that participate in Title IV federal financial aid programs but do not offer accredited 4-year or 2-year degree programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level.

*Nonprofessional staff* See Employees in degree-granting institutions.

Nonprofit institution See Private institution.

**Nonresident alien** A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

**Nonsectarian school** Nonsectarian schools do not have a religious orientation or purpose and are categorized as regular, special program emphasis, or special education schools. See also Regular school, Special program emphasis school, and Special education school.

Nonsupervisory instructional staff People such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification, but not responsible for day-to-day teaching of the same group of pupils.

*Nursery school* An instructional program for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of teachers. See also Prekindergarten and Preschool.

**Obligations** Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

*Occupied housing unit* Separate living quarters with occupants currently inhabiting the unit. See also Housing unit.

Off-budget federal entities Organizational entities, federally owned in whole or in part, whose transactions belong in the budget under current budget accounting concepts, but that have been excluded from the budget totals under provisions of law. An example of an off-budget federal entity is the Federal Financing Bank, which provides student loans under the Direct Loan Program.

*On-budget funding* Federal funding for education programs that is tied to appropriations. On-budget funding does not include the Direct Loan Program, under which student loans are provided by the Federal Financing Bank, an off-budget federal entity. See also Off-budget federal entities.

*Operation and maintenance services* Includes salary, benefits, supplies, and contractual fees for supervision of operations and maintenance, operating buildings (heating, lighting, ventilating, repair, and replacement), care and upkeep of grounds and equipment, vehicle operations and maintenance (other than student transportation), security, and other operations and maintenance services.

*Ordinary least squares (OLS)* The estimator that minimizes the sum of squared residuals.

Organization for Economic Cooperation and Development (OECD) An intergovernmental organization of industrialized countries that serves as a forum for member countries to cooperate in research and policy development on social and economic topics of common interest. In addition to member countries, partner countries contribute to the OECD's work in a sustained and comprehensive manner.

*Orthopedic impairment* See Disabilities, children with.

Other health impairment See Disabilities, children with.

Other professional staff See Employees in degree-granting institutions.

*Other religious school* Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association membership as Conservative Christian, other affiliated, or unaffiliated.

Other support services Includes salary, benefits, supplies, and contractual fees for business support services, central support services, and other support services not otherwise classified.

Other support services staff All staff not reported in other categories. This group includes media personnel, social workers, bus drivers, security, cafeteria workers, and other staff.

*Outlays* The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

**Parameter** A quantity that describes a statistical population.

**Part-time enrollment** The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load. At the undergraduate level, part-time enrollment typically includes students who have a credit load of less than 12 semester or quarter credits. At the postbaccalaureate level, part-time enrollment typically includes students who have a credit load of less than 9 semester or quarter credits.

Pass-through transaction A payment that a postsecondary institution applies directly to a student's account. The payment "passes through" the institution for the student's benefit. Most private institutions treat Pell grants as pass-through transactions. At these institutions, any Pell grant funds that are applied to a student's tuition are reported as tuition revenues. In contrast, the vast majority of public institutions report Pell grants both as federal revenues and as allowances that reduce tuition revenues.

**Personal income** Current income received by people from all sources, minus their personal contributions for social insurance. Classified as "people" are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among people.

*Physical plant assets* Includes the values of land, buildings, and equipment owned, rented, or utilized by colleges. Does not include those plant values that are a part of endowment

or other capital fund investments in real estate; excludes construction in progress.

**Postbaccalaureate certificate** An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a bachelor's degree, but does not meet the requirements of a master's degree.

**Postbaccalaureate enrollment** The number of students working toward advanced degrees and of students enrolled in graduate-level classes but not enrolled in degree programs. See also Graduate enrollment.

**Postsecondary education** The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

#### Postsecondary institutions (basic classification by level)

**4-year institution** An institution offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree.

**2-year institution** An institution offering at least a 2-year program of college-level studies that terminates in an associate degree or is principally creditable toward a baccalaureate degree. Data prior to 1996 include some institutions that have a less-than-2-year program, but were designated as higher education institutions in the Higher Education General Information Survey.

**Less-than-2-year institution** An institution that offers programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

# Postsecondary institutions (2005 Carnegie classification of degree-granting institutions)

**Doctorate-granting** Characterized by a significant level and breadth of activity in commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings. These institutions are assigned to one of the three subcategories listed below based on level of research activity (for more information on the research activity index used to assign institutions to the subcategories, see <a href="http://carnegieclassifications.iu.edu/">http://carnegieclassifications.iu.edu/</a>):

Research university, very high Characterized by a very high level of research activity.

Research university, high Characterized by a high level of research activity.

Doctoral/research university Awarding at least 20 doctor's degrees per year, but not having a high level of research activity.

*Master's* Characterized by diverse postbaccalaureate programs but not engaged in significant doctoral-level education.

**Baccalaureate** Characterized by primary emphasis on general undergraduate, baccalaureate-level education. Not significantly engaged in postbaccalaureate education.

*Special focus* Baccalaureate or postbaccalaureate institution emphasizing one area (plus closely related specialties), such as business or engineering. The programmatic emphasis is measured by the percentage of degrees granted in the program area.

Associate's Institutions conferring at least 90 percent of their degrees and awards for work below the bachelor's level. In NCES tables, excludes all institutions offering any 4-year programs leading to a bachelor's degree.

*Tribal* Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

**Poverty** (official measure) The U.S. Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are adjusted annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). See also Supplemental Poverty Measure (SPM).

**Prekindergarten** Preprimary education for children typically ages 3–4 who have not yet entered kindergarten. It may offer a program of general education or special education and may be part of a collaborative effort with Head Start.

**Preschool** An instructional program enrolling children generally younger than 5 years of age and organized to provide children with educational experiences under professionally qualified teachers during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten). See also Nursery school and Prekindergarten.

**Primary school** A school with at least one grade lower than 5 and no grade higher than 8.

**Private institution** An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually supported primarily by other than public funds; and the operation of whose program rests with other than publicly elected or appointed officials.

**Private nonprofit institution** An institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit institutions and those affiliated with a religious organization.

**Private for-profit institution** An institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

**Private school** Private elementary/secondary schools surveyed by the Private School Universe Survey (PSS) are assigned to one of three major categories of religious orientation (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents.

*Catholic* Schools categorized according to governance, provided by Catholic school respondents, into (i) parochial, (ii) diocesan, and (iii) private Catholic schools.

Other religious Schools that have a religious orientation or purpose but are not Roman Catholic. Other religious schools are categorized according to religious association membership, provided by respondents, into (i) Conservative Christian, (ii) other affiliated, and (iii) unaffiliated schools. Conservative Christian schools are those "Other religious" schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, and Oral Roberts University Education Fellowship. Affiliated schools are those "Other religious" schools not classified as Conservative Christian with membership in at least 1 of 11 associations—Association of Christian Teachers and Schools, Christian Schools International, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, and Southern Baptist Association of Christian Schoolsor indicating membership in "other religious school associations." Unaffiliated schools are those "Other religious" schools that have a religious orientation or purpose but are not classified as Conservative Christian or affiliated.

Nonsectarian Schools that do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents, into (i) regular, (ii) special emphasis, and (iii) special education schools. Regular schools are those that have a regular elementary/ secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocational/technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

**Professional staff** See Employees in degree-granting institutions.

**Program for International Student Assessment (PISA)** See Appendix A: Guide to Sources.

**Projection** In relation to a time series, an estimate of future values based on a current trend.

**Property tax** The sum of money collected from a tax levied against the value of property.

**Proprietary** (for profit) institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

**Public charter school** A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other authority, and designated by such authority to be a charter school.

**Public school or institution** A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

**Pupil/teacher ratio** The enrollment of pupils at a given period of time, divided by the full-time-equivalent number of classroom teachers serving these pupils during the same period.

Purchasing Power Parity (PPP) indexes PPP exchange rates, or indexes, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indexes are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indexes, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

 $R^2$  The coefficient of determination; the square of the correlation coefficient between the dependent variable and its ordinary least squares (OLS) estimate.

**Racial/ethnic group** Classification indicating general racial or ethnic heritage. Race/ethnicity data are based on the Hispanic ethnic category and the race categories listed below (five single-race categories, plus the Two or more races category). Race categories exclude persons of Hispanic ethnicity unless otherwise noted.

White A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Black or African American** A person having origins in any of the black racial groups of Africa. Used interchangeably with the shortened term *Black*.

*Hispanic or Latino* A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Used interchangeably with the shortened term *Hispanic*.

Asian A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Prior to 2010–11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories.

*Native Hawaiian or Other Pacific Islander* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Prior to 2010–11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories. Used interchangeably with the shortened term *Pacific Islander*.

American Indian or Alaska Native A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Two or more races A person identifying himself or herself as of two or more of the following race groups: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native. Some, but not all, reporting districts use this category. "Two or more races" was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey in 2003. The category is sometimes excluded from a historical series of data with constant categories. It is sometimes included within the category "Other."

Region See Geographic region.

**Regression analysis** A statistical technique for investigating and modeling the relationship between variables.

**Regular school** An elementary/secondary or charter school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education.

**Related children** Related children in a family include own children and all other children in the household who are related to the householder by birth, marriage, or adoption.

**Remedial education** Instruction for a student lacking those reading, writing, or math skills necessary to perform collegelevel work at the level required by the attended institution.

**Resident population** Includes civilian population and armed forces personnel residing within the United States; excludes armed forces personnel residing overseas.

**Retention in grade** Retaining a student in the same grade from one school year to the next.

**Retention rate** A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For 4-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

**Revenue** All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions, such as receipt of services, commodities, or other receipts in kind are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

**Revenue receipts** Additions to assets that do not incur an obligation that must be met at some future date and do not represent exchanges of property for money. Assets must be available for expenditures.

**Rho** A measure of the correlation coefficient between errors in time period t and time period t minus 1.

Rural location See Locale codes.

**Salary** The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

*Sales and services* Revenues derived from the sales of goods or services that are incidental to the conduct of instruction, research, or public service. Examples include film rentals, scientific and literary publications, testing services, university presses, and dairy products.

*Sales tax* Tax imposed upon the sale and consumption of goods and services. It can be imposed either as a general tax on the retail price of all goods and services sold or as a tax on the sale of selected goods and services.

*SAT* An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects. It was formerly called the Scholastic Assessment Test.

**Scholarships and fellowships** This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Aid to students

in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working.

**School** A division of the school system consisting of students in one or more grades or other identifiable groups and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings. Excludes schools that have closed or are planned for the future.

**School administration support services** Includes salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses.

**School climate** The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

**School district** An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency."

**Science** The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

**Secondary enrollment** The total number of students registered in a school beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12 at a given time.

Secondary instructional level The general level of instruction provided for pupils in secondary schools (generally covering grades 7 through 12 or 9 through 12) and any instruction of a comparable nature and difficulty provided for adults and youth beyond the age of compulsory school attendance.

**Secondary school** A school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Senior high school A secondary school offering the final years of high school work necessary for graduation.

**Serial correlation** Correlation of the error terms from different observations of the same variable. Also called Autocorrelation.

**Serial volumes** Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals, memoirs, proceedings, and transactions of societies.

**Social studies** A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic status (SES) The SES index is a composite of often equally weighted, standardized components, such as parental education and occupations, and family income. The terms high, middle, and low SES refer to ranges of the weighted SES composite index distribution.

Special education Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level or model of their overall abilities. Such services usually are directed at students with the following conditions: (1) physically disabled; (2) emotionally disabled; (3) culturally different, including compensatory education; (4) intellectually disabled; and (5) students with learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs. See also Disabilities, children with.

**Special education school** A public elementary/secondary school that focuses primarily on special education for children with disabilities and that adapts curriculum, materials, or instruction for students served. See also Disabilities, children with.

*Special program emphasis school* A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.

Specific learning disability See Disabilities, children with.

Speech or language impairment See Disabilities, children with.

**Standard error of estimate** An expression for the standard deviation of the observed values about a regression line. An estimate of the variation likely to be encountered in making predictions from the regression equation.

**Standardized test** A test composed of a systematic sampling of behavior, administered and scored according to specific instructions, capable of being interpreted in terms of adequate norms, and for which there are data on reliability and validity.

**Standardized test performance** The weighted distributions of composite scores from standardized tests used to group students according to performance.

**Status dropout rate** The percentage of individuals within a given age range who are not enrolled in school and lack a high school credential, regardless of when they dropped out.

Status dropout rate (Current Population Survey) The percentage of civilian, noninstitutionalized young people ages 16–24 who are not in school and have not earned a high school credential (either a diploma or equivalency credential such as a GED certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16–24 who, as of October of that year, have not completed a high school credential and are not currently enrolled in school. The denominator is the total number of individuals ages 16–24 in the United States in October of that year. Status dropout rates count the following individuals as dropouts: those who never attended school and immigrants who did not complete the equivalent of a high school education in their home country.

Status dropout rate (American Community Survey) Similar to the status dropout rate (Current Population Survey), except that institutionalized persons, incarcerated persons, and active-duty military personnel living in barracks in the United States may be included in this calculation.

STEM fields Science, Technology, Engineering, and Mathematics (STEM) fields of study that are considered to be of particular relevance to advanced societies. In current Digest of Education Statistics tables, STEM fields include biological and biomedical sciences, computer and information sciences, engineering and engineering technologies, mathematics and statistics, and physical sciences and science technologies. STEM occupations include computer scientists and mathematicians; engineers; life and physical scientists; and managers of STEM activities.

Student An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution. No distinction is made between the terms "student" and "pupil," though "student" may refer to one receiving instruction at any level while "pupil" refers only to one attending school at the elementary or secondary level. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, and correspondence.

Student membership Student membership is an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership.

**Student support services** Includes salary, benefits, supplies, and contractual fees for staff providing attendance and social work, guidance, health, psychological services, speech

pathology, audiology, and other support to students.

Study abroad population U.S. citizens and permanent residents, enrolled for a degree at an accredited higher education institution in the United States, who received academic credit for study abroad from their home institutions upon their return. Students studying abroad without receiving academic credit are not included, nor are U.S. students enrolled for a degree overseas.

Suburban location See Locale codes.

**Supervisory staff** Principals, assistant principals, and supervisors of instruction; does not include superintendents or assistant superintendents.

Supplemental Poverty Measure (SPM) An alternative measure of poverty that supplements the U.S. Census Bureau's official poverty measure by adding to family income the value of benefits—including nutritional assistance, housing subsidies, and home energy assistance—from many government programs designed to assist those with low incomes, subtracting taxes and necessary expenses such as child care costs (for working families) and out-of-pocket medical expenses, and adjusting poverty thresholds for geographic differences in housing costs. See also Poverty (official measure).

**Suspension** Temporarily removing a student from his or her regular classroom (an in-school suspension) or from his or her regular school (an out-of-school suspension), generally for disciplinary purposes.

*Tax base* The collective value of objects, assets, and income components against which a tax is levied.

Tax expenditures Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

**Teacher** see Instructional staff.

**Technical education** A program of vocational instruction that ordinarily includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, and materials commonly used and the services performed in the technology. Technical education prepares individuals for positions—such as draftsman or lab technician—in the occupational area between the skilled craftsman and the professional person.

**Three-year moving average** An arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. Use of a 3-year moving average increases the sample size, thereby reducing the size of

sampling errors and producing more stable estimates.

*Time series* A set of ordered observations on a quantitative characteristic of an individual or collective phenomenon taken at different points in time. Usually the observations are successive and equally spaced in time.

*Time series analysis* The branch of quantitative forecasting in which data for one variable are examined for patterns of trend, seasonality, and cycle.

*Title I school* A school designated under appropriate state and federal regulations as a high-poverty school that is eligible for participation in programs authorized by Title I of the Reauthorization of the Elementary and Secondary Education Act, P.L. 107-110 (<a href="https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html">https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html</a>).

*Title IV* Refers to a section of the Higher Education Act of 1965 that covers the administration of the federal student financial aid program.

Title IV eligible institution A postsecondary institution that meets the criteria for participating in federal student financial aid programs. An eligible institution must be any of the following: (1) an institution of higher education (with public or private, nonprofit control), (2) a proprietary institution (with private for-profit control), and (3) a postsecondary vocational institution (with public or private, nonprofit control). In addition, it must have acceptable legal authorization, acceptable accreditation and admission standards, eligible academic program(s), administrative capability, and financial responsibility.

Total expenditure per pupil in average daily attendance Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded and expenditures for other programs (summer schools and designated subsidies for community colleges and private schools) are included.

Town location See Locale codes.

*Traditional public school* Publicly funded schools other than public charter schools. See also Public charter school and Public school or institution.

**Transcript** An official list of all courses taken by a student at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution.

Traumatic brain injury See Disabilities, children with.

Tribal colleges and universities An institutional

classification developed by the Andrew W. Carnegie Foundation for the Advancement of Teaching. Tribal colleges and universities, with few exceptions, are tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium.

Trust funds Amounts collected and used by the federal government for carrying out specific purposes and programs according to terms of a trust agreement or statute, such as the Social Security and unemployment trust funds. Trust fund receipts that are not anticipated to be used in the immediate future are generally invested in interest-bearing government securities and earn interest for the trust fund.

**Tuition and fees** A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods. Tuition may be charged per term, per course, or per credit.

Type of school A classification of public elementary and secondary schools that includes the following categories: regular schools, special education schools, vocational schools, and alternative schools. See also Regular school, Special education school, Vocational school, and Alternative school. "School type" can also refer to whether the public school attended by a student was assigned to the student by the school district or chosen by the student's family in a district that allows school choice.

Unadjusted dollars See Current dollars.

*Unclassified students* Students who are not candidates for a degree or other formal award, although they are taking higher education courses for credit in regular classes with other students.

*Undergraduate students* Students registered at an institution of postsecondary education who are working in a baccalaureate degree program or other formal program below the baccalaureate, such as an associate's degree or a vocational or technical program.

*Unemployed* Civilians who had no employment but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

Ungraded student (elementary/secondary) A student who

has been assigned to a school or program that does not have standard grade designations.

Urban location See Locale codes.

*U.S. resident* A citizen or national, or a person who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status.

*U.S. Service Academies* These higher education institutions are controlled by the U.S. Department of Defense and the U.S. Department of Transportation. The five institutions counted in the NCES surveys of degree-granting institutions include: the U.S. Air Force Academy, U.S. Coast Guard Academy, U.S. Merchant Marine Academy, U.S. Military Academy, and the U.S. Naval Academy.

Variable A quantity that may assume any one of a set of values.

*Visual and performing arts* A group of instructional programs that generally describes the historic development, aesthetic qualities, and creative processes of the visual and performing arts.

Visual impairment See Disabilities, children with.

**Vocational education** Organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

**Vocational school** A public school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

**Women's colleges** A college or university identified by the Women's College Coalition as a women's college.

**Years out** In forecasting by year, the number of years since the last year of actual data for that statistic used in producing the forecast.



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